Graduate Student Handbook
2017-2018

Tanner Health System
School of Nursing
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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.

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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
GRADUATE PROGRAM

MISSION

The University of West Georgia, Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community (Approved 4/5/2010).

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).

Statement of Philosophy and Assumptions

The faculty of the Tanner Health System School of Nursing believe and support the mission, purpose, and goals of the University of West Georgia. While offering both undergraduate and graduate academic programs, the 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
(Giddens et al., 2008), the process of living a caring science curriculum leads to achievement of program outcome goals centered on educating practitioners who can provide safe and person-centered care in a rapidly changing health care environment (Duffy, 2009).

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 (UWG/THS SON Philosophy, 2012).

References
**MSN Quality Caring Framework: A Caring Science Curriculum**

**Structure**
- Ethics, Professional Values/Social Justice (PG2) (AONE4) (MSN III, IX) (CNL 8) (NLN VIII)
- Human Diversity/Cultural Competency (PG 8) (MSN VII) (CNL 9)
- Gerontology (PG 8, 9) (MSN VIII)
- Genetics/genomics (PG 1) (MSN I)
- Accountability (PG 2) (MSN II) (CNL)

**Process**
- Creating a Culture of Quality Caring
- Essence of Nursing Practice and Education

**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 with 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. Serves 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 populations based care for individuals, families, and aggregates.

**Core Competencies**
- PG: Program Goals
- AONE: American Organization of Nurse Executives
- CNL: Clinical Nurse Leader
- MSN: Masters Essentials
- NLN: National League of Nursing (NLN) Nurse Educator Core Competencies
- QSEN: Quality & Safety Educ. For Nurses

Intermediate Outcomes
Feel “cared for”
Ed.D Quality Caring Framework: A Caring Science Curriculum

Creating a Culture of Quality Caring

Educating Nurse Educator Core Competencies

Ed.D Structure

**Persons**
Mentor (SREB) (1)
Personal abilities (intuitive, creative, analytical reasoning, and caring) (SREB) (1 & 3) (NLN competencies 8)

**Environment**
Interdisciplinary/inter-Professional (SREB) (2, 3, 4, 5)
Policy (NLN competencies 8)

**Health Concepts**
Quality improvement (QSEN & NLN competency 6) (1, 2, 4, 5)
Cultural influences (SREB) (1, 3, 5)
Policy development (SREB) (1, 3, 4)

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

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

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

Essence of Nursing Practice and Education

Creating Caring Collaborative Relationships

Creating collaborative relationships

Client-Nurse Relationships

Teacher-Learner Relationships

Inter-Professional Healthcare Relationships

Intermediate Outcomes
Feel “cared for”

Ed.D 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.

**PG:** Program Goals
**NLN:** National League of Nursing (NLN)
**QSEN:** Quality & Safety Educ. For Nurses
**SREB:** Southern Regional Education Board, Nurse Educator Competencies

2/24/2011
1/16/2013 Revised
CARING GROUPS

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

“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 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.

GRADUATE PROGRAM CARING GROUPS

Caring Groups will be a component of all online graduate programs at the Tanner Health System School of Nursing. Classes will be divided into Caring Groups to provide the opportunity for students to learn caring for self and others. If there is a workgroup in the online course, the workgroup will also function as the caring
group for the course. Students will be given guidance in learning self-care and in caring for their colleagues and others.

**MSN program**- The MSN students will be assigned to a Caring Group for the first year of the MSN program. The Caring Groups will be in NURS 6102: Role of Caring Healthcare Professional in the fall semester and in NURS 6104: Scholarly Inquiry and Data Analysis in the spring semester. For year two and beyond, students are encouraged to sustain caring groups as a means to promote caring for self and others. As one of the assignments in NURS 6102, students will complete a self-assessment and set goals related to self-care.

**EdD program**- Every semester, students will be assigned a workgroup as their caring group in all courses prior to the dissertation courses. During the dissertation phase of the program, students are encouraged to sustain caring groups as a means to promote caring for self and others.

### 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.

1. The outcomes of the doctoral program are the following:
2. Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and
leadership roles.
3. Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.
4. Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.
5. Advance the scholarship of nursing education.
6. 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, other resources will assist you in a successful journey through this program and the University of West Georgia (UWG)

Graduate Catalog

The University of West Georgia Graduate Catalog contains a complete statement of academic policies and procedures, courses required for each program of study, retention and graduation requirements, and other essential items of information. Students can access the catalog via the following link: UWG Catalog. Students should keep a copy of the Catalog saved as a link for reference during their entire stay at the University of West Georgia.

THE UNIVERSITY OF WEST GEORGIA STUDENT HANDBOOK

The University of West Georgia Student Handbook contains information concerning academics, student services, organizations and activities, and a campus directory. It also includes very important policies about student rights and responsibilities, conduct and discipline, grievance and appeals procedures, and financial aid requirements. Students can access the handbook at http://www.westga.edu/handbook/.

THE SCOOP

The Scoop is a UWG publication that provides basic information regarding registration each semester. The Scoop can be located via this link: The Scoop

PROFESSIONAL NURSING ASSOCIATIONS

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

Graduate students are encouraged to join and participate in the professional nursing organizations of ANA and GNA. Through these organizations, nursing professionals deal with issues of concern such as improving standards of health care. ANA and GNA also foster high standards for nursing and promote professional development and economic welfare for nurses. The following are links to these organizations:

Georgia Nurses Association
American Nurses Association
GEORGIA ASSOCIATION FOR NURSING EDUCATION (GANE)
The purpose of the Georgia Association for Nursing Education is to promote excellence in nursing education within the state of Georgia. This purpose is carried out through its functions that include:
1. Assess the needs of Georgia nurse educators and nurses.
2. Initiate, stimulate and support nursing education at clinical and academic levels, both formally and informally, thereby addressing the healthcare needs of Georgia’s citizenry.
3. Participate in and promote nursing research at the local and state level that is designed to address nursing education and healthcare needs.
4. Collaborate with nursing and other professional groups to positively influence nursing education, nursing regulation and healthcare delivery.

The following is the link to the organization: Georgia Association for Nursing Education (GANE)

GEORGIA NURSING LEADERSHIP COALITION (GNLC)
Our mission is to implement the recommendations of the Institute of Medicine’s Future of Nursing report by providing leadership and developing partnerships among and beyond nursing.
Our vision: nursing will play an essential role in promoting the health of all Georgians.

Values
The GNLC is dedicated to the values of leadership and collaboration.
LEADERSHIP: The GNLC will create a means for nurses to work collectively to achieve the common goal of enhancing health care for all Georgians.
COLLABORATION: The GNLC will work with strategic partners across health care, education, government, and consumer organizations to implement health care changes statewide. The following is the link to the organization: Georgia Nursing Leadership Coalition (GNLC)

PI NU CHAPTER OF THE HONOR SOCIETY OF NURSING (SIGMA THETA TAU INTERNATIONAL)
The Pi Nu Chapter of the Honor Society of Nursing, Sigma Theta Tau International was chartered in 2000 at the University of West Georgia to recognize superior academic achievement, academic integrity, and professional leadership potential. Eligible students should also foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Graduate students are eligible for membership when they meet the following criteria:

1. Have completed at least one-half of the required nursing components of the baccalaureate curriculum.
2. Have a cumulative grade point average of at least 3.0 on a 4.0 scale and are in the top 35% of their cohort.

The Pi Nu Chapter Executive Board reviews student candidates and inducts new members each spring by invitation. The Tanner Health System School of Nursing encourages students to reach for academic excellence and participate in the advancement of nursing scholarship, leadership, and professionalism through membership in this organization. Please contact nursing faculty members for additional information or visit the Sigma Theta
Tau website at [https://www.nursingsociety.org/](https://www.nursingsociety.org/)

**AMERICAN ASSOCIATION OF COLLEGE OF NURSING (AACN)**
The American Association of Colleges of Nursing (AACN) is the national voice for baccalaureate and graduate nursing education. AACN works to establish quality standards for nursing education; assists schools in implementing those standards; influences the nursing profession to improve health care; and promotes public support for professional nursing education, research, and practice. The following is the link to the organization: [American Association of Colleges of Nursing (AACN)](https://www.aacn.nche.edu/)

**NATIONAL LEAGUE FOR NURSING**
Dedicated to excellence in nursing, the National League for Nursing is the premier organization for nurse faculty and leaders in nursing education. The NLN offers professional development, networking opportunities, testing services, nursing research grants, and public policy to its 40,000 individual and 1,200 institutional members. The following is the link to the organization: [National League for Nursing (NLN)](http://www.nln.org/)

**ACADEMIC ADVISING**
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 any changes are made. The School of Nursing Graduate Studies Associate is Embry Ice and Mrs. Ice may be reached at eice@westga.edu.

**LIBRARY RESOURCES**
The home page for the library can be accessed via this link [http://www.westga.edu/library/](http://www.westga.edu/library/)
Contact information for the THS School of Nursing Library Liaison can be found via this link: [http://libguides.westga.edu/nursing](http://libguides.westga.edu/nursing)

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

**GRADUATION CELEBRATION**
Each year the Tanner Health System School of Nursing hosts a reception on or near the day of spring and fall commencement. The ceremony is held to honor graduating nursing students of all levels and their families. This event is organized by the Tanner Health System School of Nursing faculty members. Information regarding time, location, and tickets is sent to students by the Tanner Health System School of Nursing staff a
month or two prior to the reception.

**TANNER HEALTH SYSTEM SCHOOL OF NURSING COMMITTEES**

The Tanner Health System School of Nursing requests student representation on all standing committees. Students serve as associate members and enjoy all the privileges of faculty committee members except that of voting. The student body shall elect student representatives from each of the various program levels to serve on the standing committees during the Fall semester of each academic year. A representative from the Prelicensure BSN*, RN-BSN, MSN, and EdD programs will be selected for each of the following committees:

Graduate Program Committee (GPC)
Caring for Students Committee (CSC)
Caring for Faculty Committee (CFC)
Evaluating Committee (EC)
Technology Committee (TC)

**FINANCIAL ASSISTANCE AND SCHOLARSHIP INFORMATION**

Scholarship and other financial aid information for nursing students is available on the Tanner Health System School of Nursing website at [https://www.westga.edu/academics/nursing/student-scholarships.php](https://www.westga.edu/academics/nursing/student-scholarships.php). Financial assistance is available through the University of West Georgia Financial Aid Office at 678-839-6421 or [https://www.westga.edu/finaid/](https://www.westga.edu/finaid/). All students needing assistance must complete a Financial Aid Form (FAFSA). This form is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) starting in January of each year. Please note deadlines posted by the Financial Aid Office for completed applications to ensure full eligibility. The university is notified regarding students who meet requirements for federal and state monies in the spring of each year. The Financial Aid Office notifies students eligible for federal/state money.

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

Specific funds allocated for nursing scholarships are also available on the basis of need. Students wishing to apply for these scholarships should complete a nursing scholarship form available through the Tanner Health System School of Nursing website at [https://www.westga.edu/academics/nursing/student-scholarships.php](https://www.westga.edu/academics/nursing/student-scholarships.php). The Tanner Health System School of Nursing Scholarship Committee meets in the summer to allocate funds for the following academic year. Awards are not disbursed until after the add/drop period.

There are limited funds available for special emergency situations. Students needing this type of assistance should send a letter of explanation to the UWG Development Office regarding their circumstances and make an appointment with the Director in that department. Emergency funds may also be available through the Tanner Health System School of Nursing. For more information regarding these funds, please call 678-839-6552.
NURSING FACULTY LOAN PROGRAM

The Nurse Faculty Loan Program (NFLP) is available to graduate and doctoral nursing students pursuing a career in nursing education. Upon graduating, up to 85% of the total amount borrowed can be forgiven if the educator teaches four years for a school of nursing. Since the program is a federal program, the educator is not limited to any one state for employment. These funds are available on a first come, first serve basis. Please see the MSN and EdD specific links on the THS SON website for further details.

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 CourseDen here at the UWG. CourseDen will be used for posting course materials, receiving and returning assignments, e-mail regarding course matters, and online testing. All courses are taught as online distance classes. Upon admission, students are expected to have computer skills including word processing, ability to perform computerized literature searches, email, and use of browser software to search the internet. They are also expected to have access to computers compatible with the UWG. The 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 CourseDen/D2L and other online learning specific questions. The link for more information is https://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 Information Technology Services (ITS) homepage, https://www.westga.edu/its/index.php
3. Students and faculty should use assigned UWG email addresses for all correspondence. E-mail communication regarding specific courses must be done via CourseDen/D2L.

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 access https://uwgonline.westga.edu/ or online@westga.edu
   2. 24-Hour Help – 1-855-772-0423 or https://d2lhelp.view.usg.edu/
   3. My UWG help: 8:00 a.m. – 5:00 p.m. at 678-839-9587. For assistance with email: Call 678-839-6248 or email servicedesk@westga.edu

Awards for Excellence and Achievement in Graduate Studies

The outstanding Graduate Student Awards program is held each year during the spring semester celebration and coordinated by the Caring for Students Committee (CSC). The aim of the program is to recognize outstanding graduating MSN and EdD students at the University of West Georgia Tanner Health System School of Nursing.

Outstanding MSN Student Award
These awards are given to two graduating MSN students who exemplify the school's values of scholarship, leadership, and caring through their nursing practice. One graduate from each MSN specialty track (Health Care Leadership and Education) may be identified and recommended by faculty for this award based on the following criteria.

These awards are given to the students who:

- Best exemplifies achievement of program outcomes.
- Bases their practice on a personal philosophy of nursing as caring.
- Demonstrates intellectual curiosity and excellence in academic scholarship.
- Writes effectively and exemplifies scholarly writing.
- Demonstrates leadership qualities and potential for accomplishment in the profession.

Submission requirements:
1. Nominee’s current vitae
2. A scholarly paper from the MSN program that demonstrates intellectual curiosity and standards of scholarly writing.
3. A letter from the nominating faculty member, which addresses the award criteria (see above).

**Outstanding EdD Student Award**

The purpose of the Outstanding EdD Student Award is to recognize the contribution of a EdD in nursing education student who exemplifies high standards of leadership and scholarship in the field of nursing education.

This award is given to a student who best exemplifies achievement of the program outcomes and the program outcomes are the following:

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

Eligibility requirements:
Must have completed (defended) a dissertation within one calendar year prior to the application deadline.

Submission requirements:
1. Nominee’s current vitae
2. Defended dissertation
3. Submission of a two to three page paper which addresses how the student mastered the program outcomes of the EdD in Nursing Education program
The Outstanding EdD Student Award will be selected by the Graduate Faculty of the THS SON.

**UWG ACADEMIC POLICIES**

Graduate students will abide by all University of West Georgia and Tanner Health System School of Nursing policies located within the graduate handbook.

UWG Graduate School Academic Policies regarding the items listed below can be located at the following link [https://www.westga.edu/academics/gradstudies/academic-policies.php](https://www.westga.edu/academics/gradstudies/academic-policies.php).

- **Academic Honor**
- **Change of Program**
- **Graduate Course Loads**
- **Course Requirements for Program Completion**
- **Time Limits to Complete a Graduate Degree**
- **Family Educational Rights and Privacy Act (FERPA) and Applicant Records**
- **Grade Appeals**
- **Grading System for Graduate Students**
- **Graduate Academic Standards**
- **Graduate Faculty Appointment**
- **Graduation**
- **Hardship Withdrawal**
- **Registration for Thesis or Dissertation Hours**
- **Responsible Conduct of Research**
- **Transfer Credit**
- **Withdrawal from the University**

**TANNER HEALTH SYSTEM SCHOOL OF NURSING POLICIES**

**GRADING SYSTEM FOR GRADUATE STUDENTS**

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. 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.

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

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.

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”.

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.

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.

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 for dissertation hours, thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

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.

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.

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.

THESIS/DISSERTATION GRADING

Thesis and dissertation hours are graded with an S (satisfactory) or U (unsatisfactory).

GRADE REQUIREMENT POLICY

A minimum grade of B or S 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, who earn one U in 9019, 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 except for NURS 9019. Students who earn one U in NURS 9019, Independent Study, will be dismissed from the Doctorate in Nursing Education (EdD) program.

**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.

**ATTENDANCE GUIDELINES FOR ONLINE GRADUATE COURSES**

Course attendance is a professional expectation for all students. To obtain an A or B grade in this course, students must login, minimally, 3 times per week. Each time a student logs in they should read the course announcements, email, and all unread discussion board postings. Be sure to mark them as read when finished. If a student is having personal/professional problems and is not present in the course, please notify the instructor ASAP. Any weekly absence of logging in that occurs without notification to the instructor may result in a reduced grade or possible failure of the course. Whether a course is face to face or online, attendance and participation is expected and increases a student’s chance for successful matriculation.

**REINSTATEMENT 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 Program Committee (GPC), the student will be reinstated and allowed to continue his or her coursework, with any established THS SON provisions.

**COMMUNICATION POLICY**

**Website:** The Tanner Health System School of Nursing maintains a website at [www.westga.edu/nursing](http://www.westga.edu/nursing). The GPC Handbook is located on the website and students are responsible for reading this information. Students are expected to retrieve course syllabi from CourseDen/D2L and print copies prior to the first day of classes. Students are expected to access other course materials as directed by faculty. Students are advised to check MyUWG email accounts weekly (even between semesters) for important announcements and reminders.

**E-Mail:** Students are expected to communicate with faculty using myUWG and CourseDen/D2L e-mail. Faculty e-mail addresses are published in course syllabi and on the THS SON website. Faculty members are responsible for checking the UWG and CourseDen/D2L e-mail frequently. **Emails regarding Academic Advisement and Clinical Documents must come from the MyUWG email account.** All students are provided with a UWG e-mail address and access to e-mail messages via the student portal (MyUWG). Students are expected to check e-mail messages routinely for information from faculty. Students are expected to check the e-mail within
CourseDen/D2L supported courses on a regular basis for information about specific courses. Email and other computer-based activities will be required in all nursing courses.

**SOCIAL MEDIA POLICY**

I. Purpose
The UWG Tanner Health System School of Nursing (THSSON) 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 communicate clearly the expectations of all UWG Tanner Health System School of Nursing faculty, staff, and students regarding the appropriate use of social media.

II. Scope
These guidelines provide “best practices” and apply to all UWG Tanner Health System School of Nursing faculty, staff, and students regarding social media use, while affiliated with the Tanner Health System School of Nursing. To the extent it conflicts with minimum requirements set forth in UWG Procedure 10.2.3, UWG-Related Social Media Guidelines, UWG Procedure 10.2.3 shall prevail.

III. Policy
These guidelines apply to all UWG Tanner Health System School of Nursing faculty, staff, and students who engage in social networking. These guidelines also apply 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.

THSSON shall have one official social media account (registered with UWG) whose purpose is to promote an official presence of UWG. This account cannot speak on behalf of the entire university but represents THSSON. A link to the following statement shall be posted on all THSSON social media accounts:

“The University of West Georgia (UWG) welcomes the exchange of ideas about university programs, issues, events, and activities on social media websites. The material posted, however, does not necessarily represent the views or policies of the university. The university reserves the right to remove pages, posts, comments, or other content from UWG social media sites that do not adhere to the university’s standards. The university may remove content that is deemed a violation of intellectual property rights or privacy laws, commercial or promotion of organizations or programs not related to or affiliated with the university, or otherwise in violation of applicable policy or law. By submitting content to any UWG social media site, users understand and acknowledge that this information is available to the public and that UWG may use this information for internal and external promotional purposes. Links to content or other Internet sites should not be construed as an endorsement of the organizations, entities, views, or content contained therein. UWG is not responsible for the content of those external websites. Also be aware that other participants may use posted information beyond the control of UWG. Users who do not wish to have information they have made available via these sites used, published, copied, and/or reprinted, should not post on the social media sites.” (UWG Procedure 10.2.3., UWG-Related Social Media Guidelines)

IV. Definitions
The definitions found in UWG Procedure 10.2.3 apply to these guidelines. For ease of reference, “Social Media” is defined as “forms of electronic communication (such as web sites for social networking and blogging) through which users create online communities to share information, ideas, photos, personal messages, and other content. Examples include but are not limited to: Blogs, Facebook, Flickr, Linkedin, My Space, Podcasts, RSS Feeds, Second Life, Twitter, YouTube, Tumblr, Periscope, Yik Yak, Snapchat."

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

1. MyUWG email for official university communication between the university and the student
2. Course management system for academic and clinical coursework between the professor and the student

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

VI. Guidelines for UWG Tanner Health System School of Nursing Social Media
A. Professionalism:
1. Be aware of your association with UWG Tanner Health System School of Nursing in social media sites as personal and professional lines are blurred.
2. It is recommended for THSSON faculty and staff to avoid initiating or accepting friend requests with currently enrolled students.
3. 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. Maintain professional language and content at all times. It may be useful and necessary to block individuals who post unprofessional content.
4. Postings on social media sites are NEVER private and will be treated as if you verbally made the statement in a public place.
5. Refrain from stating personal opinions as being endorsed by UWG Tanner Health System School of Nursing. For your personal media site, you must use your personal email address, not your university email, as your means of identification.
6. If a faculty member, staff, or student acknowledges an association with UWG and/or THSSON in a personal online community, a disclaimer must be included that advises that they are not speaking officially on behalf of the school or university. Sample disclaimer: “The views and opinions expressed here are my own and do not represent the views of Tanner Health System School of Nursing or the University of West Georgia.”
7. Copyrighted or trademarked material should not be used without written consent from its owner before using these items on any social media site.
8. 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.
9. 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.

10. Know that taking pictures, audio taping, and/or videotaping of professors, staff, and/or students for social media use without written permission of the individual is prohibited, and may even be protected from disclosure by federal or state laws.

11. 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.

   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.

B. Privacy & Safety:
1. Understand that postings on social media sites are NEVER private.

2. 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 monitor closely your privacy settings to optimize your privacy and safety.

3. 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.)

4. Never post confidential, sensitive, or proprietary information about UWG THSSON 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.

5. 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.

C. Social Media in Clinical Settings/Patient Contact:
1. At NO time shall patients and/or family members be photographed, audiotaped, or videotaped for ANY reason.

2. Do not post any information on social media about clinical experiences or about a clinical agency or its employees.

3. Maintain professional boundaries with patients and their families at all times while associated with the UWG Tanner Health System School of Nursing.

D. ALL nursing faculty, staff, and students are responsible for regularly reviewing the terms of this Social Media policy and for monitoring their own social media site(s).

VII. Violation of Social Media Policy
Violation of this Social Media Policy may result in disciplinary action up to and including dismissal from the school or termination of employment. 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.

Resources:
UWG Procedure 10.2.3., UWG-Related Social Media Guidelines.

**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/](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**

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

The University of West Georgia Honor Code policy is located within the [University of West Georgia Student Handbook](https://www.utc.edu/student-life/honor-code/). 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, 2016, p. 7).

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:

University of West Georgia Tanner Health System School of Nursing Turnitin Policy & Procedure

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 Help Direct 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 or the order form can be located online at [https://www.westga.edu/academics/nursing/assets-nursing/docs/mcevers-name-badge-order-form-1252012-2.pdf](https://www.westga.edu/academics/nursing/assets-nursing/docs/mcevers-name-badge-order-form-1252012-2.pdf)
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 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 be present during this meeting. The outcome of the meeting must be documented. Copies of the grievance letter by the student and the faculty member’s response must be provided to the student and placed in the student’s academic file.

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

3. MSN or EdD Program Director Meeting with Student and Faculty Member
If the issue is not resolved to the student’s satisfaction after the meeting with the course coordinator, or if there is not a designated course coordinator, the student may request a meeting with the MSN or EdD Program Director (whichever is most appropriate). The MSN or EdD Program Director will arrange a meeting with the student and the involved faculty member. Within one week of the date the grievance is filed, the MSN or EdD Program Director will provide a written summary of the meeting, including the outcome, to the Associate Dean for Undergraduate Education of the Tanner Health System School of Nursing. The student and the faculty member must receive a copy and a copy must be placed in the student’s academic file.
4. Associate Dean for Graduate Education of the Tanner Health System School of Nursing Meeting with Student

If the student does not feel the issue has been resolved satisfactorily after meeting with the MSN or EdD Program Director, the student may present a formal request for a meeting with the Associate Dean for Graduate Education 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, and/or MSN or EdD Program Director along with a detailed letter describing the student’s perception of why previous efforts did not result in satisfactory resolution of the problem. The Associate Dean 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.

5. Dean of the Tanner Health System School of Nursing Meeting with Student

If the student does not feel the issue has been resolved satisfactorily after meeting with the Associate Dean for Graduate Education, 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, and/or MSN or EdD Program Director, and the Associate Dean along with a detailed letter describing the student’s perception of why previous efforts did not result in satisfactory resolution of the problem. The Dean is responsible to review the written materials regarding the student’s grievance and make a decision. If the solution is unacceptable to the student, or if the student wishes to further appeal the concern, the procedure for appeal should be followed as outlined in the UWG Student Handbook.

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 or substances while engaged in any THS SON classroom or clinical activity.

I. STATEMENT OF PURPOSE

a. Students enrolled in the THS SON at the undergraduate and graduate levels engage in the THS SON, classroom, as well as clinical activities that involve training on campus in the skills and simulation labs (Experiential Learning Center) 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 by the student and over-the-counter drugs, provided that the use of these drugs does not interfere with safe and competent performance by the student during THS SON class and clinical activities.

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

Protocol for Faculty Intervention with the Impaired Student Nurse
1. All student nurses will be required, upon admission to the Tanner Health System School of Nursing, to sign a consent form allowing random drug and alcohol panel testing. The consent (Appendix C) will be filed in the Tanner Health System School of Nursing.
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 to 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 it was consumed.
3. The faculty member is advised to keep detailed notes using the THS SON Structured Plan for Success Form to describe the incident and the behaviors 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 activities 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 activities 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 the 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 Center at UWG to discuss the incident in a caring environment. Concerns about the student and his/her well-being, behavior, and performance, and academic consequences will be discussed.

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

   c. Reinstatement of the student to the Tanner Health System School of Nursing will be contingent upon:

   - Accordance with current THS SON Progression Policy
   - Written documentation of successful completion of all substance abuse services recommended or any other services recommended by UWG Counseling and 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 the Counseling & Career Development Center 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 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, 1601 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.

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 are a 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](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).

   **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.

   **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.

**MSN PLANS OF STUDY**

### SCHOLARSHIP OF NURSING

**MASTER OF SCIENCE IN NURSING PROGRAM**

**DEGREE PLAN: NURSE EDUCATOR ROLE**

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

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<tr>
<th>Course Number</th>
<th>Course Name</th>
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<th>Course Name</th>
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<td>Theoretical Foundations of Nursing Practice</td>
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<tr>
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<td>Role of the Caring Healthcare Professional</td>
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<td>N6103</td>
<td>Health Promotion and Advanced Health Assessment</td>
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<tr>
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<td>N6110</td>
<td>Curriculum Development in Nursing Education</td>
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<td>Nurse Educator Role Practicum II</td>
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<td>Evaluation and Testing in Nursing Education</td>
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<td>Informatics, Technology and Healthcare Outcomes</td>
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*N6999 Thesis Option is Variable Credit (3-6)*

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

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*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
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*S6999 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)

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<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.

<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>

## Fall Semester I (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>

## Spring Semester II (5 hours)

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:

- Completed application for admission to the THS UWG Graduate School
- Non-refundable $40.00 application fee (one time only)
- 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. 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.
5. Evidence of current unencumbered license as a registered nurse (RN) in the United States must be provided.
6. Earned Masters of Science in Nursing (MSN) degree from an accredited institution
7. GPA of 3.0 or higher on a 4.0 scale of a graduate nursing program.

Inquiries related to your application should be directed to Embry Ice, Graduate Studies Associate at eice@westga.edu. 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 are a UWG new student) your application status may be viewed at [www.westga.edu/gradprep](http://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.

### EdD Plans of Study

#### THS-School of Nursing

**EdD in Nursing Education Program**

**Full Time Plan of Study Option D**

<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 in Nursing Education/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 in Nursing/3 hours</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 9003/Principles of Qualitative Inquiry: Design and Methods/3 hours</td>
<td></td>
</tr>
<tr>
<td>Summer #1</td>
<td>NURS 9006/Educational and Health Care Policy Analysis/2 hours</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NURS 9007/Applied Statistical Methods in Nursing/3 hours</td>
<td></td>
</tr>
<tr>
<td>Fall #2</td>
<td>NURS 9008 Theoretical and 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 Nursing Education/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/3 hours</td>
<td></td>
</tr>
<tr>
<td>Summer #2</td>
<td>NURS 9013/Nursing Education Leadership for Diversity for the 21st century/3 hours</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 9014/Directed Readings/3 hours</td>
<td></td>
</tr>
<tr>
<td>Fall #3</td>
<td>NURS 9019/Independent Study/ 3 hours</td>
<td>3</td>
</tr>
<tr>
<td>Spring #3</td>
<td>NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Summer #3</td>
<td>NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Fall #4</td>
<td>NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Semester</td>
<td>Course/Title/ Semester Hours</td>
<td>Credit Hours</td>
</tr>
<tr>
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<td>--------------</td>
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<tr>
<td>Fall #1</td>
<td>NURS 9001/Current Trends and Issues in Nursing Education/3 hours</td>
<td>7</td>
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<tr>
<td></td>
<td>NURS 6900/Scholarly Writing/1 hour</td>
<td></td>
</tr>
<tr>
<td>Spring #1</td>
<td>NURS 9002/Quantitative Research in Nursing/3 hours</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 9003/Principles of Qualitative Inquiry: Design and Methods/3 hours</td>
<td></td>
</tr>
<tr>
<td>Summer #1</td>
<td>NURS 9006/Educational and Health Care Policy Analysis/2 hours</td>
<td>5</td>
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<td>Fall #2</td>
<td>NURS 9004/Teaching the Adult Learner/3 hours</td>
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</tr>
<tr>
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<td>NURS 9014/Directed Readings/3 hours</td>
<td>3</td>
</tr>
<tr>
<td>Fall #4</td>
<td>NURS 9019/Independent Study/ 3 hours</td>
<td>3</td>
</tr>
<tr>
<td>Spring #4</td>
<td>NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Summer #4</td>
<td>NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Fall #5</td>
<td>NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
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</table>
PRELIMINARY DISSERTATION MEETING GUIDELINES

PDM1 (Preliminary Dissertation Meeting 1)
The purpose of the PDM1 is for the student and committee members to discuss the broad dissertation topic the student is interested in pursuing for their dissertation. The student must complete the PDM1 in fall of year two. **Students** will complete the following steps:

- **Prepare a 1 to 2-page document** that identifies a phenomenon of interest and possible research ideas on that phenomenon. The document should broadly identify the research problem, purpose, sample, design, significance and feasibility of the study.
- Schedule the PDM1 meeting with all committee members. The meeting may be done in person, by conference call, or google hangout/video chat. *Students will be the drivers of scheduling this meeting – but must do so before the end of fall 2 semester*
- No later than one week prior to the PDM1 meeting, the student must send the committee members his/her document.
- The student and committee members will meet to discuss the broad dissertation topic the student has identified. The committee will help the student focus his/her research topic. .
- The **student** will take notes of the meeting and provide them to the dissertation chair and committee members, *no later than two days following the meeting*.
- The **student** will complete the following PDM1 meeting form, which includes student notes, and send to their chair for signature. Once this is signed, the student will keep a copy, the chair should keep a copy, and the student will submit a copy to the EdD Director.

PDM2 (Preliminary Dissertation Meeting 2)
The purpose of the PDM2 is for the student to refine his/her dissertation plan and prepare for the methodology course in summer of year 2, and the comprehensive exam in fall of year 3 (Comps). The student must complete the PDM2 in the spring of year two. **Students** will complete the following steps:

- Prepare a dissertation plan that integrates the feedback received from the PDM1. *The plan should be no more than five pages* and can be a short narrative, a schematic, a table, or an outline that identifies the research problem, purpose, framework, sample design and methods of research.
- Schedule the PDM2 meeting with all committee members. The meeting may be done in person, by conference call, or by google hangout/video chat. *Students will be the drivers of scheduling this meeting – but must do so before the end of spring 2 semester*
- No later than one week prior to the PDM2 meeting, the student must send the committee members his/her dissertation plan.
- The **student** will take notes on the meeting and provide them to the committee chair and committee members, no later than two days following the meeting.
• At the end of the PDM2, the student should be clear on the expectation for their methodology course, which should provide them clear direction for their comps. If that is not the case, the student needs to follow up with the committee chair.
• The **student** will complete the following PDM2 meeting form, which includes student notes, and send to their chair for signature. Once this is signed, the student will keep a copy, the chair should keep a copy, and the student will submit a copy to the EdD Director.

**NOTE:** The PDM2 is not a test, but an opportunity to allow committee members to ask questions about the topic and to give suggestions on the purpose, theory, sample design, and methods. The student should be prepared to speak to the points in the plan if the committee asks for more information. Remember this is an opportunity for the committee to guide the student in a direction to be successful in the summer methodology course and Comps and helps to identify any major flaws in the plan.

**Preliminary Dissertation Meeting #1**

**PDM1 (Preliminary Dissertation Meeting 1)**
The purpose of the PDM1 is for the student and committee members to discuss the broad dissertation topic the student is interested in pursuing for their dissertation. The student must complete the PDM1 in fall of year two. **Students** will complete the following steps:

• **Prepare a 1 to 2-page document** that identifies a phenomenon of interest and possible research ideas on that phenomenon. The document should broadly identify the research problem, purpose, sample, design, significance and feasibility of the study.
• Schedule the PDM1 meeting with all committee members. The meeting may be done in person, by conference call, or google hangout/video chat. **Students will be the drivers of scheduling this meeting – but must do so before the end of fall 2 semester.**
• No later than one week prior to the PDM1 meeting, the student must send the committee members his/her document.
• The student and committee members will meet to discuss the broad dissertation topic the student has identified. The committee will help the student focus his/her research topic.
• The **student** will take notes of the meeting and provide them to the dissertation chair and committee members, no later than two days following the meeting.
• The **student** will complete the following PDM1 meeting form, which includes student notes, and send to their chair for signature. Once this is signed, the student will keep a copy, the chair should keep a copy, and the student will submit a copy to the EdD Director.
Preliminary Dissertation Meeting #1

Student Name: ______________________________

Committee Chair: ______________________________

Committee Members: ______________________________

Date and Time of PDM 1: ______________________________

Brief Summary of Meeting:

Timeline for Student:

Committee Chair Signature and Date: ______________________________

Student Signature and Date: ______________________________
Preliminary Dissertation Meeting #2
PDM2 (Preliminary Dissertation Meeting 2)
The purpose of the PDM2 is for the student to refine his/her dissertation plan and prepare for the methodology course in summer of year 2, and the comprehensive exam in fall of year 3 (Comps). The student must complete the PDM2 in the spring of year two. **Students** will complete the following steps:

- Prepare a dissertation plan that integrates the feedback received from the PDM1. *The plan should be no more than five pages* and can be a short narrative, a schematic, a table, or an outline that identifies the research problem, purpose, framework, sample design and methods of research.

- Schedule the PDM2 meeting with all committee members. The meeting may be done in person, by conference call, or by google hangout/video chat. *Students will be the drivers of scheduling this meeting – but must do so before the end of spring 2 semester*.

- No later than one week prior to the PDM2 meeting, the student must send the committee members his/her dissertation plan.

- The **student** will take notes on the meeting and provide them to the committee chair and committee members, no later than two days following the meeting.

- At the end of the PDM2, the student should be clear on the expectation for their methodology course, which should provide them clear direction for their comps. If that is not the case, the student needs to follow up with the committee chair.

- The **student** will complete the following PDM2 meeting form, which includes student notes, and send to their chair for signature. Once this is signed, the student will keep a copy, the chair should keep a copy, and the student will submit a copy to the EdD Director.

**NOTE:** The PDM2 is not a test, but an opportunity to allow committee members to ask questions about the topic and to give suggestions on the purpose, theory, sample design, and methods. The student should be prepared to speak to the points in the plan if the committee asks for more information. Remember this is an opportunity for the committee to guide the student in a direction to be successful in the summer methodology course and Comps and helps to identify any major flaws in the plan.
Preliminary Dissertation Meeting #2

Student Name: ____________________________________________

Committee Chair: _________________________________________

Committee Members: _______________________________________

Date and Time of PDM #2: ___________________________________

Brief Summary of Meeting:

Timeline for Student:

Committee Chair Signature and Date: __________________________

Student Signature and Date: ________________________________
I. Outcome
The student will demonstrate knowledge related to program outcomes in a professionally written document.

II. Policy
A comprehensive examination is required of all Tanner Health System School of Nursing EdD in Nursing Education doctoral students. The exam will require the student to perform a critical analysis on a specific topic in nursing education. The comprehensive exam is scheduled in the NURS 9019 Independent Study course and is evaluated by a panel of graduate faculty. Students will either pass or fail according to criteria set forth in the EdD in Nursing Education Comprehensive Examination Rubric. Students will be notified via university email of their comprehensive exam results by the program director. Any student unsuccessful on the first comprehensive exam will be required to retake the exam prior to continuing in the program. On no occasion may a student take the comprehensive examination a third time. An unsuccessful second comprehensive exam attempt will result in dismissal from the program.

III. Procedure
The comprehensive exam will consist of questions which relate to program outcomes. Based upon the questions, each student will write an APA style/20 page paper (excluding title page, references, and appendices). Students are expected to demonstrate a strong grasp of content salient to the topic including research findings and justification for the topic. Graduate faculty panel members will evaluate each exam submission with use of the EdD in Nursing Education Comprehensive Examination Rubric. If a student does not pass the comprehensive exam, the student will be required to retake the exam in the NURS 9019 Independent Study course prior to continuing in the program.

IV. Timeframe
Students will be provided their comprehensive exam questions immediately once the semester begins (first day of class) in the NURS 9019 Independent Study course. Completed comprehensive examinations will be submitted electronically via the NURS 9019 Comprehensive Exam Submission folder by the 6th week of the semester. No extensions will be allowed for the comprehensive examination and plagiarism is an automatic failure. Students will be notified of their comprehensive exam results within two weeks of their comprehensive exam submission (by no later than the 8th week of the semester). If a student is successful on their initial comprehensive examination, then the student will immediately begin the dissertation phase of the program with their dissertation chair in the NURS 9019 course. Students who fail their first attempt at the comprehensive exam will retake their second comprehensive exam immediately within the next 6 weeks of the semester (9th thru 14th week of the semester). Students will be notified of their second comprehensive exam results within two weeks of their second comprehensive exam submission (by no later than the 16th week of the semester). An
unsuccessful second comprehensive exam attempt will result in dismissal from the program as a student may not take the comprehensive examination a third time.

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
EdD in Nursing Education program
Comprehensive Exam Guidelines

COMPREHENSIVE EXAM GUIDELINES

I. Preparation for the Comprehensive Exam
A meeting is encouraged between the dissertation chair and the doctoral student prior to the NURS 9019 Independent Study course to confirm a relevant nursing education prospectus topic has been selected by the student. Additional meetings may be scheduled to finalize the prospectus topic and the proposed research plan to investigate the topic.

II. NURS 9019 Independent Study Timeline for the Comprehensive Exam
The comprehensive exam is scheduled to take place within the NURS 9019 Independent Study course and the exam will begin immediately once the semester begins (first day of class). The timeline will take place as follows:

- Completed comprehensive examinations will be submitted electronically via the NURS 9019 Comprehensive Exam Submission folder by the 6th week of the semester.
- Students will be notified of their comprehensive exam results within two weeks of their comprehensive exam submission (by no later than the 8th week of the semester).
- If a student is successful on their initial comprehensive examination, then the student will immediately begin the dissertation phase of the program with their dissertation chair in the NURS 9019 course.
- Students who fail their first attempt at the comprehensive exam will retake their second comprehensive exam immediately within the next 6 weeks of the semester (9th thru 14th week of the semester).
- Students will be notified of their second comprehensive exam results within two weeks of their second comprehensive exam submission (by no later than the 16th week of the semester).

III. NURS 9019 Independent Study Committee Contact
Since the comprehensive exam is scheduled to take place within the NURS 9019 Independent Study course, the student must refrain from speaking to their dissertation chair and committee during the exam. Once the final results of the comprehensive exam results are determined (pass or fail), then the student may contact their dissertation committee.

For further information regarding the comprehensive exam, please see the Comprehensive Examination and the Comprehensive Examination Rubric located in Graduate Student Handbook.
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
EdD in Nursing Education program
Comprehensive Examination

COMPREHENSIVE EXAMINATION

1. Prepare a nursing education study and create a compelling prospectus. The prospectus will begin with an Introduction and should include a clear statement of the study’s purpose and research hypothesis/question(s) to be tested. Also, provide current literature (Background) to justify the study and discuss the significance of the study to nursing education.

The Introduction will include the following:

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory paragraph(s)</td>
<td>Introductory paragraph(s)</td>
</tr>
<tr>
<td>Background (State of the current literature)</td>
<td>Background (State of the current literature)</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>Statement of the Problem</td>
</tr>
<tr>
<td>Purpose of the Study (includes a brief statement about research methodology)</td>
<td>Purpose of the Study (includes a brief statement about research methodology)</td>
</tr>
<tr>
<td>Research Questions (and possibly Hypotheses)</td>
<td>Research Questions (and possibly Hypotheses)</td>
</tr>
<tr>
<td>Significance of the Study to Nursing Education</td>
<td>Significance of the Study to Nursing Education</td>
</tr>
<tr>
<td>Introduction to the Conceptual or Theoretical Framework</td>
<td>Introduction to the Conceptual or Theoretical Framework</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>Definition of Terms</td>
</tr>
<tr>
<td>Assumptions of the Study</td>
<td>Assumptions of the Study</td>
</tr>
<tr>
<td>Chapter Summary</td>
<td>Chapter Summary</td>
</tr>
</tbody>
</table>

2. Knowledge synthesis is critical to advancing nursing education, policy, practice, and new research as well as the applicability and transparency of findings.
Using a selected knowledge synthesis method from the following article, justify the need for your nursing education study by addressing literature gaps and contributing to new knowledge.


The organization of the Knowledge Synthesis Method section will include the following:

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduction</td>
</tr>
<tr>
<td>Knowledge Synthesis Method</td>
<td>Knowledge Synthesis Method</td>
</tr>
<tr>
<td>Summary</td>
<td>Summary</td>
</tr>
</tbody>
</table>

3. Describe how your proposed study will address issues relevant to either healthcare or nursing education as a basis for influencing, designing, and implementing policies?

*Please see the EdD in Nursing Education Comprehensive Examination Policy & Procedure for further details of the comprehensive exam and the EdD in Nursing Education Comprehensive Examination Rubric for grading details.
COMPREHENSIVE EXAMINATION RUBRIC

**Directions:** This form is to be completed by the dissertation committee following submission of the comprehensive exam. Please evaluate student performance on the comprehensive exam as a whole using the following rubric. Under each heading, check the description that best fits the student’s performance in that area. At the end of the document, provide the committee’s decision about the overall quality of the exam indicating whether it was excellent, above average, adequate, or inadequate and submit to the EdD program director.

### Evaluation of Quality of the Comprehensive Exam Product

<table>
<thead>
<tr>
<th>Evaluation criteria</th>
<th>Excellent</th>
<th>Above average</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity of thought and organization</strong> *(<em>check one</em>)</td>
<td>Uses precise, skillful language. Constructs a strong argument with an organized sequence of ideas and key points described in depth and detail.</td>
<td>Makes moderate to strong connections among ideas. Covers key points well. All parts of the questions are answered in an organized manner. Concepts are generally appropriately defined and used.</td>
<td>Makes adequate connections among ideas. Key points are made. Most parts of the questions are answered. Critical ideas are generally developed. Organization is adequate, although select deficits may be noted.</td>
<td>Connections among ideas are lacking. Few key points are made. Critical ideas are poorly developed, vague or very limited. Organization is unclear. Concepts are inappropriately defined and used. Questions are not answered.</td>
</tr>
<tr>
<td><strong>Logical and doctoral level writing</strong> *(<em>check one</em>)</td>
<td>Answers are free of most errors in grammar, usage, and</td>
<td>Answers are free of most errors in grammar, usage, and</td>
<td>Answers contain few errors in grammar, usage, and</td>
<td>Answers contain an abundance of errors in grammar, usage, and mechanics,</td>
</tr>
</tbody>
</table>

*Provide rationale below*
| Extent to which the paper demonstrated a strong grasp of content salient to the topic including literature/research findings and justification for the topic (check one) | Clearly demonstrates appropriate, relevant, and timely insights from a variety of perspectives and resources. Provides substantial support for ideas with well chosen citations strategically placed. | Paper provides focused responses to the questions posed. Also provides sufficient and appropriate support of ideas with relevant citations to the literature. | Provides general responses to the questions posed. Insights are noted but somewhat inconsistent. Support from the literature is usually relevant, sufficient and integrated into the responses. | Vague or irrelevant responses to the questions posed. Support from the literature is not relevant, sufficient, or integrated into the responses. |

**Overall committee decision** (select one):

| Excellent | Above average | Adequate | Inadequate |

A "pass" on the comprehensive exam is an overall committee decision of excellent, above average, or adequate and a "fail" on the comprehensive exam is an overall committee decision of inadequate. After the committee completes an evaluation of student performance on the comprehensive examination, submit this document to the EdD program director.

**Signature of dissertation committee chair and date:** ____________________________________________________________

(electronic signature may be used)

**Signature of dissertation committee member and date:** ____________________________________________________________

(electronic signature may be used)
Signature of dissertation committee member and date: __________________________________________
(electronic signature may be used)

*Provide rationale below for rubric items selected as inadequate:

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.
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 School site for required university editorial guidelines and the Thesis & Dissertation Formatting Guidelines Handbook.

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.

g. Frequently asked questions:
1. **Who is responsible to select the dissertation committee chair?** This is a decision by the Graduate Faculty, however, the student provides recommendations of potential dissertation chair and committee members. Students are encouraged to explore possible chairs amongst Graduate faculty members. Once a tentative decision is made by the Graduate Faculty, 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 offer recommendations 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?** This is a decision by the Graduate Faculty, however, the student provides recommendations of potential dissertation chair and committee 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]
7. **What are the formatting requirements for my dissertation?** See the [Thesis & Dissertation Formatting Guidelines Handbook].
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?** Varies depending upon the plan of study and is typically between 12-15 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 EdD in Nursing Education website.

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 under four 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.

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**EDd IN NURSING EDUCATION PROGRAM Dissertation Guidelines**

The dissertation will be prepared using a two-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.

**Two-Manuscript Dissertation Format**

<table>
<thead>
<tr>
<th>Format:</th>
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<tbody>
<tr>
<td>Two-Manuscript Format</td>
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</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> Literature Overview and Manuscript #1-Knowledge Synthesis Method</td>
</tr>
<tr>
<td><strong>Chapter 3</strong> Methodology</td>
</tr>
</tbody>
</table>
***The Dissertation Proposal will consist of Chapter 1 (Introduction), Chapter 2 (Literature Overview and Manuscript #1-Knowledge Synthesis Method), and Chapter 3 (Methodology).

The student must be the first author of the two manuscripts; however, the manuscripts may have co-authors. All authors must meet International Committee of Medical Journal Editors (ICMJE) criteria for authorship. Co-authors must attest that the student did the majority of the work and most of the writing of the manuscript.

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 manuscript will be submitted to peer-reviewed journals after the dissertation defense. The peer-reviewed journals may be nursing or another discipline (Example: education). The impact of interdisciplinary journals will be evaluated on the basis of their listing in the Social Science Citation Index (SSCI) or the Science Citation Index (SCI) by the committee. 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 consider carefully 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.

**Dissertation Proposal**

The proposal of the dissertation will consist of three chapters. Please see the following details:

1. **Chapter 1** - Introduction
2. **Chapter 2** - Literature Overview and Manuscript #1-Knowledge Synthesis Method

<table>
<thead>
<tr>
<th>Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Committee (3 members or more)</td>
</tr>
<tr>
<td>Hours of dissertation credit per plan of study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Defense of Dissertation Proposal:</th>
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</thead>
<tbody>
<tr>
<td>Oral Presentation, open to the School of Nursing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Advancement to Candidacy:</th>
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</thead>
<tbody>
<tr>
<td>Completion of Dissertation Proposal</td>
</tr>
<tr>
<td>Defense of Dissertation Proposal</td>
</tr>
<tr>
<td>Committee approval to conduct research (IRB)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation Defense:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation, open to the University of West Georgia</td>
</tr>
</tbody>
</table>
3. Chapter 3- Methodology

The School of Nursing will publicly advertise the dissertation proposal presentation at least one week prior to the scheduled date. The proposal presentation will be open to the students and faculty of the School of Nursing and will be chaired by the committee chair. The student will present orally (in person or virtually) within a 20-minute timeframe. At the conclusion of the oral presentation, the audience may ask questions of the student. Following proposal presentation and questions, the dissertation committee will meet in executive session. All members of the committee must be either physically or virtually present at this meeting. At this meeting, the committee may opt to ask additional questions pertaining to the student's chosen topic and/or ask for further clarifications regarding the student’s methodology. The committee may call for additional editing of the written proposal at this time. The committee chair will then call for a vote to approve and all dissertation committee members can sign the Dissertation Proposal Approval form at this time.

Overall Dissertation 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
2. Chapter 2 Literature Overview and Manuscript #1-Knowledge Synthesis Method
3. Chapter 3 Methodology
4. Chapter 4 Manuscript #2-Results/Conclusions/Recommendations.

Chapter 4 (Manuscript 2) will summarize and synthesize the findings of the dissertation 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. The student will also be required to format the final document according to university editorial guidelines before final submission of the dissertation for graduation. The Graduate Studies specifications are outlined at Thesis & Dissertation, UWG General Guidelines for Formatting and Processing.

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>Introductory paragraph(s)</td>
<td>Introductory paragraph(s)</td>
</tr>
<tr>
<td>Background (State of the current literature)</td>
<td>Background (State of the current literature)</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>Statement of the Problem</td>
</tr>
<tr>
<td>Purpose of the Study (includes a brief statement about research methodology)</td>
<td>Purpose of the Study (includes a brief statement about research methodology)</td>
</tr>
</tbody>
</table>
Research Questions (and possibly Hypotheses) | Research Questions (and possibly Hypotheses)
---|---
Significance of the Study to Nursing Education | Significance of the Study to Nursing Education
Introduction to the Conceptual or Theoretical Framework | Introduction to the Conceptual or Theoretical Framework
Definition of Terms | Definition of Terms
Assumptions of the Study | Assumptions of the Study
Chapter Summary | Chapter Summary

2. **Chapter 2** will include the following:

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
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</thead>
<tbody>
<tr>
<td>Chapter Introduction</td>
<td>Chapter Introduction</td>
</tr>
<tr>
<td>Conceptual or Theoretical Framework</td>
<td>Conceptual or Theoretical Framework</td>
</tr>
<tr>
<td>Literature Overview</td>
<td>Literature Overview</td>
</tr>
<tr>
<td>Knowledge Synthesis Method (Manuscript #1)</td>
<td>Knowledge Synthesis Method (Manuscript #1)</td>
</tr>
<tr>
<td>Chapter Summary</td>
<td>Chapter Summary</td>
</tr>
</tbody>
</table>

**Chapter two considerations:**
- In order to justify the need for the study, the student must address the gap in the literature by conducting a review of the literature in chapter two. **The literature overview is a synthesis and evaluation of the literature, including all variables addressed in the research questions.**
- 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.
- To ensure the student meets essential criteria, journal guidelines should be reviewed with the dissertation chair prior to development of any manuscript.

3. **Chapter 3** will include the following for both Quantitative and Qualitative dissertations:
   1) Chapter Introduction
   2) Methodology
   3) Chapter Summary

*A methodology 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>Introductory paragraph(s)</td>
<td>Introductory paragraph(s)</td>
</tr>
</tbody>
</table>
Research Design | Research Design
---|---
Setting | Setting
Participants (include description of population, the sample, and how sample size was determined) | Participants
Instrumentation | Researcher’s Role
Procedures (including recruitment and data collection) | Data Collection
Data Analysis Plan | Data Analysis Plan
Limitations | Trustworthiness
Summary | Ethical Issues

*In summary, the outline of chapter three 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>Methodology</td>
<td>Methodology</td>
</tr>
<tr>
<td>Chapter Summary</td>
<td>Chapter Summary</td>
</tr>
</tbody>
</table>

4. **Chapter 4** is Manuscript #2. It will include the following for both Quantitative and Qualitative dissertations:

1) Chapter Introduction  
2) Manuscript Two (research results)  
3) Summary

Manuscript #2 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>Introductory paragraph(s)</td>
<td>Introductory paragraph(s)</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>
</tbody>
</table>
Conclusions

Recommendations

*In summary, the outline of chapter four 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>Manuscript Two</td>
<td>Manuscript Two</td>
</tr>
<tr>
<td>Chapter Summary</td>
<td>Chapter Summary</td>
</tr>
</tbody>
</table>

All two manuscripts must represent work undertaken while the student is enrolled in the EdD program and the student’s dissertation committee must approve each manuscript. If a manuscript is rejected by a journal during the dissertation process, the dissertation committee will decide whether 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, changes/submission to a new journal will be at the sole discretion of the EdD graduate.

5. **University of West Georgia, Electronic Dissertation Submission:**

Publication and submission of the dissertation is required and students will follow the [UWG General Guidelines for Formatting and Processing](#) for assistance in preparation of their dissertation. Please also see [ProQuest Introduction](#) for background information regarding the Electronic Thesis or Dissertation (ETD) process at the University of West Georgia.

**Dissertation ProQuest Embargo Period**

When uploading the dissertation within the ProQuest, the student is encouraged to select “No” to the publishing options question “I want my work to be available in ProQuest as soon as it is published”, and instead select an embargo period of 6 months, 1 year, or 2 years. The embargo period will allow time for the manuscripts to be accepted by prospective peer-reviewed journals without risk of rejection because they have already been published by the University of West Georgia and made publicly available through ProQuest/University Microfilms International.

**Dissertation Committee**

Each student must prepare a dissertation that displays their ability to conduct independent research and skill in organization and presentation on a nursing education topic. It must constitute a definitive 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 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 an earned
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. Dissertation Proposal Presentation

At the inaugural meeting of the committee, all members of the committee must be either physically or virtually present) and:

1. The student will present orally (in person or virtually) within a 20-minute timeframe.
2. At this meeting, the committee may opt to ask additional questions pertaining to the student's chosen topic and/or ask for further clarifications regarding the student’s methodology. The committee may call for additional editing of the written proposal at this time. 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 to the committee.
3. A unanimous vote of all committee members is required to accept the proposal. At this time the committee may sign the Dissertation Proposal Approval form.

After approval of the proposal, the student must keep the committee apprised of the progress of the dissertation. The student’s committee, prior to any submission to a journal, must approve each manuscript. 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 chair. The student will present the dissertation orally (in person or virtually) within a 20-minute minimum/30-minute maximum timeframe. At the conclusion of the oral presentation, the student will be required to answer 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 either physically or virtually present at this meeting. At this meeting, the committee may opt to ask additional questions pertaining to the student's chosen topic and/or ask for further clarifications of the student’s data. The committee may call for additional editing of the written dissertation at this time. The committee chair 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 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).
THS SON GUIDELINES FOR CONSULTATION WITH IDLEMAN & ASSOCIATES

Purpose: to provide clarity regarding the use of consultation services with Idleman & Associates.

Guidelines:
THS SON Faculty:
● Use of Idelman & Associates for THS SON faculty will consist of assistance with solely quantitative methodologies and statistical analysis guidance.
● Idleman & Associates will provide editorial assistance for faculty publications.

THS SON Doctoral Students:
● Use of Idelman & Associates for THS SON doctoral students will consist of assistance with solely quantitative methodologies and statistical analysis guidance. Idleman & Associates will not provide assistance to doctoral students who select qualitative methodologies as THS SON graduate faculty will support students with qualitative research.
● Consultation with doctoral students will not include editorial assistance for any student dissertation and/or papers at any time during doctoral studies.

All THS SON faculty and doctoral students are responsible for reviewing items specified within these guidelines.


Appendices: No appendices with these guidelines.

CLINICAL PRACTICE INFORMATION

PARTICIPATION IN CLINICAL/PRACTICUM COURSES
● Clinical/practicum placement is determined by the THS SON
● Proof of all health and professional requirements must be on file in the UWG, Tanner Health System School of Nursing prior to participation in any clinical/practicum activity.
● It is the student’s responsibility to provide the required clinical documents to the THS SON by the stated deadlines of June 30 for enrollment in fall semester and December 1 for enrollment in spring semester (see the Health & Professional Requirements Checklist attachment) Clinical/practicum 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/practicum coursework.
● Students will not be allowed to participate in clinical/practicum learning activities without the required documentation.
• Students without a complete clinical/practicum file by the appropriate deadline will be administratively dropped from their current courses and a clinical hold placed on their registration during the “drop/add” period of the semester.
• If the clinical file remains incomplete at the end of the “drop/add” period of the semester, the student will be dropped from their courses and not allowed to progress in the program.
• Students will submit the Health & Professional Requirements 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).
• It is the student’s responsibility to meet any additional credentialing requirements for participation at an assigned facility. Please note that, in some instances, there may be associated costs (i.e. badges, additional screenings, liability upgrades) for which the student is responsible.
• Clinical/practicum experiences may be scheduled on any day of the week, during any shift, and therefore requires student flexibility. The THS SON cannot be responsible for accommodating child care, work schedules, or any other personal responsibility when scheduling students for their clinical/practicum experiences.
• Transportation to and from clinical sites is the responsibility of the student (see Health and Professional Requirements Checklist).

CLINICAL PLACEMENT AND DOCUMENTATION
• In addition to the Health & Professional Requirements Checklist requirements, clinical agencies require additional documentation and orientation materials for student clearance. Completion of these required materials may take place outside of the scheduled class dates for a given semester. Non-compliance may delay start times for students.

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

Students who sustain exposure to blood and/or body fluids while participating in university-related clinical/practicum activities should immediately notify the staff nurse responsible for the patient and the clinical instructor/preceptor. 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/preceptor must initiate a Post-Exposure Counseling Checklist for the student. A representative from the healthcare facility should communicate clearly to the student the post-exposure policy and necessary follow-up treatment. Reporting, treatment, and follow-up procedures should be documented in the student’s record by the instructor.
LIST OF DRUGS INCLUDED IN URINE DRUG PANEL

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

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

COMMON SIGNS AND SYMPTOMS OF CHEMICAL IMPAIRMENT

Physiological:

- Slurred or rapid speech
- Fine motor tremors
- Pupil dilation or constriction
- Glassy or bloodshot eyes
- Odor of alcohol
- Unsteady gait
- Changes in mental status and/or cognition
- Nausea or vomiting, or sweating without known cause

Behavioral:

- Repetitive tardiness and/or absenteeism
- Difficulty turning in assignments on time
- Frequent disappearance from clinical/classroom without explanation
- Isolates self from groups
- Avoids eye contact
- Inconsistent performance in clinical and/or classroom setting, sudden changes in usual behavior
- Lapses in memory, incongruent responses, difficulty recalling instruction
- Sleepiness or dozes off in clinical/classroom
- Elaborate excuses and apologies for behaviors
- Blaming others for problems/issues
- Complaints from fellow students, nursing staff, preceptors, patients, family members
- Self-disclosure of drug or alcohol abuse
- Other behaviors or symptoms of impairment not listed
APPENDIX C

UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM
SCHOOL OF NURSING

CONSENT FOR RANDOM DRUG SCREENING

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

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

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

____________________________________
Student’s Printed Name

____________________________________
Student’s Signature

____________________________________
Date
APPENDIX D

UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM
SCHOOL OF NURSING

AGREEMENT FOR THE CHEMICALLY IMPAIRED STUDENT NURSE

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

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

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

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

Signature of Student ________________________________

Signature of Witness ________________________________

Date ____________________________
STUDENT FORMS

Student Name: __________________________

Tanner Health System School of Nursing

Health & Professional Requirements Checklist

Proof of all health and professional requirements listed must be uploaded to the Verified Credentials website or submitted and kept on file in the UWG, Tanner Health System School of Nursing prior to participation in all 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 or document for students. It is the student’s responsibility to keep a copy of their documents for future use.

**INITIAL** documentation for students entering the MSN program and the EdD program are due as a completed packet on June 30th of each summer prior to starting the program in the fall semester.

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. Any document that is set to expire during a given month must be updated and uploaded to the Verified Credentials website and/or with the THS School of Nursing no later than the first day of the month the document is set to expire. **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 within Nursing, even if you are not in a clinical course. Students are responsible for uploading documents to the Verified Credentials website and for seeing that their file is complete and current with the School of Nursing 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 email 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. **ELECTRONICALLY SIGNED COPY OF THIS CHECKLIST**
   You must review this health requirement checklist in its entirety and upload all documents required. Submit an electronically signed copy of this checklist to the Verified Credentials website.

2. **ANNUAL PHYSICAL ABILITY FORM:**
   This verifies the student’s physical ability to perform clinical activities. A physical must be renewed EVERY YEAR and must not expire during the clinical experience. A Physical Ability Form can be downloaded and printed from the Tanner Health System School of Nursing’s website at www.westga.edu/~nurs. This document must be signed by a nurse practitioner, physician assistant, or a medical doctor and must include the facility name and address where the service was performed. All students who have paid their health service fees may have the physical evaluation and physical ability
form completed at the University Health Services Center.

3. TUBERCULOSIS SKIN TEST (PPD):
A Two-Step TB Skin Test* (PPD) must be obtained by all students for initial documentation purposes. Each year thereafter, a One-Step TB Skin Test is all that is required. Proof of a negative TB Skin Test must be obtained EVERY YEAR with no lapses in currency of this proof being allowed to occur while in the nursing program. Students with positive TB Skin Tests must receive a follow-up assessment and treatment as recommended by the Centers for Disease Control and Prevention (CDC). **Initial documentation for students with a positive TB Skin Test (PPD) must include:** Dated verification of most recent positive TB Skin Test, most recent chest x-ray report, and current and/or past record of treatment for TB. **Written documentation from a nurse practitioner, physician assistant, or medical doctor stating the student is free and clear of all signs and symptoms of TB is required in order for the student to participate in any clinical activity.** **THIS DOCUMENTATION MUST BE OBTAINED AND SUBMITTED YEARLY FOR STUDENTS WITH A RECORD OF A POSITIVE TB SKIN TEST (PPD).**

All students who have paid their health services fees may have the TB Skin Test (PPD) completed at the University Health Services Center. TB Skin Tests are only available on Monday, Tuesday, or Wednesday due to the need for reading of the results within 48-72 hours from the time the test is administered.

*The Two-Step TB Skin Test Process and Timeline Explained*
1. **First Visit:** The First TB Skin Test is administered.
2. **Second Visit:** Two to three days (48 to 72 hours) after the First Visit, you must return to have the TB Skin Test read and receive the results. This is to determine if the First Test is positive or negative. Results should be recorded in millimeters (mm) on the TB Skin Test form.
3. **Third Visit:** 7 to 14 days after the first TB Skin Test, you must return for your Second TB Skin Test.
4. **Fourth (Final Visit):** Two to three days (48 to 72 hours) after the Third Visit, you must return to get the Second TB Skin Test read and receive the results. This is to determine if the Second Test is positive or negative. Results of the Second Test should be recorded in millimeters (mm) on the same form used for the First TB Skin Test.

**Note of Caution:** A typical TB Skin Test has two (2) components: **the TB Skin test, and Reading of the TB Skin test with documentation of results in millimeters (mm); but, this does not fulfill the Two-Step TB Skin Test requirement.** You must actually receive two (2) separate TB Skin Tests and have them read with results documented in millimeters on the TB Skin 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 for all three of these, 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. The documents for Hepatitis B immunizations must be submitted to the School of Nursing and NOT to the Verified Credentials website.

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 have 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 dose prior to beginning nursing course work;
2. 2nd dose should be received one month after the 1st dose;
3. 3rd dose should be received 5 months after the 2nd dose (the series must be completed 6 months after the first injection 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 Hepatitis 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:

   Documentation of two doses of Varicella vaccine, four (4) weeks apart.
   Dose 1 – Need date of immunization
   Dose 2 – Need date of immunization
   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 one-time immunization for Tetanus, Diphtheria, and Pertussis (Tdap). The document submitted for the Tdap MUST be clearly marked as a Tdap and listed alone without any other possible vaccination choices. If the document you submit is not clearly marked as a Tdap, it will not be accepted by THS SON. 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 immunization 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, which is typically around September for the following year. This is a mandate by our contracted clinical facilities.

9. **HEALTH INSURANCE**: **BOTH** documents below are required.

   A. Student must upload a front and back copy of a medical insurance care to the Verified Credentials website as proof of current health insurance coverage to remain active and on file throughout the time you are in the nursing program.

   **AND**

   B. Student must sign a health insurance waiver in the event a lapse occurs with insurance coverage. The health insurance waivers must be submitted to the School of Nursing and **NOT** to the Verified Credentials website. This form can be found in the Graduate Student handbook.

10. **PROFESSIONAL LIABILITY INSURANCE**: Proof of current professional liability insurance in the minimum amount of $1,000,000/3,000,000 is required. 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 from which liability insurance can be purchased is “Nurses Service Organization” (NSO). The cost is usually around $30.00 a year for generic students, but cost for licensed Registered Nurses may be 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 insurance coverage 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 the policy is an occurrence based policy.

11. **CPR (CARDIOPULMONARY RESUSCITATION)**: Proof of current certification from the American Heart Association for “Basic Life Support (BLS) for Healthcare Providers.” No other CPR course or certification association will be accepted. A front and back copy of your **signed** CPR card **MUST be uploaded to the Verified Credentials website**. 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)). The Heart Saver Card **WILL NOT be accepted**.

12. **COLOR BLIND TEST**: You must go to this website to take a “FREE” color blind test [http://colorblindselftest.com/test.php](http://colorblindselftest.com/test.php). Please print a copy of your results and upload them to the Verified Credentials website. 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, graduates of the BSN program unable to meet the required functional abilities and performance standards may be denied licensure by a state board of nursing.

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
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 locate this information on your behalf.

Drug Screen
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 upload the official document received which bears the official name under which he/she is licensed and area of licensure to the Verified Credentials website. (For example: CNA, LPN, RN, Respiratory Therapy, etc.). If the licensure has front and back sides, i.e. CNA certification cards, you must sign the back of the card and upload both front and back copies. If a card is not issued, please print and upload a copy of proof of licensure from the Georgia Board of Nursing site or the Georgia Nurses Aide site to the Verified Credentials website.

15. CONFIDENTIALITY POLICY FORM: This form can be found in your Graduate Student Handbook. Please read the confidentiality policy in its entirety, then sign and submit it in along with other forms listed on this checklist. Please be aware that your signature indicates you understand all confidentiality rules, policies, and procedures contained in your Graduate Student Handbook.

16. HANDBOOK STATEMENT FORM: This form can be found in your Graduate Student Handbook. Please be aware that your signature indicates you understand the policies and procedures contained in your Graduate Student Handbook.

17. MOU (Memorandum of Understanding) FORMS: Please print, sign, and date the MOU forms located in the back of the Graduate Student Handbook. 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 the student must meet before participating in clinical activities in that clinical agency. The student’s clinical instructor will inform the student of any additional requirements and will provide instructions as to how to complete these 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 Verified Credentials website except those specified to be turned in to the School of Nursing. If you have questions, please feel free to call 678-839-6552.
TB/PPD Test Results

**Student Name:**

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

All fields must be completed for this form to be valid. *(Front & Back)*

**TUBERCULOSIS**

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

### Single Step Skin Test

<table>
<thead>
<tr>
<th>Date of Injection</th>
<th>Date of Reading (48-72 hours later)</th>
<th>Reading</th>
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<tbody>
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<td>mm</td>
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**Two Step Skin Test (ONLY required for newly admitted students)**

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

If student has a history of a positive PPD or Bacilli Calmette-Guerin (BCG) vaccine then the following should apply:

**Initial documentation for students with a positive PPD must include:** Most recent positive PPD, most recent chest x-ray summary, current and/or past treatment record. **A letter from a nurse practitioner, physician assistant, or medical doctor stating that the student is free and clear of all signs and symptoms of TB to participate in clinical activities. THIS LETTER MUST BE OBTAINED EVERY YEAR FOR STUDENTS WITH A POSITIVE PPD RECORD.**

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

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

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

Signature: ____________________________________________

Provider’s Signature

Date: __________________________________________________

Facility Address: __________________________________________

Provider Telephone #: ______________________________________
Physical Ability Form

HEALTHCARE PROVIDER: I have performed a complete health examination on

(Print Student’s Name)

<table>
<thead>
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<th>General Medical:</th>
<th></th>
<th>Normal</th>
<th>Abnormal</th>
<th></th>
<th>Normal</th>
<th>Abnormal</th>
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<tbody>
<tr>
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<td>Pulse:</td>
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<tr>
<th>Head</th>
<th>Eyes</th>
<th>Ear, Nose, Throat</th>
<th>Neck</th>
<th>Skin</th>
<th>Respiratory</th>
<th>Heart</th>
<th>Abdomen</th>
<th>G/U</th>
<th>Other</th>
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Physicians Comments:__________________________________________________________

OVERALL PHYSICAL EXAMINATION RESULTS:

<table>
<thead>
<tr>
<th>Results</th>
<th>Check One</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>PASSED WITHOUT LIMITATIONS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PASSED PENDING THE FOLLOWING:</td>
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<tr>
<td>FAILED DUE TO THE FOLLOWING:</td>
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As of this date, I can find no physical or medical abnormality that would deter this student from fully participating and/or performing patient care activities in the clinical setting (extensive walking, bending, and lifting).

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

_________________________________________________ Date of Physical Examination: ____/____/_____

Provider’s Signature
Facility Address: ____________________________________________________________

____________________________________________________________________________

Provider Telephone Number: (_____)____________________
University of West Georgia  
Tanner Health System School of Nursing

Health Insurance Waiver

Student name: ______________________________________________________________  
(Print name)

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

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

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

Signatures:

Student:___________________________________ Date: _________________________

Witness: _________________________________ Date: _________________________
CONFIDENTIALITY POLICY

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

GUIDELINES
All nursing students and faculty in the Tanner Health System School of Nursing at the University of West Georgia are expected to abide by the following guidelines:

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

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

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

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

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

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

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

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

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

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

______________________________  ________________________________  ________________________________
Student Signature  Date  Student Name (Print)

______________________________  ________________________________
Witness Signature  Date  Witness Name (Print)
UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM
SCHOOL OF NURSING

Post-Exposure Counseling Checklist

Name __________________________ Social Security Number _______________________

Date of exposure _________________ Clinical site __________________________________________

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

1. _____ I want my blood tested for HBV.

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

3. _____ I want my blood tested for HCV.

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

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

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

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

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

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

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

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

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

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

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

________________________________________________  _____________________
UWG Student Signature                                      Date

________________________________________________  _____________________
UWG Faculty Signature                                      Date
UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM
SCHOOL OF NURSING

Grievance Document

Student Name _______________________________  ID Number ____________________

Students are encouraged to meet informally with the faculty member to discuss concerns directly in an attempt to resolve the issue without further action. Has this meeting occurred between student and faculty member?

NO  YES  DATE ____________________

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

Student Description of Issue

1. Student – Faculty Discussion
   Scheduled Meeting Date: ____________________
   Actual Meeting Date: ____________________
   Outcome: ____________________

   Signature ____________________
   Faculty

   Signature ____________________
   Student

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

   Signature ____________________
   Course Coordinator

   Signature ____________________
   Student

3. MSN or EdD Program Director Meeting with Student and Faculty Member
   Scheduled Meeting Date: ____________________
   Actual Meeting Date: ____________________
   Outcome: ____________________

   Signature ____________________
   Program Director

   Signature ____________________
   Student
4. Associate Dean, Tanner Health System School of Nursing Meeting with the Student
Scheduled Meeting Date:
Actual Meeting Date:
Outcome:

Signature____________________________    Signature____________________________
MSN or EdD Program Director              Student

5. Dean, Tanner Health System School of Nursing Meeting with the Student
Scheduled Meeting Date:
Actual Meeting Date:
Outcome:

Signature____________________________    Signature____________________________
Associate Dean, THS School of Nursing      Student

Dean, Tanner Health System School of Nursing   Student
UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM
SCHOOL OF NURSING
EdD in Nursing Education program

Comprehensive Exam and Dissertation Acknowledgment Form

I have read the Comprehensive Exam and Dissertation sections of the University of West Georgia, Tanner Health System School of Nursing Graduate Handbook and understand that it is my responsibility to follow the guidelines, policies and procedures that pertain to the Comprehensive Exam and Dissertation while in the EdD in Nursing Education Program.

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

I understand that it is my responsibility to read the Graduate handbook at the beginning of each academic semester to be aware of any changes or revisions to Comprehensive Exam and Dissertation guidelines and policies and procedures therein.

Signatures
Student Signature: __________________________________________

(electronic signature acceptable)
Graduate Program Handbook Acknowledgment Form

I have read the University of West Georgia, Tanner Health System School of Nursing Graduate Handbook and understand that it is my responsibility to follow the policies and procedures while in the Nursing Program.

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

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

Signatures
Student Signature: _____________________________________________
(electronic signature acceptable)

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.