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WELCOME!

We are delighted to welcome you to the Undergraduate 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 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 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 Undergraduate 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  
BSN PROGRAM  

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

VISION  
The University of West Georgia, Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems (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 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: (Revised 4/23/12)

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 healthcare system.

HEALTH  
Health is a dynamic and contextual state of being in which there is a balance of relationships, choices, and human potential. 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 interprofessional healthcare team members. 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, 2009, p. 33) in order to promote positive outcomes for persons who are recipients of healthcare, for provider, and within the health care system. Adapted for the curriculum in the THS SON, 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
The construct of structure includes the key concepts within the curriculum related to Person, Nurse, Systems, and Profession. The construct process of care describes the 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 educational programs, the person (student), and the nursing profession and healthcare system.

The Caring Science curriculum model, integrated into the THS SON curriculum framework (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 (2011), nurse educators must “nurture this culture of caring if students are to graduate as competent caring nurses” (p. 129). In education, the caring relationship between teachers and learners fosters a sense of caring professionalism and acquisition of the crucial knowledge, skills, and attitudes for nursing practice in the healthcare system. This is congruent with Duffy’s (2009) emphasis on the significance of relationships to quality nursing practice (UWG/THS SON Philosophy, 2012).

References
BSN Quality Caring Framework: A Caring Science Curriculum

Creating a Culture of Quality Caring

Teacher-Learner Relationships

Creating Caring Collaborative Relationships

Client-Nurse Relationships

Inter-Professional Healthcare Relationships

Essence of Nursing Practice and Education

Intermediate Outcomes
Feel “cared for”

Structure

Person/Health
- Client (PG 1, 2) (BSN I, IX) (ANA 1, 2, 3, 4, 5, 6)
- Lifespan (PG 1, 8) (BSN VII, IX) (ANA 1, 2, 3, 4, 5, 6)
- Health, Wellness, & Illness (PG 1, 8) (BSN VIII) (ANA 1, 2, 3, 4, 5)
- Biophysical Concepts (PG 1, 3) (BSN I, III) (ANA 1, 2, 3, 4, 5)
- Social Function (PG 1, 3) (BSN I, VIII) (ANA 1, 2, 3, 4, 5)
- Psychological Concepts (PG 1) (BSN I) (ANA 1, 2, 3, 4, 5)
- Communication (PG 1, 4) (BSN I, II, IV, IX) (ANA 1, 2, 3, 4, 5, 6)
- Critical Thinking (PG 1, 3) (BSN I, III, IX) (ANA 1, 2, 3, 4, 5, 6)
- Caring (PG 1, 2) (BSN VIII, IX) (ANA 1, 4, 5)
- Holism (PG 1, 2) (BSN VIII, IX) (ANA 1, 4, 5)
- Culture (PG 1, 2) (BSN I, IV) (ANA 1, 2, 3, 4, 5)
- Human Diversity (PG 1, 2) (BSN I, VII) (ANA 1, 2, 3, 4)
- Education (PG 1, 8) (BSN I, III) (ANA 4, 5, 6)

Nursing/Provider
- Clinical Reasoning (PG 3) (BSN II, III, IX) (ANA 1, 2, 3, 4, 5, 6)
- Teamwork & Collaboration (PG 4, 8) (BSN I, VI, VII) (ANA 3, 4, 5, 6)
- Empowerment (6, 8) (BSN VIII) (ANA 5, 6)
- Theory (PG 1, 3) (BSN III, VI) (ANA 3, 4, 5)

Systems/Environment
- Healthcare Systems (PG 4, 5) (BSN I, II, III, V) (ANA 4, 5)
- Regulatory Systems (PG 5) (BSN I, II, III, IV, V) (ANA 4, 5)
- Legal Systems (PG 5) (BSN I, II, III, IV, V) (ANA 4, 5)
- Economic Systems (PG 5) (BSN I, II, III, V) (ANA 4, 5)
- Informatics Systems (PG 4, 5) (BSN I, IV, V) (ANA 4, 5)
- Healthcare Quality Systems (PG 2, 3) (BSN II, III, IV, V) (ANA 3, 4, 5)
- Safety Systems (PG 3) (BSN II, III, IV) (ANA 4, 5)

Profession
- Management (PG 5, 6) (BSN I, II, IV, VI) (ANA 4, 5, 6)
- Leadership (PG 6) (BSN I, II, III, IV, V) (ANA 4, 5, 6)
- Policy (PG 5, 6) (BSN V, VIII) (ANA 3, 4, 5)
- Professionalism (PG 2, 5, 7) (BSN V, VIII) (ANA 5, 6)

Program Goals

1. Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.

2. Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.

3. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.

4. Communicate and collaborate effectively within inter-professional teams, which includes the use of technology and information systems to improve health outcomes and healthcare systems.

5. Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.

6. Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.

7. Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.

8. Utilize effective teaching strategies to empower persons to achieve healthcare goals.
BSN PROGRAM GOALS

The purpose of the Bachelor of Science in Nursing (BSN) program is to prepare individuals for basic registered nurse practice roles in diverse health care settings. Graduates of the program will be able to:

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

(Approved 2/28/2011; Updated and approved 4/6/12)

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)

Purpose of Caring Groups

The purpose of Caring Groups is to create a culture for experiencing, learning, and applying the science of caring for nursing students in the University of West Georgia (UWG), THS SON. Opportunities are provided for students to participate in Caring Groups in classroom and/or clinical settings. In some classroom settings, for both undergraduate and graduate students, students may be randomly assigned to small groups to work together on in-class learning activities and also to experience and learn caring through online activities outside of class. For undergraduate students, the caring group experience is a component of various classroom and/or clinical courses.

• Caring has been a central focus of the curriculum in the nursing program at UWG for over 20 years. The UWG, THS SON 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 Groups 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 provide the opportunity for: Sharing personal experiences, Learning about self, Building relationships, and Becoming part of a team. This creates an atmosphere of support for students as they progress through the educational program.

BSN and RN to BSN Undergraduate Caring Groups

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

For pre-licensure undergraduate students, Caring Groups will be a component of classroom and clinical experiences, providing the opportunity for students to experience Caring Groups each semester of the program. For students in the RN to BSN track, Caring Groups will be focused on the online classroom experience and be a component of one course (NURS 4503) in the second semester and one course (NURS 4508) in the fourth semester.

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

UNDERGRADUATE CATALOG
The University of West Georgia Undergraduate Catalog contains a complete statement of academic policies and procedures, courses required for each program of study, retention and graduation requirements, and other essential items of information. It is a very important book to study and follow. 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 UWG Student handbook.

THE SCOOP & COURSE REGISTRATION
The Registrar’s office no longer publishes a course bulletin it can be found on the UWG website under
Academics > Schedule of Classes. Information about registration and course offerings is available to every student via Banweb. The Scoop is a UWG publication that provides basic information regarding registration each semester. The Scoop can be located via this link located on the Registrars Webpage: The Scoop

PROFESSIONAL NURSING ASSOCIATIONS

Georgia Association of Nursing Students/National Student Nurses' Association (GANS/NSNA)

All nursing students at the University of West Georgia are encouraged to participate in the campus chapter of the Student Nurses’ Association (SNA), an organization that meets regularly to promote student interaction and professionalism, to identify specific student needs that may be present, and to meet those needs whenever possible. It is run by and for student nurses at the University of West Georgia. Participation in the local SNA organization requires membership in the national organization (National Student Nurses Association/NSNA). The NSNA is the largest independent student health professional organization in the country and the national organization for nursing students. Any student in a state-approved nursing education program or any RN who is enrolled in a baccalaureate nursing program is eligible for membership in NSNA. Membership offers many benefits including scholarship and loan opportunities, reduced malpractice insurance rates, career planning assistance, a national convention, reduced rates and discounts, as well as opportunities to meet and network with nursing students from other institutions. For further information regarding membership and dues, please see a faculty member.  
Georgia Association of Nursing Students
National Student Nurses’ Association

Georgia Nurses Association (GNA)/American Nurses Association (ANA)

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

PI NU CHAPTER OF SIGMA, THE INTERNATIONAL HONOR SOCIETY OF NURSING

The Pi Nu Chapter of Sigma, The International Honor Society of Nursing, was chartered in 2000 at the University of West Georgia to recognize superior academic achievement, academic integrity, and professional leadership potential. Eligible students should also foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. BSN students are eligible for membership when they meet the following criteria:

1. Have completed at least one-half of the required nursing components of the baccalaureate curriculum.
2. Have a cumulative grade point average of at least 3.0 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: Sigma

**ACADEMIC ADVISING**

The University of West Georgia, Tanner Health System School of Nursing maintains advising hours each semester to serve Nursing majors and students with a declared major of Undecided Health - Nursing Interest and Meta Major – Health Profession. Advisement is by appointment except during the add/drop period at the beginning of each semester. Prospective students must schedule a visit through UWG Admissions “Transfer Tuesday” program. Students may find detailed advising information at the Tanner Health System School of Nursing website.

Academic Advising for students enrolled in the pre-licensure BSN and RN to BSN tracks of the BSN program will be conducted by the Academic Coordinator(s)/Advisor(s) and/or Associate Dean for Undergraduate Education. The Academic Coordinator(s)/Advisor(s) are responsible for reviewing the student’s academic record in Wolf Watch at the beginning of the first semester for pre-licensure BSN students and RN to BSN students. This review clarifies graduation requirements and the student’s progress toward meeting them. Any questions regarding the Georgia RN to BSN Articulation Plan, transfer equivalencies, credit by exam, and substitutions should be addressed at this time. Students may also request additional evaluations during their progression in the BSN program.

As a courtesy, the Academic Coordinator(s)/Advisor(s) will review senior graduation status in Wolf Watch at least two semesters prior to graduation and during the final semester; but it is ultimately the students’ responsibility to apply for graduation and meet graduation requirements. Students will be notified of any deficiencies and emails will be sent to their UWG email account by their Advisor or by the Graduation Team in the Registrar’s Office. Issues and concerns with senior students not meeting graduation requirements must be reported to the THS SON Dean. As stated in the UWG Undergraduate Catalog, “Academic Advising is considered an important element in a student’s program of study, and West Georgia makes every effort to provide the service; however, students must ultimately be responsible for their own choices, their own course and program selections, and their own deadlines.”

**TRANSFER OF NURSING COURSES**

Considering the rapidly changing nature of art, science, and technology in the nursing profession, undergraduate students with transfer credit for upper division nursing courses must have completed these courses within the last five years. Eligible courses are awarded on an individual basis at the discretion of the Associate Dean for Undergraduate Education. Transfer of lower division nursing credit for RN to BSN students is granted according to the Georgia RN to BSN Articulation Plan. Transfer credit for upper division required nursing courses in the RN to BSN program is limited to NURS 4506 (Holistic Health Assessment for RNs). RN to BSN students must complete all other upper division nursing requirements at UWG.

**CREDIT BY EXAMINATION FOR NURSING COURSES**

Credit by examination for ASN/ADN and Diploma nursing courses is awarded to RN to BSN students according to the Georgia RN to BSN Articulation Plan. Students will receive information regarding forms,
processing fees ($6 per credit hour), and administrative procedures after completion of their first semester in the nursing program.

LIBRARY RESOURCES

The home page for the library can be accessed via this link: The Ingram Library
Contact information for the Tanner Health System School of Nursing Library Liaison can be found here: Library Liaison

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

In addition, special services are available to off-campus nursing students:

1. Direct delivery of articles and books from Ingram Library (for students who cannot reasonably access a library adequate for their needs).
2. Reserve reading materials placed either online or at a library convenient to the off-campus class site.
3. Nursing library resources are also available at the Coweta County Public Library for students in the Newnan Program.

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 number of people that can attend 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 pre-licensure BSN®, RN to BSN, MSN, and EdD programs will be selected for each of the following committees:
Undergraduate Program Committee (UPC) (at least 1 pre-licensure BSN and 1 RN to BSN student)
Graduate Program Committee (GPC) (1 MSN and 1 EdD student)
Caring for Students Committee (CSC)
Caring for Faculty Committee (CFC)
Evaluation Committee (EC)
Technology Committee (TC)

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

**CLASS PRESIDENT/LIAISON**

At the beginning of each fall semester, the Junior and Senior level pre-licensure BSN students in Carrollton and Newnan elect a president/liaison to represent the class to the faculty. These representatives meet with the Dean of the THS SON as needed, provide advocacy for student concerns, and serve as a communication link between students and faculty.

**STUDENT GOVERNANCE**

BSN students are encouraged to elect officers as needed to provide leadership and conduct/facilitate student business.

**HONORS PROGRAM**

(Updated and approved 9/14/2015)

The University of West Georgia, Tanner Health System School of Nursing encourages pre-licensure BSN students enrolled in the University Honors College to graduate with Honors College distinction. The goal of the Nursing Honors Program is to stimulate critical thinking and provide students with additional learning opportunities in research, publication, and the practice of nursing. Undergraduate students in the THS SON wishing to receive honors credit for courses taken while enrolled in the nursing program must first meet all requirements for the Honors Program as outlined by the UWG Honors College. Students earning credit for nursing honors courses or completing honors theses or projects will remain in regular nursing classes with other students.

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

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

Students can only receive honors credit for courses that are designated as non-clinical courses within the THS SON undergraduate curriculum. These courses include:

- NURS 3101 Professional Nursing Concepts I
- NURS 3102 Professional Nursing Concepts II
- NURS 3201 Health Care of the Client I
- NURS 3202 Health Care of the Client II
- NURS 3400 Nursing Research and Evidence-Based Practice **
- NURS 4101 Professional Nursing Concepts III
- NURS 4102 Professional Nursing Concepts IV (Cohorts prior to Summer 2020)
- NURS 4103 Professional Nursing Concepts Capstone (starting with Summer 2020 cohorts)
- NURS 4201 Health Care of the Client III
- NURS 4202 Health Care of the Client IV

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

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

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

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

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

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

ESTIMATED EXPENSES FOR THE BSN PROGRAM

The following list of estimated costs has been compiled to make students aware of them and, thereby, allow students to anticipate and plan for program expenses in a timely manner. We hope this information will be helpful.

Pre-licensure BSN Track

1. Travel to clinical activities: Students are individually responsible for obtaining transportation to and from clinical activities. At times, this may require travel to cities other than Carrollton or Newnan. Students are reminded this is an additional expense, and they must arrange their own transportation to these distant facilities. Please keep in mind that carpooling is a cost-effective option.

2. Books: Most textbooks are purchased as a bundle upon entering the first semester of the program (e-books) through UWG’s Campus Bookstore. The textbook bundle is an out-of-pocket expense for newly accepted nursing students and can cost approximately $900.00-$1,500.00. This bundle provides e-books and resources for the entire duration of the program. Other books and resources may be required for particular courses included in the program, however this is kept at a minimum. Additional books or resources will be indicated on course syllabi, the cost of which is in addition to the book bundle.

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

4. Liability insurance: Varies by provider; approximately $30-$100 per year (certificate due with the Health & Professionals Requirements Checklist)

5. NSNA membership: (optional) - $30/year for new members and $40/year for renewals

6. ATI Nursing Test Fee: - $578.00 (paid upon registration for NURS 3100). This fee pays for a set of ATI books and testing program needed to complete the BSN program.

7. Graduation pictures: (optional) - Varies per individual order

8. Nursing pin (optional): Ranges from $40.00 - >$200.00 (offered at last semester prior to graduation)

9. Licensure expenses: Application fee to Georgia Board of Nursing and NCLEX registration fee (due at graduation)

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

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

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

13. Personal computer: Testing within the school of nursing is computer-based. All students will be required to have their own personal laptop computer or portable device for use in taking on-campus course or program exams, with specifications that meet the requirements outlined for proper completion of these exams (see “Technology Requirements and Assistance” section of this document).

14. Application for Graduation: Students should follow the graduation guidelines for application available on the Registrar’s Office website where the current application fee is posted: Graduation guidelines
15. Exam Soft: Secure Exam Software, used for testing on personal computer for nursing courses, $60/yr.

RN to BSN Track

1. Travel to clinical activities: Students are individually responsible for obtaining transportation to and from clinical activities.

2. Books: The cost of textbooks varies from semester to semester and is difficult to forecast. In general, the cost of textbooks and other course resources for the RN to BSN courses is significantly less than for the pre-licensure BSN track.

3. Professional liability insurance: Varies by provider, generally <$100.00 per year; (see the Health & Professionals Requirements Checklist for more information)

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

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

6. Credit by Examination Fees: Fees are assessed at a rate of $6 per hour for upper division credit awarded for previous ASN/ADN coursework (22-43 hrs., varies by student).

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

8. UWG SON Name Badge is a requirement prior to starting your clinical capstone course in the 4th semester of the program. This badge is obtained through McEvers Awards (SON website) you can email the order.

FINANCIAL ASSISTANCE

Scholarship and other financial aid information for nursing students is available on the Tanner Health System School of Nursing website. Financial assistance is available through the University of West Georgia Financial Aid Office at 678-839-6421. All students needing assistance must complete a Financial Aid Form (FAFSA). This form is available online at FAFSA 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 Scholarships. 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.
TECHNOLOGY REQUIREMENTS AND ASSISTANCE

The Tanner Health System School of Nursing values the use of technology. All 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. Course Den will be used for posting course materials, receiving and returning assignments, e-mail regarding course matters, and online testing. Some courses use computerized testing and others are taught as online distance classes. Upon admission, students are expected to have minimal computer skills including word processing, ability to perform computerized literature searches, email, and use of browser software to search the internet. They also are expected to own and/or have access to a portable computer or electronic device compatible with UWG requirements for use in completing on-campus coursework and exams. The student Microsoft campus agreement enables students to obtain free copies of the latest versions of specific Microsoft software. Computer laboratories are available on both Carrollton and Newnan campuses for all students.

1. Students should contact UWG Online for assistance with Course Den/D2L and other online learning specific questions. The link for more information is: Student Help.
2. Student technology requirements, general computer usage, and information and tutorials about e-mail and BanWeb are available online at the Information Technology Services website.
3. Students and faculty should use assigned UWG email addresses for all correspondence. E-mail communication regarding specific courses must be done via Course Den/D2L.

Exam management software is used in the pre-licensure BSN program for coursework and exams. Students in this program will be required to purchase this software from Exam Soft, an educational software company, and have access to their own personal account for use in taking course and program exams. Minimum recommended computer system requirements for use of this software (Exam Soft/Examplify) are as follows:

<table>
<thead>
<tr>
<th>Operating System</th>
<th>Windows 7 SP1/Windows 10 or OS X 10.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>Intel i3 Series or AMD A6/A8</td>
</tr>
<tr>
<td>RAM (Memory)</td>
<td>4GB</td>
</tr>
<tr>
<td>Storage</td>
<td>250GB</td>
</tr>
<tr>
<td>Wired Access</td>
<td>10/100 megabit network interface card</td>
</tr>
<tr>
<td>Wireless Access</td>
<td>802.11 g/n/ac capable Wi-Fi card</td>
</tr>
</tbody>
</table>

Additional minimum requirements for specific systems (Windows, Mac OS X, or iPad) will be provided during student orientation. For questions about the software and/or system requirements, contact Exam Soft at 866-429-8889 or online at ExamSoft support.

**For all other 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 UWG Online or online@westga.edu

2. 24-Hour Help – 1-855-772-0423 or 24 hour help
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

Online learning may be a new experience for some students, especially those in the RN to BSN Track. Please review the information on “How to be a Successful Online Student” (eLearners.com, 1999-2007) at the following link: How to Be a Successful Online Learner.
BACHELOR OF SCIENCE IN NURSING PROGRAM

The Tanner Health System School of Nursing offers a BSN degree with two tracks, both of which combine a rich and liberal foundation in the arts, sciences, and humanities with a unique program emphasizing the art and science of nursing. The pre-licensure BSN track requires 123 semester credit hours for graduation while the RN to BSN track requires 120 semester credit hours.

The pre-licensure BSN track, with courses offered in Carrollton and Newnan, prepares graduates who are eligible to apply to take the NCLEX-RN, the national licensing examination to become a registered nurse (RN). The second track, the RN to BSN track, is for individuals who are licensed registered nurses with associate degrees or diplomas in nursing. The RN to BSN program is offered 100% online.

PRE-LICENSENCE BSN TRACK

In addition to the Core Curriculum requirements (57 semester hours) as specified in the UWG Undergraduate Catalog, pre-licensure BSN students must complete the following nursing courses (66 semester hours):

**CARROLLTON PRE-LICENSENCE BSN PROGRAM** (Starting Summer 2020)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>NURS 3000 – Holistic Health Assessment (2-2-3)</td>
</tr>
<tr>
<td></td>
<td>NURS 3101 – Professional Nursing Concepts I (3-0-3)</td>
</tr>
<tr>
<td></td>
<td>NURS 3201 – Medication Mathematics (1-0-1)</td>
</tr>
<tr>
<td>Second Semester</td>
<td>NURS 2101 – Pathophysiology/Pharmacology I (3-0-3)</td>
</tr>
<tr>
<td></td>
<td>NURS 3201 – Health Care of the Client I (4-0-4)</td>
</tr>
<tr>
<td></td>
<td>NURS 3301 – Clinical Practice I (0-12-6)</td>
</tr>
<tr>
<td>Third Semester</td>
<td>NURS 3100 – Pathophysiology/Pharmacology II (3-0-3)</td>
</tr>
<tr>
<td></td>
<td>NURS 3202 – Health Care of the Client II (4-0-4)</td>
</tr>
<tr>
<td></td>
<td>NURS 3302 – Clinical Practice II (0-12-6)</td>
</tr>
<tr>
<td>Fourth Semester</td>
<td>NURS 3102 – Professional Nursing Concepts II (2-0-2)</td>
</tr>
<tr>
<td></td>
<td>NURS 3400 – Nursing Research &amp; EBP (3-0-3)</td>
</tr>
<tr>
<td>Fifth Semester</td>
<td>NURS 4103 – Prof Concepts Capstone (3-0-3)</td>
</tr>
<tr>
<td></td>
<td>NURS 4201 – Health Care of the Client III (4-0-4)</td>
</tr>
<tr>
<td></td>
<td>NURS 4300 – Clinical Specialty Practice (0-6-3)</td>
</tr>
<tr>
<td></td>
<td>NURS 4301 – Clinical Practice III (0-10-5)</td>
</tr>
<tr>
<td>Sixth Semester</td>
<td>NURS 4000 – Preparation for Professional Licensure (2-0-2)</td>
</tr>
<tr>
<td></td>
<td>NURS 4202 – Health Care of the Client IV (3-0-3)</td>
</tr>
<tr>
<td></td>
<td>NURS 4302 – Clinical Practice IV (0-16-8)</td>
</tr>
</tbody>
</table>

**CARROLLTON PRE-LICENSENCE BSN PROGRAM** (Prior to Summer 2020)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>NURS 2101 – Pathophysiology/Pharmacology I (3-0-3)</td>
</tr>
<tr>
<td></td>
<td>NURS 3000 – Holistic Health Assessment (2-2-3)</td>
</tr>
</tbody>
</table>
Second Semester (Fall – 15 semester hours)
- NURS 3100 – Pathophysiology/Pharmacology II (3-0-3)
- NURS 3101 – Professional Nursing Concepts I (3-0-3)
- NURS 3201 – Health Care of the Client I (3-0-3)
- NURS 3301 – Clinical Practice I (0-12-6)

Third Semester (Spring – 15 semester hours)
- NURS 3102 – Professional Nursing Concepts II (2-0-2)
- NURS 3202 – Health Care of the Client II (4-0-4)
- NURS 3302 – Clinical Practice II (0-12-6)
- NURS 3400 – Nursing Research & EBP (3-0-3)

Fourth Semester (Summer – 1 semester hour)
- NURS 3303 – Competency Based Clinical Performance (0-2-1)

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

Sixth Semester (Spring – 15 semester hours)
- NURS 4102 – Professional Nursing Concepts IV (2-0-2)
- NURS 4202 – Health Care of the Client IV (4-0-4)
- NURS 4302 – Clinical Practice IV (0-16-8)
- NURS 4000 – Preparation for Professional Licensure (1-0-1)

**NEWNAN PRE-LICENSURE BSN PROGRAM** (Starting Summer 2020)
Eight (8) semesters – 66 credit hours

First Semester (Summer – 6 semester hours)
- NURS 3000 – Holistic Health Assessment (2-2-3)
- NURS 3101 – Professional Nursing Concepts I (3-0-3)

Second Semester (Fall – 6 semester hours)
- NURS 3102 – Professional Nursing Concepts II (2-0-2)
- NURS 3210 Medication Mathematics (1-0-1)
- NURS 3400 – Nursing Research & EBP (3-0-3)

Third Semester (Spring – 13 semester hours)
- NURS 2101 – Pathophysiology/Pharmacology I (3-0-3)
- NURS 3201 – Health Care of the Client I (4-0-4)
- NURS 3301 – Clinical Practice I (0-12-6)

Fourth Semester (Summer – 0 semester hour)
No Classes

Fifth Semester (Fall – 13 semester hours)
- NURS 3100 – Pathophysiology/Pharmacology II (3-0-3)
- NURS 3202 – Health Care of the Client II (4-0-4)
- NURS 3302 – Clinical Practice II (0-12-6)

Sixth Semester (Spring – 12 semester hours)
- NURS 4201 – Health Care of the Client III (4-0-4)
- NURS 4300 – Clinical Specialty Practice (0-6-3)
- NURS 4301 – Clinical Practice III (0-10-5)

Seventh Semester (Summer – 3 semester hours)
- NURS 4103 – Prof Concepts Capstone (3-0-3)

Eighth Semester (Fall – 13 semester hours)
- NURS 4000 – Preparation for Professional Licensure (2-0-2)
NURS 4202 – Health Care of the Client IV (3-0-3)
NURS 4302 – Clinical Practice IV (0-16-8)

NEWNAN PRE-LICENSURE BSN PROGRAM (Prior to Summer 2020)
Eight (8) semesters – 66 credit hours

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

Second Semester (Fall – 8 semester hours)
- NURS 3000 – Holistic Health Assessment (2-2-3)
- NURS 3100 – Pathophysiology/Pharmacology II (3-0-3)
- NURS 3102 – Professional Nursing Concepts II (2-0-2)

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

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

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

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

Seventh Semester (Summer – 5 semester hours)
- NURS 4102 – Professional Nursing Concepts IV (2-0-2)
- NURS 4300 – Clinical Specialty Practice (0-6-3)

Eighth Semester (Fall – 13 semester hours)
- NURS 4000 – Preparation for Professional Licensure (1-0-1)
- NURS 4202 – Health Care of the Client IV (4-0-4)
- NURS 4302 – Clinical Practice IV (0-16-8)

The pre-licensure BSN Track is offered on the Carrollton campus as a 6-semester program only. The program is offered on the Newnan campus as an 8-semester program only.

RN to BSN TRACK

In addition to the Core Curriculum requirements (60 semester hours) as specified in the UWG Undergraduate Catalog, RN to BSN students must complete the following upper level nursing courses (30 semester hours):

First Semester – Fall (7 semester hours)
- NURS 4500 – Introduction to Scholarly Writing for RN’s (1)
- NURS 4501 – Transition to Professional Nursing Practice for RN’s (3)
- NURS 4502 – Pathophysiology for RN’s (3)

Second Semester – Spring (9 semester hours)
- NURS 4503 – Professional Nursing Practice Issues for RN’s (3)
- NURS 4504 – Nursing Research & Evidence-Based Practice for RN’s (3)
- NURS 4505 – Nursing Informatics for RN’s (3)

Third Semester – Summer (6 semester hours)
NURS 4506 – Holistic Health Assessment for RN’s (3)
NURS 4507 – Introduction to Healthcare Communities for RN’s (3)

**Fourth Semester – Fall (8 semester hours)**
NURS 4508 – Nursing Leadership in Healthcare Communities for RN’s / Capstone & Practicum (8)

Clinical experiences may be scheduled during daytime and evening hours and/or on weekends.

**GEORGIA RN to BSN ARTICULATION PLAN**

The University of West Georgia participates in the Georgia RN to BSN Articulation Plan. The plan was developed through the collaborative efforts of faculty of the ASN/ADN and BSN nursing programs in Georgia and the Georgia Board of Nursing, and is designed to facilitate the educational mobility of registered nurses seeking a bachelor’s degree in nursing. To be eligible for the plan, a student must meet the following criteria:

A. Graduation from an ASN/ADN or Diploma program **within 0-4 years.**

   **OR**

   Graduation from an ASN/ADN or Diploma program **greater than 4 years ago with documentation of 1000 hours of practice in the previous 3 years.**

B. Hold a current and valid license to practice as an RN license. Transfer of lower division nursing credits and/or RN to BSN Articulation Plan credit allowed for ASN/ADN is up to 36 hours.

The following steps outline the Georgia RN to BSN Articulation Plan:

**Step 1**
Students enrolled in NURS 4503 (Professional Nursing Practice Issues for RN’s) will be asked to complete and sign the “Documentation for RN to BSN Articulation Agreement Form” to indicate eligibility for transfer by articulation. The completed form will be filed in each student’s folder.

**Step 2**
After successful completion of 4503 (Professional Nursing Practice Issues for RN’s) each student will receive the “Credit by Examination Form” signed by the School of Nursing Dean. The student will then take the form to the Cashier’s Office where the necessary fees will be paid. The student will then take the form to the Registrar’s Office.

The following students will not be eligible for participation in the Georgia RN to BSN Articulation Plan:

Graduates of ASN/ADN and Diploma programs greater than 4 years ago with less than 1000 clinical practice hours in the previous 3 years.

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

For students who do not hold licensure as a Registered Nurse in the state of Georgia but are currently licensed as a Registered Nursing in another state, awarding of credits for previous course work in an ASN/ADN or Diploma program will follow similar guidelines as those outlined above for the articulation plan.

**COURSE DESIGNATIONS FOR CARING GROUPS**
Pre-licensure BSN Track

The following courses are designated as caring group courses: Professional Nursing Concepts I (NURS 3101) and II (NURS 3102) and Clinical Practice I, (NURS 3301) II, (NURS 3302) III (NURS 4301) and IV (NURS 4302). Students will be introduced to caring groups during Professional Nursing Concepts I (NURS 3101). Students will have classroom learning activities related to the concept of caring. Students will be placed into caring groups for classroom experiences and online support. Students will continue with caring groups in Professional Nursing Concepts II (NURS 3102). Conceptual frameworks for caring will be incorporated into the classroom to provide an opportunity to explore and learn the concepts of caring from a theoretical basis. The theoretical basis learned in NURS 3101 and NURS 3102 will be applied in the clinical courses.

NURS 3301 Clinical Practice I and NURS 3302 Clinical Practice II

Research indicates that Caring Groups are most helpful in the first year of a nursing program. Placement into caring groups early in the program can help students bond through the common need to succeed in the first clinical semester of the nursing program (Wilson & Grams, 2013). Guidance in self-care as a tool for success as well as sharing thoughts on learning to study and manage time could be topics incorporated into caring groups. Within the first two clinical courses, a focus should be on learning self-care strategies and team building. Activities that promote group bonding are essential. Students also typically need academic and emotional support.

Introduction to Coming to Know Self as a Caring Person: Learning to Care for Self and Others:

Examples of possible caring group activities could include:
- Team building exercises
- Check-in
- Relaxation techniques
- Study Skills
- Survival Strategies
- Time Management
- Identifying Caring Versus Non Caring

Nursing 4301 Clinical Practice III

While students at this point have advanced to the senior level, there may still be conversations around the difference between caring and non-caring. Students may not require assistance in navigating the system of the program and clinical facility, but may still need academic and personal assistance. At this point, students may be open to learning more about caring and the importance to nursing practice. The whole notion of learning to know oneself as a caring person (Boykin & Schoenhofer, 2001) and being able to call forth caring during a “transpersonal caring occasion” (Watson, 2002) hopefully will begin to emerge.

Expanding Coming to Know Self as a Caring Person: Caring for Self and Others:
- Making a commitment to Caring
- Continue with self-care and group support activities
- Emphasis on learning to care for patients and work colleagues
Nursing 4302 Clinical Practice IV

Transition to Caring in Practice
This course requires demonstration of a synthesis of all students have learned in the program.
Research on Caring Groups (Boykin & Schoenhofer, 2001) indicates that, while caring groups may be less important in this phase, they are still needed. Students need support with getting ready for graduation and facing the fears of the NCLEX as well as saying good-bye when leaving the security of the program and transitioning to professional practice.

Refining Coming to Know Self as a Caring Person: Caring for Self and Others Through Implementation of Caring Science with Clients, the Nursing Profession, and Other Disciplines:

- Continued support activities

RN to BSN Track

Students in the RN to BSN track will participate in Caring Groups focused on the online classroom experience. During the NURS 4503 Professional Nursing Practice Issues for RN’s course, students will be introduced to the concept of Caring Groups and the history of Caring Groups at the Tanner Health System School of Nursing. In two courses in the program, NURS 4503 Professional Nursing Practice Issues for RN’s course in the second semester (spring) and NURS 4508 Nursing Leadership in Healthcare Communities for RN’s (capstone course) in the fourth semester (fall), students will be assigned to a Caring Group consisting of a small group of their course peers. These students will communicate with each other online with the purpose of learning caring for self, colleagues, and others. If there is a workgroup in the online course, the workgroup will also function as the caring group for the course.

References

ACADEMIC GUIDELINES

GRADING SYSTEM FOR UNDERGRADUATE STUDENTS IN THS SON

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

\[
\begin{align*}
A &= 90-100 \\
B &= 80-89.99 \\
C &= 75-79.99 \\
F &= 74.99 \text{ and below}
\end{align*}
\]

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

Students must satisfactorily complete all clinical learning activities and associated written assignments to pass any course with a clinical component. Students with unsatisfactory clinical performance will receive an “F” in the course (as appropriate for the particular course), regardless of grades earned on other course assignments. Students are required to “make up” clinical absences that compromise their ability to meet learning goals (See Clinical Attendance Guidelines). Grades on assignments other than those awarded for clinical performance as reflected on the Clinical Evaluation Tool (CET), the tool used to evaluate clinical performance of pre-licensure BSN students, may be calculated into the final course grade for pre-licensure BSN courses with a clinical component only if the student has an average grade on the CET of 75.00% or above.

For all courses without a clinical component, grading on assignments other than course exams may be calculated into the final course grade only if the student has an examination average of 75.00% or above. The examination average will be calculated as outlined in the course syllabus and will be based on all course examinations, including the final exam. Cumulative final examinations are recommended, but are at the discretion of the instructor.

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

(Approved 5/14/18)

SYMBOLS NOT INCLUDED IN DETERMINING THE GRADE POINT AVERAGE
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. The requirements for removal of an “I” are left to the respective institutions. However, if an “I” is not satisfactorily removed after three academic terms of residence, the symbol “I” will be changed to the grade “F” by the appropriate official.
IP- This symbol indicates that credit has not been given in courses that require a “CP” 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 for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the USG chief academic officer for approval.
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 and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the USG chief academic officer for approval.
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 Guidelines for military service refunds as provided in Board Guidelines. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

4/29/19

**GRADE ROUN丁ING RULES FOR ALL UNDERGRADUATE COURSES**

No rounding of grades under any circumstance in undergraduate nursing courses.  
(Approved 05/14/18)

**GUIDELINES FOR TEST DEVELOPMENT/ADMINISTRATION**  
(Updated and approved 2/15/16)

Nursing faculty will develop examinations to measure student knowledge and progress toward meeting course learning outcomes. The following guidelines facilitate the development of examinations that are valid and reliable measures of student achievement.

**Purpose**

The Guidelines for Test Development/Administration are developed to enhance quality of testing used to evaluate student learning, as appropriate, and will serve to assist faculty in the development and analysis of quality test items. Test items in courses can include multiple choice and alternate item format questions.

**Key Guidelines**

1. Faculty will be responsible for creating and archiving exams.
2. Faculty members preparing test items should be certain that content/learning goals being tested have been reviewed in class and/or in the assigned readings and learning activities. It is recommended exams be reviewed by more than one faculty member prior to administration.
3. Students will be allowed 1 minute for each multiple choice item on an exam and up to 2 minutes for each alternate format item. Total time for exams over 100 items should allow for a student break. Special testing accommodations will be made for students requiring such, as outlined in the UWG policies related to accessibility.
4. Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, course faculty may choose to continue the exam, restart it, or continue testing at a later date. All exam results obtained when a testing delay of less than 30 minutes has occurred are considered final.
5. Graded NCLEX-style questions in the Professional Nursing Concept course(s) will be a minimum of 10% for each Professional Nursing Concept course overall grade. Approved 11/11/19
6. The quality of multiple-choice and alternate format item questions will be analyzed by considering the following statistical information. This information, however, will not be used to definitively determine test item validity:
a. Item difficulty – describes the percentage of correct responses to a question. An optimal difficulty level is 0.30-0.70. Items are considered easy at a difficulty level of 0.80 and above. Items at a level of difficulty of 0.20 and below are considered difficult.

b. Discrimination index – indicates test item quality. A positive discrimination value indicates the item was answered correctly by more students who scored high on the exam. A negative value indicates more students who did poorly on the exam answered the item correctly.

   \[
   >0.39 \text{ – very good} \\
   0.30-0.39 \text{ – good} \\
   0.20-0.29 \text{ – reasonably good} \\
   0.10-0.19 \text{ – marginal, consider review} \\
   <0.09 \text{ – needs revision}
   \]

c. Response frequencies – the number of students who chose each response to an item. Ideally, all distractors or responses should be plausible and should be chosen by at least one student.

7. The faculty member and/or course coordinator will review all statistical results of exams.

8. Students will have an opportunity to review examinations in a method determined to be appropriate for the course and level of student. The purpose of the review is to provide an opportunity for students to examine their thought processes and develop critical thinking skills. Students are expected to demonstrate professional behaviors during exam review. The privilege of exam review may be revoked in the event that professionalism is not maintained by students.

9. Exams in the following level courses should include test items at the application/analysis level of difficulty:

   **3000 level courses – a minimum of 50% – 65%**

   **4000 level courses - a minimum of 75% - 80%**

References


**EXAMSOFT TESTING**

(Updated and approved 4/8/19)

**Testing:**

Measures or assess the level of skill and knowledge that the student has obtained or been reached.

- **Exams:** Examinations are used for assessment testing and cover a comprehensive list of concepts and exemplars that have been introduced in the course and content from previous or concurrent courses. Examples of exams used in the THSSON are mid-term exams and final exams, and standardized testing and are often greater than 50 questions. Exams will follow NCLEX-RN formatting for structure and testing procedures.

- **Tests:** Tests are used for assessment testing and cover a finite list of concepts and exemplars that have been introduced in the course and can include concepts and exemplars from previous or concurrent courses. Examples of tests used in the THSSON are tests that cover several concepts/exemplars and are less than 50 questions. Exams will follow NCLEX-RN formatting for structure and testing procedures.
Quizzing: Quizzes are used for assessment testing and cover a small list of concepts and exemplars that have been introduced in the course and can include concepts and exemplars from previous or concurrent courses and are less than 20 questions. Exams will follow NCLEX-RN formatting for structure, but can be given before, during, or after class in an unproctored environment and can be given via paper and pencil.

NCLEX-RN formatting:
Universal structure for defining nursing actions and competencies, and focuses on clients in all settings and is written using Bloom’s taxonomy of cognitive levels, and cover the NCLEX-RN client needs categories:

- Management of Care
- Safety and Infection Control
- Health Promotion and Maintenance
- Psychosocial Integrity
- Basic Care and Comfort
- Pharmacological and Parenteral Therapies
- Reduction of Risk Potential
- Physiological Adaptation

(NCSBN 2016 Test Plan for Educators).

FOR FACULTY

- When creating an exam, all exams should:
  - Enable highlighter
  - Enable calculator
  - DISALLOW backward navigation-- even in the first semester
  - Check/Chose “require answer” - to ensure that each questions is answered

- 5% for each of the exam/test/quiz grade will be subtracted for each of the following reasons:
  - If student cannot test due to any computer/software issues
  - If student did not download exam/test/quiz before class time starts
  - If student does not start testing within 15 minutes of the test start time
  - If the student cannot test due to absence of cords/cables
  - If the student does not upload by the end of the testing time

- There will be no paper copies of the exam/test/quiz

FOR STUDENTS

Exam Guidelines/Procedures NOTE: Violation of any exam Guidelines or procedure is considered a form of academic dishonesty. As a result, any violation of any exam Guidelines or procedure may result in failure of the exam (receiving a grade of zero), course failure, or dismissal from the THSSON program.

SETTING UP FOR EXAMSOFT TESTING

- Students should have their computer “approved” by the UWG Information Technology department ensuring that it meets the UWG minimum recommended specifications for exam soft.
- If students obtain a new computer, it is the students’ responsibility to have it approved by UWG IT.
- Students should refrain from importing/downloading large files to their computer that would slow down or strain the system.
- Students should only upgrade/update their computers after speaking directly with Exam Soft Customer Support to hear the advantages and disadvantages of the update related to testing with Exam soft.
PRIOR TO PROCTORED EXAM/QUIZ/TEST

- Prior to taking an exam, students should review testing guidelines and procedures.
- No student will be admitted into the testing room prior to testing time.
- Students are expected to take this exam/quiz/test independently and without the assistance of any resources, including course materials and assistance from other people.
- There is a time limit for this exam/quiz/test. Students will be allowed 1 minute for each multiple choice item on an exam/quiz/test and up to 2 minutes for each alternate format item. Some questions will require selecting all answers that apply and the student must choose all of the correct answers to get credit for the question. Any question left unanswered before the time limit will be recorded as unanswered and will receive zero points.
- Only one question will be viewed at a time. Students are not allowed to revisit questions on the exam. They must answer the question and then move forward to the next question.
- Alternate forms of each exam may be used during each testing session. A different exam may be used for students who take exams at subsequent times, which may include essay questions.
- All purses, backpacks, and personal items are prohibited from the classroom.
- No pens or pencils or paper of any type are to be brought into the testing room by students. Students will be provided with a pencil and scratch paper for use during the exam.
- Students may not wear hats or hoodies during examinations. Jackets and layered clothing may be inspected at the instructor’s discretion, and may ultimately be required to be removed.
- Students are not allowed to bring food or drink into the testing room. This includes bottled drinks or water.
- No cell phones, calculators, or other electronic devices will be allowed into the testing environment. This includes smartphones, smartwatches, and glasses or any device with recording or internet capabilities. Any student found with any electronic device during an exam will be asked to leave the examination room without completing the exam. Having any prohibited electronic device during an exam will result in an immediate exam failure (grade of zero) and possible course failure or program dismissal.
- Upon entering the testing arena, students are expected to remain silent and cease from all communication with other students.
- Students will be required to bring their UWG student ID to sign in to the exam.

Students should have ONLY the following items with them for exams:

- Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
  - Only Exam Soft tab can be open on the computer. If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
  - For tablet/iPad users:
    - Airplane Mode must be ON.
    - Wi-Fi must be OFF. Having Wi-Fi ON will cause issues and WILL disrupt the exam.
- After submission of the exam, students are to quietly fully shut down and close the computer.
- Ethernet cord for Wi-Fi access with appropriate adapters required if a personal device needs this for wired internet access
- Power cord for the laptop
Faculty

- Faculty will provide a maximum of three pieces of scratch paper and one pencil. **Students must write their name on the paper, and return it to the instructor prior to leaving the testing room.**
- A calculator is provided within the Exam Soft exam.
- Faculty/Proctors will monitor students throughout the exam.
- Students may be randomly assigned seats at the faculty’s discretion.

**DURING EXAM**

Once an exam has begun, students should not expect to leave the room unless the student has a medical problem or an illness. Students with an urgent need to leave the classroom must raise their hand to receive permission from the instructor or proctor. **The instructor reserves the right to require students to be accompanied by a proctor upon leaving the testing room.** Only one student may leave the room at a time.

Occasionally, technical problems may delay starting, restarting, or continuing exam/quiz/test. If a delay greater than 30 minutes occurs, course faculty may choose to continue the exam/quiz/test, restart it, or continue testing at a later date. All exam/quiz/test results obtained when a testing delay of less than 30 minutes has occurred are considered final.

Faculty are to place this statement in each quiz into the pre-assessment notice:

Submission of this quiz indicates that the student has complied with the academic honesty Guidelines and have neither given nor received help to complete this quiz. Students are **NOT ALLOWED to accept help in any manner for this exam/quiz/test. It is a closed book exam/quiz/test unless specifically indicated by faculty (example: open-book or team testing). There should be no reproduction of the exam/quiz/test or any parts of the exam/quiz/test by any means. The integrity of the student is paramount. By submitting the exam/quiz/test, students are attesting that they:**

a. did not give nor receive any assistance on this exam/quiz/test

b. are unaware of any breach in the security or integrity of this quiz

c. are unaware of any other student giving or receiving any assistance on this exam/quiz/test

d. understand the school guidelines concerning academic integrity and will be subject to discipline if they violate any part of these guidelines.

**During the exam/quiz/test:**

- If students have a question or concern about the exam/quiz/test, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the issue during the exam. The instructor will attempt to resolve any issues as quickly as possible so that Students may continue with testing. Should any issue persist, the instructor will decide if testing will continue.
- Any device or software issues should be communicated immediately to the faculty/proctor. If there is a problem with the computer or Exam Soft software, students will be advised of the correct action to take.
- Students should ONLY initiate a hard shut down on their computer when instructed to do so by the course instructor. **DO NOT close the top or shut lid. If the lid is simply shut, the test clock could continue to count time. The computer has to totally power down with power button to freeze the timer. Then, restart the computer and see if the problem resolves.**
- If there is a problem with the Exam Soft software, the student must remain after the exam and the student and faculty together will contact Exam Soft to resolve the issue, if possible.
- Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay
greater than 30 minutes occurs, then course faculty may choose to continue, restart, or continue testing at a later date. All results from testing delays less than 30 minutes are considered final.

AFTER THE EXAM
Students should upload the exam

- After completing the exam, students should see the **GREEN** confirmation screen
- An email will be sent to the address used when students registered with Examplify.
  - This email may take up to 15 minutes to be generated.
  - This email will confirm the upload of the answer file.
  - On the green screen, students can click the History button to review the upload and download history.
  - Checking this history report will **RECONFIRM** the uploading of the answer file.

All students are given a [Strengths and Opportunities Report](#) which allows student so see the categories they should focus study on (faculty should disable the individual question feature).

- Bloom’s Taxonomy (Remember, Understand, Apply, Analyze, Evaluate, Create)
- NCLEX (Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment) (93 total)
- Nursing Process (Assessment, Diagnosis, Outcomes/Planning, Implementation, Evaluation)
- UWG Concepts (Healthcare of the Client, Professional Nursing Concepts) (46 total)

Therefore, all students have the opportunity to remediate on all teacher-made exams/quizzes/tests.

Any student who scores <80% may make an appointment with the professor to review the exam/quiz/test. In this review, the focus will be on reviewing the Strengths and Opportunities Report and focusing study time on concepts and categories. It is recognized that students benefit from reviewing with faculty their thought process when thinking through an individual exam/quiz/test item, so faculty agree to review <50% of questions graded incorrect individual exam/quiz/test items with the student.

STANDARDIZED TESTING GUIDELINES

Pre-licensure BSN students participate in the Tanner Health System School of Nursing Assessment Program. This program is provided by an outside vendor and is designed to assess the development of knowledge and decision-making skills required to practice professional nursing. Assessment fees are for the entire program and include the following: all required proctored assessments, unsecured practice assessments, remediation, an NCLEX-RN preparation and predictor diagnostic assessment with review modules. Assessment fees comprise a component of registration for NURS 3100 Pathophysiology/Pharmacology 2 for ATI (until Summer, 2020) and NURS 2101 Pathophysiology/Pharmacology 1 for HESI (beginning Summer, 2020).

**ATI Testing** (Prior to Cohorts starting Summer, 2020)

The following policy describes the use of the Assessment Technologies Institute (ATI) Comprehensive Assessment and Review Plan (CARP) as a component of student success in the pre-licensure BSN program at the University of West Georgia. This policy has been developed to promote student success by assisting students to gain knowledge required to demonstrate entry-level competence on the NCLEX-RN. A key
component of this policy is to identify students who have a higher probability of being academically unsuccessful, and to establish a review and remediation process to promote success.

**Proctored ATI Exams**
(Updated and approved 4/16/2018)

Students must complete all required assessments by the dates set forth in the corresponding course calendar provided at the beginning of each semester. Potential assessments may include, but are not limited to:

**Critical Thinking**

This assessment is designed for use at the time of admission and repeated upon completion of the program. The goal for faculty is to use this diagnostic information to enhance instructional strategies and to assess students’ critical thinking skills.

1. The **ATI Critical Thinking Entrance Exam** in NURS 3101 Professional Concepts 1 (Carrollton) and NURS 3102 Professional Concepts 2 (Newnan)
2. The **ATI Critical Thinking Exit Exam** in NURS 4102 Professional Concepts 4

**Content Mastery**

Students will be provided with the proctored assessment score that must be achieved on the corresponding ATI proctored assessments at the beginning of the semester. Attempts on the proctored assessments must be completed by the scheduled dates set forth in the corresponding course calendar provided at the beginning of the semester.

1. The following **ATI Content Mastery Series Proctored Assessments** are used as a component of the designated courses to promote student success:

   a. The proctored **ATI Fundamentals Assessment** will be taken in NURS 3202 Health Care of the Client II, and will be at least 15% of the final course grade or weighted equal to other unit exams and be counted into the overall course exam average.
   
   b. The Proctored **ATI Medical Surgical Assessment** will be taken in NURS 4201 Health care of the Client III, and will be at least 15% of the final course grade or will be weighted equal to other unit exams and be counted into the overall course exam average.
   
   c. The proctored **ATI Pharmacology and Parenteral Therapies Assessment** will be taken in NURS 4000 NCLEX Preparation for Professional Licensure and will be weighted equal to other unit exams and be counted into the overall course exam average. If no other unit exams are given, then ATI content mastery proctored examinations will count 15% of the end of course grade.

2. Grading for the **ATI Content Mastery Series Proctored Assessments (Fundamentals and Medical Surgical) and ATI Pharmacology and Parenteral Therapies Assessment** will be based on the achievement of levels of proficiency as indicated by ATI. Students will have one (1) opportunity to take each exam.
3. A proctored NCLEX-RN Comprehensive Predictor (readiness) assessment will be provided in NURS 4202 Health Care of the Client IV. The ATI Predictor exam will be weighted equal to other unit exams and be counted into the overall course exam average. If the student achieves a score of 72 on the first ATI Predictor exam, the student will be exempt from the second ATI Predictor exam. The exam grade assigned will be based on the following:

<table>
<thead>
<tr>
<th>Score</th>
<th>Exam Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>72-73.3%</td>
<td>80</td>
</tr>
<tr>
<td>74-74.7%</td>
<td>85</td>
</tr>
<tr>
<td>75.3-78%</td>
<td>90</td>
</tr>
<tr>
<td>78.7-80%</td>
<td>95</td>
</tr>
<tr>
<td>&gt;80%</td>
<td>100</td>
</tr>
</tbody>
</table>

If the student requires a second attempt on the ATI predictor, the exam grade assigned will be based on the following (there is no averaging of ATI predictor exam 1 and exam 2 scores):

<table>
<thead>
<tr>
<th>Comprehensive Predictor 2019 Individual Score Based on number of correct items out of 150 items</th>
<th>Predicted Probability of Passing the NCLEX-RN</th>
<th>Grade based on highest score earned out of two attempts of the NCLEX-RN Readiness Assessment (25% of course grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80.7% - 100%</td>
<td>99%</td>
<td>100</td>
</tr>
<tr>
<td>78.7% - 80.0%</td>
<td>98%</td>
<td>95</td>
</tr>
<tr>
<td>75.3% - 78.0%</td>
<td>96% - 97%</td>
<td>90</td>
</tr>
<tr>
<td>74.0% - 74.7%</td>
<td>94% - 95%</td>
<td>85</td>
</tr>
<tr>
<td>72.0% - 73.3%</td>
<td>91% - 93%</td>
<td>80</td>
</tr>
<tr>
<td>70.7% - 71.3%</td>
<td>89% - 90%*</td>
<td>75</td>
</tr>
<tr>
<td>68.7% - 70.0%</td>
<td>84% - 88%*</td>
<td>70*</td>
</tr>
<tr>
<td>67.3 – 68.0%</td>
<td>80% - 82%*</td>
<td>65*</td>
</tr>
<tr>
<td>65.3% - 66.7%</td>
<td>73% - 78%</td>
<td>60</td>
</tr>
<tr>
<td>62.7 - 64.7%</td>
<td>59% - 70%</td>
<td>55</td>
</tr>
<tr>
<td>Comprehensive Predictor 2019 Individual Score Based on number of correct items out of 150 items</td>
<td>Predicted Probability of Passing the NCLEX-RN</td>
<td>Grade based on highest score earned out of two attempts of the NCLEX-RN Readiness Assessment (25% of course grade)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>57.3% - 62.0%</td>
<td>31% - 57%</td>
<td>50</td>
</tr>
<tr>
<td>0.0% - 56.7%</td>
<td>1% - 30%</td>
<td>0</td>
</tr>
<tr>
<td>*National Mean</td>
<td></td>
<td>71.2% (70.8% for BSN)</td>
</tr>
</tbody>
</table>

*The national mean changes frequently. If the national mean falls between 68.6%-65.2%, then a 75 will be the earned grade for this assessment.

4. Students will be allowed to repeat the NURS 4000 Preparation for Professional Licensure course once, regardless of previous failures in nursing courses.

**ATI Success Plan for Practice and Proctored Assessments**

Various **ATI Content Mastery Series practice assessments** (non-proctored) and the **ATI RN Comprehensive Practice** (non-proctored) will be used throughout the curriculum as a component of designated courses to promote student success. Students are required to take and submit their score on assigned practice assessments as designated by the instructor for the course in which the practice assessments are assigned. Additionally, focused reviews and remediation may be assigned by the instructor for the course in which the practice and proctored assessments are taken. Focused review and remediation is a process of reviewing content in an area that was not learned or not fully understood as determined on the assigned practice or proctored assessment. The student’s individual assessment report will contain a listing of the topics to review. Per the discretion of the instructor for the course in which the practice or proctored assessment takes place, a focused review and remediation may be required of the student to complete and turn in. Focused review and remediation may include assigned readings, media clips to view, active learning templates to fill out, and completing additional assessment questions.

**Proctored HESI Exams (Beginning Summer, 2020)**

The following guidelines describe the use of the Health Education Systems Incorporated (HESI) as a component of admission (HESI Admission Assessment or A2 exam), progression, and graduation in the pre-licensure BSN program at the University of West Georgia. The secured version of all HESI exams will be given in a proctored setting. These guidelines have been developed to promote student success by assisting students to gain knowledge required to demonstrate entry-level competence on the NCLEX-RN. HESI exams allow analysis of student performance and assist with improvement from admission to graduation. A key component of this policy is to identify students who have a higher probability of being academically unsuccessful, and to establish an individualized review and remediation process to promote success.

HESI Specialty and Exit Exams Process:

2. The HESI Specialty and Exit Exams are a required component of the nursing course in which it is administered.
3. The recommended HESI Score and Associated Performance Level and course grade book score are identified in the table below:

**Table: HESI Scoring Plan with Associated Performance Level & Course Grade**

<table>
<thead>
<tr>
<th>HESI Scoring Interval</th>
<th>Performance Level</th>
<th>Grade Book Score*</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥1050</td>
<td>Recommended Performance</td>
<td>100</td>
</tr>
<tr>
<td>1000-1050</td>
<td></td>
<td>95</td>
</tr>
<tr>
<td>950-1000</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>900-949</td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>875-899</td>
<td>Acceptable Performance</td>
<td>80</td>
</tr>
<tr>
<td>850-874</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>800-849</td>
<td>Below Acceptable Performance &amp; Retesting**</td>
<td>70</td>
</tr>
<tr>
<td>750-799</td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>700-749</td>
<td>Needs Further Preparation &amp; Retesting**</td>
<td>60</td>
</tr>
<tr>
<td>≤ 699</td>
<td></td>
<td>55</td>
</tr>
</tbody>
</table>

*Typical score based on ranges of Conversion Scores.

** Retesting scores options: take the average of the two, the higher of the two, or the last score earned.

**HESI Specialty Exam Grading Guidelines**

All students will complete a HESI RN Specialty Examination near the end of specific nursing courses. The assigned HESI RN Specialty exams are considered course requirements and will be counted as part of the total course grade. Failure to take the examination for a specific course may result in failure of the course. Students are encouraged to complete HESI course examinations with a minimum benchmark score of 850 or higher, any assigned remediation and retesting, if required based on the score earned.

The HESI Specialty Exam grade will be calculated as an examination grade in the specific course grade. The conversion score will be used as your grade for each HESI examination.

1. The following HESI Specialty Proctored Assessments are used as a component of the designated courses to promote student success:

   a. The proctored **HESI Fundamentals Assessment** will be taken in NURS 3202 Health Care of the Client II, and will be weighted equal to other unit exams and be counted into the overall course exam average. If no other unit exams are given, then ATI content mastery proctored examinations will count 10% of the final course grade.

   b. The Proctored **HESI Medical Surgical Assessment** will be taken in NURS 4201 Health care of the Client III, and will be weighted equal to other unit exams and be counted into the overall
course exam average. If no other unit exams are given, then ATI content mastery proctored examinations will count 10% of end of course grade.

c. The proctored HESI Pharmacology and Parenteral Therapies Assessment will be taken in NURS 3100 Pathophysiology/Pharmacology 2 and will be weighted equal to other unit exams and be counted into the overall course exam average. If no other unit exams are given, then ATI content mastery proctored examinations will count 10% of end of course grade.

2. HESI Specialty Exams & HESI Exit Exam Administered in Prelicensure BSN Program Courses:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>HESI EXAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3202</td>
<td>Fundamentals</td>
</tr>
<tr>
<td>NURS 4201</td>
<td>Medical-Surgical</td>
</tr>
<tr>
<td>NURS 4000</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>NURS 4202</td>
<td>Exit Exam</td>
</tr>
</tbody>
</table>

HESI Exit Exam Grading Guidelines

Completion of the HESI Exit Exam and remediation are required for achievement of program outcomes. The proctored HESI Exit Exam will be taken in NURS 4202 Healthcare of the Client 4 and will be weighted equal to other unit exams and be counted into the overall course exam average (refer to NURS 4202 course syllabus). Each student must achieve a benchmark score of 850 or higher on the HESI Exit Exam.

All students are required to remediate after the initial HESI Exit Exam regardless of the score achieved. Students receive HESI exit exam reports and correlating online remediation via electronic packets immediately following completion of the exam based on weak areas of performance. A second HESI Exit Exam will be offered with required documentation required for admission to include completed and signed remediation contract, printed exam results/Remediation Summary Page, and Multidisciplinary Quiz results.

HESI Specialty Exam and Exit Exam Remediation Guidelines

At the beginning of the semester in the designated HESI Exam Courses, students will complete an electronic HESI Student Acknowledgement of Testing and Remediation Guidelines Form. The student will complete a HESI Remediation Plan Contract Form.

Students receive HESI exam reports and correlating online remediation via electronic packets (essential packets and recommended packets) immediately following completion of the exam based on weak areas of performance. Students who do not achieve required progression benchmarks, will contact the course faculty and complete a remediation plan and contract for approval. Remediation detailed in the contract will list specific activities they will complete in order to understand their missed concepts/content. Activities may include content review adaptive questioning, case studies, and others as assigned.
The remediation plan must be completed within a specified time, depending on the date of the second HESI proctored exam. The student will provide the completed contract to the faculty at least 2 business days prior to the planned exam time, and with faculty approval, be eligible to sit for a second version of the Specialty Exam. Consequences of not completing all aspects of the approved remediation plan by the scheduled due date may result in an earned grade of (0) and potential course failure. All student remediation work is to be completed by the individual student. Sharing of information or working with peers during this process is considered academic dishonesty.

(Rev 4/28/20)
I acknowledge both the receipt and understanding of the HESI Testing and Remediation Guidelines for the Prelicensure BSN Program.

I understand I will take all standardized HESI examinations as deemed necessary by the faculty Course Coordinator.

I understand that the standardized test scores may impact both my course grades and my progression in the nursing program.

If I do not earn the required benchmark scores on the standardized exams, I understand that I will be required to create and complete a Remediation Contract with my course faculty advisor.

Student Name (Print): ______________________________

Student Signature: ____________________________________________________

Student ID # 917________

Faculty Name (Print): __________________________________________________

Date: ______________________
MEDICATION CALCULATION GUIDELINES
(Approved 4/10/17)

Medication Calculation testing should mimic NCLEX format. Students are to be informed what “place” to round answers to. Verbiage should include: Round to the whole number, Round one decimal place, or Round two decimal places. Content should reflect the skills students are completing in the specific Clinical Practice course in which the medication calculation exam is being given.

Clinical Practice I: Reading labels, problems requiring metric conversions, medication abbreviations used in a medication administration record (MAR), PO/SubQ/IM medication problems, weight-based problems.

Clinical Practice II: Content from CP I plus IV drip rates, IV bag infusion time, and IV pump mls per hour.

Clinical Practice III & IV: Content from CP I and CP II plus titration of critical medications (heparin, insulin, dopamine, cardiac drips, etc.).

MEDICATION CALCULATION GUIDELINES
(Approved 2/9/15; Updated and approved 4/10/17)

Students in the pre-licensure BSN track will take three medication calculation exams in each Clinical Practice course. Any student who does not receive a 100% grade on any one of the medication calculation exams given within a specific course is expected to remediate himself/herself using the Assessment Technologies Institute (ATI) testing resources as well as the Elsevier book bundle resources between attempts. Failure to obtain at least 100% on one medication calculation exam within a specific course will result in an average grade for this skills component of that course of 0% (which constitutes 10% of the course grade).

Medication Calculation Guidelines

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

2. **Round decimals to the hundredth place if the amount is less than one ml.** (Five or above in the thousandths place goes to next number. Four or less is dropped.)
   Examples: 0.683 = 0.68; 0.937 = 0.94

   For drops, round to a whole number.
   Example: 6.7 = 7 gts

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

   High-alert, high-risk medications such as insulin, heparin, antineoplastic, and vasoactive medications (eg. digoxin 0.125 mg, or dopamine 5 mcg/kg/min) require an exact amount as prescribed and any rounding should be in accordance with institutional guidelines or as directed in the test item.
3. For medication calculation problems with more than one-step, do not round until the final answer has been obtained. Exception: Body Surface Area calculations are rounded to the hundredth place before use as meters squared (m²) in the calculation of individualized dosages.
4. Use the conversion factors as listed in the current required pharmacology course textbook.
5. Avoid trailing zeros (such as 1.020 ml).
6. Add leading zeros when less than one ml (0.25 ml).

TANNER HEALTH SYSTEM SCHOOL OF NURSING DISCIPLINE SPECIFIC WRITING GUIDELINES (Approved 04/14/14)

I. Purpose and Definitions

The Tanner Health System School of Nursing (THS SON) defines discipline specific writing (DSW) as: *writing which reflects evidence based literature related to health care and professional nursing concepts and ultimately enables the writer to assume membership in the profession of nursing (Based on work by Carter & Rukholm, 2008, p. 134.)*

One of the goals of the BSN program is that graduates will be able to “communicate and collaborate effectively within inter-professional teams using technology and information systems to improve health outcomes and healthcare systems.” A major skill necessary to meet this goal and to be competent registered nurses is the ability to communicate clearly verbally and in writing. Discipline specific writing in nursing includes technical writing, personal writing, and scholarly writing. Technical writing occurs most often in the clinical arena. This writing documents moment-to-moment nursing care, patient status, and interventions that are routine as well as emergent. This written communication may or may not adhere to the usual rules of Standard English. For example, most entries in a patient’s chart may not have a noun because it is assumed all the documentation is about the patient.

Personal writing includes reflective journaling, telling stories, exploration of ethical and value conflicts in health care and sharing feelings, thoughts, and reactions. This writing may also include creative writing such as poetry and essays.

Scholarly writing is writing which supports and extends the knowledge of the discipline of nursing. This writing includes critiques of research and current writing, summaries of literature, reviews, patient case studies, concept overviews, and other forms of scientific writing.

II. Guidelines

A. Scholarly Writing: Although four courses in the program of study for pre-licensure BSN students have been designated as courses which will emphasize the scholarly portion of DSW, only two of those courses are designed to emphasize DSW and are considered scholarly writing courses. Two courses within the RN to BSN track are designated as scholarly writing courses. These courses below are identified with an * and are to include learning activities with a write-rewrite component, meaning a draft and final version of a scholarly paper are required.

B. Technical and Personal Writing: All six Clinical Practice Courses, NURS 3301, 3302, 3303, 4300, 4301, and 4302, in the pre-licensure BSN track will include technical writing and may include aspects of personal writing.
C. Outcomes:
   a. Students will demonstrate ability to write a scholarly paper documented in APA style.
   b. Students will demonstrate ability to effectively communicate electronically and in discipline specific writing within the healthcare system.

D. Assessment: Specific rubrics have been developed for each writing activity referred to in the Table. Faculty in specific courses will be responsible for assessing writing ability throughout the curriculum.

E. Faculty teaching courses with scholarly writing will meet to coordinate learning activities to address student workload.

F. Faculty teaching courses with assigned activities requiring scholarly writing will use a program to check similarity (i.e. TurnItIn).

<table>
<thead>
<tr>
<th>Nursing Course</th>
<th>Type of Writing</th>
<th>Writing Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3101 Professional Concepts I</td>
<td>Scholarly</td>
<td>Individual writing assignment, max 3 pages/APA</td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>NURS 3102 Professional Concepts II</td>
<td>Scholarly</td>
<td>Individual writing assignment, max 3 pages/APA</td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>NURS 3301 Clinical Practice I</td>
<td>Technical</td>
<td>Clinical documentation, Reflective Writing</td>
<td>Clinical Performance Assessment, Grading Rubric</td>
</tr>
<tr>
<td>NURS 3302 Clinical Practice II</td>
<td>Technical</td>
<td>Clinical documentation, Reflective Writing</td>
<td>Clinical Performance Assessment, Grading Rubric</td>
</tr>
<tr>
<td>NURS 3303 Comp Based Clinical</td>
<td>Technical</td>
<td>Clinical Documentation</td>
<td>Simulation and Skills Lab Performance Assessment</td>
</tr>
<tr>
<td>NURS 3400 Nursing Research &amp; EBP</td>
<td>Scholarly</td>
<td>Research Report Paper, max 8 pages/APA</td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>NURS 4300 Clinical Specialty Prac.</td>
<td>Technical</td>
<td>Clinical documentation, Reflective Writing</td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>NURS 4301 Clinical Practice III</td>
<td>Technical</td>
<td>Clinical documentation, Reflective Writing</td>
<td>Clinical Performance Assessment, Grading Rubric</td>
</tr>
<tr>
<td>NURS 4302 Clinical Practice IV</td>
<td>Technical</td>
<td>Clinical documentation, Reflective Writing</td>
<td>Clinical Performance Assessment, Grading Rubric</td>
</tr>
<tr>
<td>NURS 4101* Professional Concepts III</td>
<td>Scholarly</td>
<td>Scholarly Paper with APA</td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>NURS 4102* Professional Concepts IV</td>
<td>Scholarly</td>
<td>Senior Capstone Paper with APA</td>
<td>Grading Rubric</td>
</tr>
</tbody>
</table>
Nursing Course | Type of Writing | Writing Activity | Evaluation |
--- | --- | --- | --- |
NURSE 4525* Professional Practice Issues and Concepts | Scholarly | Scholarly Paper with APA | Grading Rubric |
NURS 4527* Nursing Leadership in Healthcare Communities | Scholarly | Scholarly Paper with APA | Grading Rubric |


THS SON Undergraduate (BSN/RN to BSN) Basic Writing Rubric for Scholarly Writing (Approved 4/29/13)

**THS SON UNDERGRADUATE (BSN/RN TO BSN) BASIC WRITING RUBRIC FOR SCHOLARLY WRITING**  
(APPROVED 4/29/13)

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Unsatisfactory</th>
<th>More than Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>(0 points) Ideas not presented, or are unclear, vague, and need much development.</td>
<td>(45 points) Ideas developed, yet sound logic, accuracy, precision, and/or relevance is lacking.</td>
<td>(50 points) Compelling ideas developed thoroughly and clearly to support position with sound logic, accuracy, precision, and relevance.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>(0 points) No appropriate references from scholarly sources.</td>
<td>(9 points) Correct number of references, which are credible and applicable.</td>
<td>(10 points) More references included than required. All references applicable and from scholarly sources.</td>
</tr>
<tr>
<td><strong>APA Style</strong></td>
<td>(0 points) APA style (margins, references, citations, headers, title page, etc.) poorly followed with numerous errors.</td>
<td>(9 points) APA style (margins, references, citations, headers, title page, etc.) accurately followed with no errors.</td>
<td>(10 points) APA style (margins, references, citations, headers, title page, etc.) accurately followed with no errors.</td>
</tr>
<tr>
<td><strong>Grammar, Spelling, &amp; Punctuation</strong></td>
<td>(0 points) Multiple errors noted in grammar.</td>
<td>(10 points) Almost no errors in grammar, spelling, and punctuation.</td>
<td>(15 points) No errors in grammar, spelling, and punctuation.</td>
</tr>
</tbody>
</table>
**Objective/Criteria**

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Less than Satisfactory</th>
<th>Satisfactory</th>
<th>More than Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spelling</strong></td>
<td>spelling, or punctuation.</td>
<td>spelling, or punctuation.</td>
<td>spelling, or punctuation.</td>
<td>punctuation. Sentences written clearly and well organized.</td>
<td>Sentences written clearly and well organized.</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>(0 points) Organizational errors, which cause substantial confusion or incoherence.</td>
<td>(5 points) Poorly stated opening and closing paragraphs or no clear purpose stated or lack of logical development and organization throughout.</td>
<td>(10 points) Poorly stated opening and closing paragraphs with a clear purpose stated or lack of logical development and organization throughout.</td>
<td>(14 points) Clearly stated opening and closing paragraphs with a clear purpose stated. Logical development and organization throughout.</td>
<td>(15 points) Strong opening and closing paragraphs with a clear purpose stated. Logical development and organization throughout.</td>
</tr>
</tbody>
</table>

**HOLISTIC ENHANCEMENT LEARNING PLAN (HELP)**

The nursing program at the University of West Georgia has a philosophical commitment to view students holistically within a caring environment supportive of success. A caring environment is one in which students are encouraged to pursue self-awareness and responsibility for learning. Based on the philosophy of the Tanner Health System School of Nursing, caring also “includes maintaining academic and practice standards to ensure the quality of the profession.” While it is recognized by faculty that there often are external factors that interfere with academic success, it also is noted that there are some students who may not be successful, regardless of faculty intervention.

The purpose of this document is to describe a Holistic Enhancement and Learning Plan (HELP) designed to identify students at academic risk, and to implement interventions designed to reduce the risk of failure. As the standards for success on the NCLEX-RN are slowly but continuously rising, faculty recognize a need for assessment and intervention to promote success for students. The plan for academic enhancement was instituted for early identification of potential obstacles to academic success in the BSN programs and for intervention with students who are not reaching their potential.

The Holistic Enhancement Learning Plan (HELP) provides a comprehensive description of guidelines and procedures in place to promote student success. The plan will serve as a mechanism of communication between students and faculty to provide structure and consistency in evaluation, counseling, and remediation of students experiencing academic difficulty.

Faculty are committed to engaging students in a process that gives them the tools needed to experience academic success.
Description of the Plan

The major components of the HELP are listed below, followed by a detailed explanation.

1. ATI’s Comprehensive Assessment and Review Program (for pre-licensure BSN students)
2. Caring Groups
3. Structured Problem Solving Guidelines
4. Referral to University resources
   a. Counseling Center or Health Services
   b. Center for Academic Success
   c. School of Nursing Student Success Specialist (if available)
5. Mid-term Performance Reports
6. NURS 4000 – Preparation for Professional Licensure (for pre-licensure BSN students)

1. Assessment Technologies Institute (ATI) is an assessment company that provides services to schools of nursing. After admission to the program, pre-licensure BSN students participate in a total testing program that includes review books, unsecured and secured online subject testing with focused review for remediation, and a Comprehensive Predictor (NCLEX-RN Readiness) exam at the end of the program that is similar to the NCLEX-RN. Students take a series of Content Mastery Examinations throughout the program. These are scheduled with the appropriate content courses (See ATI Guidelines for details).

2. Caring Groups provide the opportunity for peer group support. Students engage in Caring Group activities as a component of designated courses in the program. Learning experiences are designed to promote learning caring for self and each other. Research indicates students perceive the Caring Group experience to be a positive one that may promote success in the nursing program (Grams, Kosowski, & Wilson, 1997).

During Caring Groups activities, students may disclose personal issues that may be interfering with academic success. Faculty facilitators frequently discuss personal barriers to academic success with students and provide appropriate referrals to services on the University campus, such as referrals to the Patient Advocate in Health Services or a counselor in the Counseling Center, which both offer free counseling to students.

3. The Structured Problem Solving Conference Guidelines was developed and implemented in the Fall of 2002 to assist students experiencing academic and/or clinical practice difficulty. The faculty in the Tanner Health System School of Nursing believe, “students are responsible for their own learning.” Embedded in this belief is a strong commitment to “facilitate learning and create an environment that empowers students to take responsibility for learning.” This plan provides documentation (Structured Plan for Success form) regarding counseling when students are experiencing difficulty in achievement in the nursing program related to grades in courses, clinical performance, or other factors that might interfere with the student’s success in the program.

   Guidelines:

   a. A student or faculty may initiate the Structured Plan for Success form at any time during the semester. Indications that students are experiencing difficulty include, but are not limited to, a
failing grade on any test or written assignment, an unsatisfactory rating in clinical practice, multiple absences, and consistent tardiness.

b. A student failing the first exam in any course is asked to meet with the faculty teaching the course and is offered the opportunity for counseling and assistance in developing remediation interventions. The Structured Plan for Success form should be implemented whenever a student fails the first test in a course. Documentation of action and signature by the faculty should occur using the form as well. Documentation should also be initiated when students do not take advantage of the offer for counseling and assistance.

c. The Structured Problem Solving Conference may include assisting the student to identify factors interfering with success, suggestions for interventions to solve identified problems, and methods to evaluate effectiveness of the plan. The student may be referred to services available at the University such as financial aid, counseling, student health, etc.

d. A faculty member may offer the Structured Problem Solving Conference to any student experiencing difficulty; however, the student retains the right to decide whether to participate or not. Follow-up conferences may be scheduled based on the student’s decision to continue the process.

e. Assessment of the problem, plan for addressing it, and methods for evaluation should be documented on the Structured Plan for Success form and placed in the student’s file.

The student and faculty should sign the record and a copy should be given to the student.

4. Referral to University resources
   a. Counseling Center or Health Services – should students require physical or mental health needs
   b. Center for Academic Success – workshops/mentoring

5. Mid-term Performance Reports
   Students failing a course at mid-term are reported to the Associate Dean for Undergraduate Education in the Tanner Health System School of Nursing, who sends a midterm report to the student. This report serves as a notice to students and a reminder that academic assistance is available through course instructors and University services. Students are encouraged to seek assistance. Copies of the mid-term reports are sent to faculty teaching the corresponding courses.

6. Preparation for Professional Licensure: In the last semester of the pre-licensure BSN track, a comprehensive course is offered to senior level students which includes assessment of learning styles and test-taking strategies related to the NCLEX-RN. In addition, guidance is provided for an independent and comprehensive review of nursing knowledge needed for success on the NCLEX-RN. Intensive practice in taking NCLEX-type questions is provided, along with review and critique of test-taking ability. (Approved 03/04/04; Revised and Approved 5/1/07)

PROGRESSION

All students in the BSN programs must achieve an overall course grade of 75.00% to earn a “C” in any course. Numerical averages below 75.00 may not be rounded up. Grades on non-examination learning activities may be calculated into the final course grade for the courses below only if the student has an examination average of
75.00% or above. Pre-licensure BSN students must review the ATI Guidelines as well to understand how the exams from ATI’s Content Mastery Series affect progression.

- NURS 2101 Pathophysiology/Pharmacology I
- NURS 2102 Pathophysiology/Pharmacology II (*NURS 3100 Pathophysiology/Pharmacology II)
- NURS 3000 Holistic Health Assessment
- NURS 3201 Healthcare of the Client I
- NURS 3202 Healthcare of the Client II
- NURS 4201 Healthcare of the Client III
- NURS 4202 Healthcare of the Client IV
- NURS 3303 Competency-Based Clinical Performance

*(Course number for Pathophysiology/Pharmacology II changed to NURS 3100 as of Summer 2018)

Students in the pre-licensure BSN and RN to BSN tracks should review the Holistic Enhancement Learning Plan (HELP) in the BSN Student Handbook as well as schedule an appointment with an instructor if they have concerns about being successful in any coursework (didactic or clinical/lab). Students must maintain a semester grade point average of 2.0 ("C") or above to progress in the BSN program. A minimum grade of “C” is required in all major courses. Major courses are defined as all required nursing courses plus Anatomy and Physiology I and II and Microbiology. Undergraduate students must complete the nursing sequence within four academic years. Students who receive a “F”, “W”, “WF” or “U” in any nursing course may repeat that course one time only. Students who receive any two of the following in nursing courses, “F”, “W”, “WF”, or “U” may not continue in the program. Students who fail a course in the first semester of the pre-licensure BSN or RN to BSN track must compete for readmission with the next applicant pool.

A student's continued enrollment in the nursing program is based on physical as well as emotional health. If the student demonstrates evidence of a physical or emotional illness, he/she may be referred to the Patient Advocate in Health Services or a counselor in the Counseling Center for additional care, as needed. If, in the assessment by faculty, the student's illness impairs his/her ability to implement nursing responsibilities safely, the student will be asked to withdraw from the program.

**PROGRESSION RELATED CRIMINAL BACKGROUND CHECKS AND CLINICAL PLACEMENT**

As part of the Health and Professional Requirements for the Tanner Health System School of Nursing, students must complete a mandatory criminal background check and drug screen each year. Students complete this process through the THS SON’s approved vendor. The student will be required to give access to the results of the background check and/or drug screen to clinical facilities as required to gain required clinical placement. In the event a student is denied clinical placement for any reason relating to the facility’s review of the background check and drug screen, the THS SON faculty member will make one attempt to place the student in another facility. If the student is denied placement by the second facility, the student may incur a clinical course failure and cannot progress in the nursing program. (See Health and Professional Requirements Checklist).

Approved 11/11/19

**PROGRESSION RELATED TO CLINICAL REASSIGNMENT**

Once clinical assignments for a clinical practice course (NURS 3301, 3302, 4300, 4301, 4302) are published,
the assignment is fixed and final. In rare occasions, situations arise in which reassignment is necessary. Such situations will be evaluated on a case-by-case basis. If reassignment is necessary, one attempt will be made to place the student in another clinical setting. In the event reassignment to a second placement is unsuccessful, the student may incur a clinical course failure and cannot progress in the nursing program.

As described in the BSN Student Handbook under “Professional Competencies”, students are expected to socialize into the role of a professional nurse by exhibiting behaviors befitting the profession of nursing. Thus, reassignment will not be considered if the need is prompted as result of any behavior by the student which is deemed to be unprofessional and/or fails to achieve the professional competencies described in the BSN Student Handbook. The may incur a clinical course failure and cannot progress in the nursing program. Approved 11/11/19

PROGRESSION AND RETENTION OF STUDENTS WITH DISABILITIES

The Rehabilitation Act of 1973 and the Americans with Disabilities (ADA) Act of 1990 are federal statutes that guarantee protection to individuals with disabilities. The University’s Office of Accessibility Services is charged with the responsibility of assisting students with disabilities by providing reasonable accommodations to ensure success in academic endeavors.

The Tanner Health System School of Nursing supports the University’s commitment to supporting students with disabilities, while recognizing the uniqueness of the nursing profession.

Nursing as a profession has a responsibility to assist individuals in achieving the highest level of healthy functioning possible. At the same time, the profession also has a responsibility to educate nurses who are able to provide safe and competent care.

The ADA (1990) defines a qualified individual with a disability as “an individual who both has a substantial impairment and meets the skills, experience, and education requirements of the position held or desired and who can perform the essential functions of the job with or without reasonable accommodations…regardless of the disability, the individual must be able to perform the essential functions of the job.”

The goal of the Tanner Health System School of Nursing is to eliminate barriers to nursing for students with disabilities. Students with disabilities who can meet the criteria for standard nursing practice with “reasonable accommodations” (ADA, 1990) will not be excluded on the basis of the disability.

Students admitted to the nursing program must be able to meet the Southern Regional Education Board’s (SREB) Council on Collegiate Education for Nursing’s (2004) core performance standards for admission and progression. A student applying to the nursing program with an identified or perceived disability should contact the Office of Accessibility Services for evaluation. Official identification of a disability and assessment by the Office of Accessibility Services provides information to the faculty helpful in providing assistance to the student in meeting educational goals. Applicants must give permission for the Office of Accessibility Services to share assessment and recommendation information with the Tanner Health System School of Nursing. Accommodations for practice in the clinical setting will be made based on information from the assessment made by the Office of Accessibility Services for identification of “reasonable accommodations” (ADA, 1990).
Core performance standards for admission and progression:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Examples of necessary activities (not all-inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Critical thinking ability sufficient for clinical judgment</td>
<td>Identify cause/effect relationships in clinical situations, develop nursing care plans</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural, and intellectual backgrounds</td>
<td>Establish rapport with patients/clients and colleagues</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for verbal and written interaction with others</td>
<td>Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and patient/client responses</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient for movement from room to room and in small spaces</td>
<td>Move around in patient’s room, work spaces, and treatment areas; administer cardiopulmonary procedures</td>
</tr>
<tr>
<td>Motor skills</td>
<td>Gross and fine motor abilities sufficient for providing safe, effective nursing care</td>
<td>Calibrate and use equipment; position patients/clients</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient for monitoring and assessing health needs</td>
<td>Hear monitor alarm, emergency signals, auscultatory sounds, and cries for help</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation and assessment necessary in nursing care</td>
<td>Observe patient/client responses</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment</td>
<td>Perform palpation, functions of physical examination, and/or those related to therapeutic intervention (such as insertion of a catheter)</td>
</tr>
</tbody>
</table>

Taking into consideration the University’s policies related to students with disabilities, as well as the SREB’s (2004) current guidelines, the following guidelines regarding students with disabilities are suggested. Students admitted to the nursing program must demonstrate, with “reasonable accommodations,” the following functional abilities and performance standards:

1. Ability to see, hear and touch, smell, and distinguish colors
Vision (with or without corrective lenses):
• Visual acuity that enables students to assess changes in patient’s skin tone for cyanosis and alterations in respiratory status
• Ability to read physicians orders, small print on medication containers, and monitoring equipment

Hearing (with or without aids):
• Ability to hear normal speaking voice, monitors alarms, assessment equipment, and telephone conversations

Touch:
• Ability to assess skin temperature, pulses, respiratory patterns via sensation in fingertips

Smell:
• Ability to distinguish odors during assessment such as wound odors, abnormal breath odors

Colors:
• Ability to distinguish changes in skin color, wound appearance

2. Oral and writing ability with accuracy, clarity, and efficiency
• Ability to communicate effectively orally through clear verbal speech during communications with patients and members of the healthcare team

3. Manual dexterity, gross and fine movements
• Use of fine motor movements necessary for performing procedures such as insertion of intravenous catheter and gross motor movements required for physical assessment

4. Ability to learn, think critically, analyze, assess, solve problems, reach judgment
• Ability to assess patients using five senses, analyze data, identify problems, plan and implement appropriate interventions, and evaluate results

5. Emotional stability and ability to accept responsibility and accountability
• Ability to provide safe and competent patient care, and respond to rapidly changing conditions

Students who are not able to demonstrate ability to meet the above functional abilities and performance standards may not be able to meet learning objectives related to the clinical component of nursing courses and may be denied progression in the program. In addition, graduates of the BSN program unable to meet the required functional abilities and performance standards may be denied licensure by a state board of nursing. (Approved 5/2005)

STATE LICENSURE TO PRACTICE AS A REGISTERED NURSE

The Georgia Board of Nursing has the sole authority to grant or deny licensure to practice as a Registered Nurse in Georgia. Licensure may be denied due to prior criminal convictions (either before or during a nursing program) and is at the discretion of the Board. Cases are considered on an individual basis. Completion of a degree program in nursing does not imply approval by the Board or any other board of nursing for licensure. The University of West Georgia and the Tanner Health System School of Nursing assume no responsibility for approval or denial of licensure by any state board of nursing. The opportunity to reveal prior criminal
arrests/convictions or actions against other licenses held by applicants is provided on the Tanner Health System School of Nursing application. Self-reporting of any arrests/criminal convictions/actions against licenses occurring during the BSN program is mandatory. Students with such occurrences must schedule a consultation with the Associate Dean for Undergraduate Education. Information shared during the consultation will remain confidential.

**PROCEDURES FOR NURSING COURSE WITHDRAWAL OR FAILURE**

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

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

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

**PROGRAM DISMISSAL**
In accordance with the policies of the University of West Georgia, the faculty of the Tanner Health System School of Nursing reserve the right to dismiss, at any time, a student whose health, conduct (academic dishonesty, professional conduct), general attitude, clinical performance, or scholastic standing make it inadvisable to retain the student in the program. Students are expected to display qualities that are desirable in professional persons as described in the NSNA Code of Academic and Clinical Conduct and the Code of Professional Conduct.

**GRADE APPEAL GUIDELINES AND PROCESS**
Students have the right to appeal a course grade. Before filing an appeal, students need to review the Grade Appeal Guidelines and review/decision process in the UWG Undergraduate Catalog. Students who have filed their appeal, meaning the Tanner Health System School of Nursing has their paperwork, are tentatively permitted to enroll in their next semester of NURS coursework until a final decision has been made. If the appeal is granted, it is the faculty member’s responsibility to ensure that the grade is changed by the Registrar’s Office. If the appeal is denied, students must withdraw from the current semester if it is past the add/drop period. Withdrawals that are a result of a denied appeal do not count in the student’s progression.
TANNER HEALTH SYSTEM SCHOOL OF NURSING GRIEVANCE GUIDELINES

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, guidelines, conditions, teaching-learning activities, course content, and faculty decisions. The grievance guidelines 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 Guidelines. 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 written 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. BSN or RN to BSN Program Director Meeting with Student and Faculty Member

If the issue is not resolved to the student’s satisfaction after the meeting with the course coordinator, or if there is not a designated course coordinator, the student may request a meeting with the BSN or RN to BSN Program Director (whichever is most appropriate). The BSN or RN to BSN Program Director will arrange a meeting with the student and the involved faculty member. Within one week of the date the grievance is filed, the BSN or RN to BSN 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 Undergraduate 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 BSN or RN to BSN Program Director, the student may present a formal request for a meeting with the Associate Dean for Undergraduate 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 BSN or RN to BSN 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 Undergraduate 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 BSN or RN to BSN 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.

CLASSROOM EXPECTATIONS (for Pre-licensure BSN Students)

Through class attendance and participation, each student has an opportunity to acquire and share knowledge, communicate with faculty and other students, and take intellectual initiative. Students are expected to display respect for self and others in the classroom environment by turning cell phones and beepers off or to vibrate mode. Children may not be present in the classroom or left unattended in the Tanner Health System School of Nursing building. Lectures may be taped only with permission of the faculty. Students who violate these expectations may be asked to leave the classroom.

DIDACTIC COURSE TESTING/ASSIGNMENT MAKE-UP GUIDELINES

Because of the difficulty in rescheduling and maintaining test security for making up tests or exams, students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency.

Documentation must be provided to the course coordinator prior to scheduling the makeup exam. Without this
documentation, the student will not be allowed to make up a test or exam. The makeup exam must be completed within 7 days of the originally scheduled exam date, unless other arrangements have been approved by the course coordinator. Please see Clinical Attendance Guidelines (Excused Absences and Tardy Section) for documentation requirements.

Failure by the student to follow this Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Approved 11/11/19

**PROFESSIONAL COMPETENCIES**

As part of the socialization process into the role of a professional nurse, students are expected to exhibit behaviors befitting those of the profession. Incivility and inappropriate behavior on the part of the student interfere with the learning process and, thus, with the student’s ability to achieve the professional competencies needed to function effectively as a nurse. With this in mind, students are expected to achieve and exhibit the following professional competencies by completion of and, for many of the competencies, throughout their time in the nursing program. Deviations from these behaviors may result in disciplinary action and could lead to course failure or dismissal from the program, depending on the severity of the deviation or negative impact resulting from any inappropriate behavior. Consequences for breaches in compliance with professional conduct outside the confines of the school of nursing or UWG will be assessed according to policies outlined in the UWG Student Handbook and Code of Conduct.

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

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

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

Demonstrate characteristics of lifelong learning.
- Keep abreast of changes in nursing practice
- Keep abreast of changes in laws, rules, and regulations pertaining to nursing practice
- Take initiative to research questions or problems independently
- Critically evaluate the accuracy and validity of information related to patient care
Modify dress appropriate to classroom, lab, clinical, and professional settings.
- Adhere to established guidelines in BSN Student Handbook
- Recognize and respect authority of faculty and preceptors with regard to determining appropriateness of dress
- Value the importance of the dress code for conducting effective, professional patient interactions

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

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

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

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

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

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

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

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

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

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

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

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

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

Relate to patients in a caring and compassionate manner.
• Show concern for patients
• Show respect for patients’ culture, religion, socioeconomic status, and lifestyle
• Formulate empathetic responses to patients

Demonstrate ethical standards related to nursing practice.
• Identify references/sources containing ethical standards related to nursing practice
• Develop an acceptable basis for formulating personal ethical standards
Exhibit fitting behavior when representing the University of West Georgia, Tanner Health System School of Nursing in extracurricular activities and professional meetings outside the School of Nursing.

- Adhere to UWG student conduct regulations
- Dress in an appropriate professional manner
- Demonstrate courtesy and respect to others in meetings and programs

Demonstrate regard for differing values and abilities among peers, other health care professionals, and patients.

- Show respect for others’ beliefs, opinions, choices, values, and socioeconomic status
- Demonstrate tolerance of others’ physical, mental, and social limitations

Act with honesty and integrity in academic matters and professional relationships.

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

Demonstrate attitude of service by putting other’s needs above one’s own.

- Demonstrate sense of commitment
- Demonstrate commitment to the profession and its special needs
- Show sensitivity to others’ requests/needs
- Demonstrate willingness to accommodate others’ needs or seek alternative solutions
- Show empathy toward others

Demonstrate desire to exceed expectations.

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

Display positive attitude when receiving constructive criticism and refrain from abusive criticism to peers, faculty, and staff.

- Acknowledge criticism and determine validity
- Formulate a plan for corrective action

Formulate written communications with professional content and tone.

- Use clear, concise, professional, and appropriate language
- Differentiate the appropriate use and legality of various types of written communication (e.g., e-mail, letter, memo, chart)

Demonstrate confidence in actions and communications.

- Take initiative when appropriate
- Identify situations where assistance is needed
- Defend ideas/positions when appropriate
- Demonstrate poise/demeanor appropriate to one’s experience level
• Respond quickly, accurately, and decisively under pressure

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

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

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

COMMUNICATION GUIDELINES

THS SON Website:

The Tanner Health System School of Nursing maintains a website.

1. The BSN Student Handbook is located on the website. It is the student’s responsibility to read and review the handbook at the beginning of each semester and be aware of any changes or revisions to guidelines therein.
2. Students are expected to retrieve course syllabi from Course Den/D2L and print copies prior to the first day of classes. Students are expected to access other course materials as directed by faculty.
3. Students are advised to check MyUWG email accounts weekly (even between semesters) for important announcements and reminders.

E-Mail:

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

2. All students are provided with a UWG e-mail address and access to e-mail messages via the student portal (MyUWG). University of West Georgia students are provided a MyUWG email account.
The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student email account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email (UWG Student Email Guidelines).

3. Communication outside the classroom and clinical setting between faculty and pre-licensure BSN students and between faculty and RN to BSN students during a course will be conducted primarily via e-mail. Students are expected to check e-mail messages routinely for information from faculty. Students are expected to check the e-mail within Course Den/D2L supported courses on a regular basis, at least three times per week, for information about specific courses. Email and other computer-based activities will be required in all nursing courses.

(Revised and Approved 12/18)

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. Academic and personal integrity is based upon values such as honesty, trust, fairness, respect and responsibility. In an environment that recognizes and honors these values, standards of academic excellence must be maintained. An atmosphere of academic integrity enhances ethical and moral development among college students. It is the responsibility of the community of UWG, including all students, faculty and staff, to uphold the inherent values of the Honor Code.

Please refer to the University of West Georgia Student Code of Conduct and the University of West Georgia Honor Code, which are located in the University of West Georgia Student Handbook. The link to the UWG Student Handbook is https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php.

4/29/19

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

Breaches of Academic Integrity

Students are admitted to the University of West Georgia and the BSN Program with the expectation of acceptable personal standards of conduct and ethics. The Tanner Health System School of Nursing expects students to behave in a manner congruent with the NSNA Code of Academic and Clinical Conduct and the Code of Professional Conduct.
## Breaches of Academic Integrity: Undergraduate Program

<table>
<thead>
<tr>
<th>Forms of Misconduct</th>
<th>Examples</th>
<th>Identification</th>
<th>Recommendations</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| Cheating            | - 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  
                    - Course faculty sends documentation to program director and undergraduate Dean  
                    - Review student file for past Breach of Academic Integrity reports  
                    - Student is notified via course email  
                    - Consultation with the Program Director  
                    - 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  
                    - Strongly encourage referral of student to UWG Office of Community Standards |
| 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 undergraduate Dean  
                    - Review student file for past Breach of Academic Integrity reports  
                    - Student is notified via course email  
                    - Consultation with the Program Director  
                    - 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  
                    - Strongly encourage referral of student to UWG Office of Community Standards |
| Plagiarism          | - Direct quotation without quotation marks  
                    - Paraphrasing without citation  
                    - Self-plagiarism  
                    - Representing the words or ideas of  
                    - Course faculty sends documentation to program director and undergraduate Dean  
                    - Review student file for past Breach of Academic Integrity reports  
                    - Student is notified via course email  
                    - Consultation with the Program Director  
                    - 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  
                    - Strongly encourage referral of student to UWG Office of Community Standards |
I. GUIDELINES
The University of West Georgia Honor Code Guidelines is located within the University of West Georgia Student Handbook. This Guidelines does contain Penalties for Breach of Academic Integrity.

II. CONTEXT/SCOPE
This procedure applies to all UWG THS SON undergraduate 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 Community Standards 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 Community Standards may be appealed through the Student Conduct Appeals process.

<table>
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<tr>
<th>Excessive Collaboration</th>
<th>of Academic Integrity reports -Student is notified via course email</th>
<th>-Failure of the course -Suspension or expulsion from the program</th>
<th>of student to UWG Office of Community Standards</th>
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<tr>
<td>-Sharing student work</td>
<td>-Course faculty sends documentation to program director and undergraduate Dean</td>
<td>- Consultation with the Program Director -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 - Strongly encourage referral of student to UWG Office of Community Standards</td>
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IV. PROCEDURES

All UWG THS SON undergraduate faculty will use the Standards of Procedure for Breaches of Academic Integrity in all undergraduate 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 undergraduate faculty will complete a written Breach of Academic Integrity report for any student breach of academic integrity.

UNIVERSITY OF WEST GEORGIA TANNER HEALTH SYSTEM SCHOOL OF NURSING TURNITIN GUIDELINES & PROCEDURE

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

II. CONTEXT/SCOPE
This Guidelines applies to all UWG THS SON undergraduate faculty regarding the use of the similarity tool, Turnitin.

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

IV. DEFINITION
Turnitin- For the purposes of this Guidelines Turnitin is a similarity 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 undergraduate faculty will use Turnitin for all major written assignments in all undergraduate courses. Use of Turnitin for minor assignments is up to the discretion of the individual undergraduate faculty member. In addition, the following statement must appear on all undergraduate course syllabi within the THS SON BSN 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 BSN Student Handbook. Therefore, in an effort to detect and prevent plagiarism, undergraduate faculty members at THS SON now use a similarity 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 similarity using Turnitin.com. A Turnitin draft assignment submission folder (drop box) 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 assignment submission folder as many times as possible and please review the similarity report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Similarity Report will be processed in a 24-hour period; reports "for second or subsequent submissions will require a 24 hour delay before the Similarity Report begins processing." Lastly, once you submit your final assignment to the designated final submission folder (not the draft assignment submission folder), your paper will be reviewed through Turnitin and a Similarity Report will be generated with no resubmission/revisions allowed.

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

Turnitin is a similarity tool which recognizes text 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 similarity tool will reduce accidental plagiarism by helping students understand quotation attribution and citations.

Course faculty will set up assignment submission folders in their courses to allow students to submit assignments. The information below is intended to help students use this resource.

SUBMITTING TURNITIN ASSIGNMENTS
Each undergraduate course will inform students of the use of Turnitin via a statement included in the course syllabus. Students are encouraged to submit assignments to the Turnitin draft assignment submission folder prior to the assignment due date in order to receive the Similarity Report as these reports can take up to 24 hours and an additional 24 hours for subsequent reports.

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

VIEWING A TURNITIN SIMILARITY REPORT
The course faculty will make the Similarity 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 the assignment is submitted. If a student's assignment has matching text in the Similarity Report, it does not necessarily indicate plagiarism. Turnitin will flag quotes 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 Similarity Report: The Similarity Report

TRAINING RESOURCES FOR STUDENTS

UWG Online Turnitin Training resources. These resources will cover reviewing the similarity report and feedback through Turnitin (please click on the link title “Other Services” for Turnitin resources). The THS SON also provides resources for online tools at their Technology Resources page as well as a pdf. Reviewing Turnitin Assignments.

4/29/19

SOCIAL MEDIA GUIDELINES

I. Purpose

The UWG Tanner Health System School of Nursing (THS SON) 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 Guidelines 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. Guidelines

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 THS SON 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 Guidelines 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
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 THS SON 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 THS SON 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 THS SON 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 Guidelines and for monitoring their own social media site(s).

VII. Violation of Social Media Guidelines

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

IMPAIRED STUDENT NURSE GUIDELINES AND PROCEDURE

The purpose of this Guidelines 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 Guidelines 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 Guidelines 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 Guidelines. 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 Guidelines
   • 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.

Didactic Attendance Guidelines

Through class attendance and participation, each student has an opportunity to acquire and share knowledge, communicate with faculty and other students, and take intellectual initiative.

Excused absences require documents that include all five elements:
1. Student’s name
2. Description of the incident
3. Date of the incident
4. Signature of the responsible professional
5. On letterhead or containing the facility’s legal stamp or insignia providing contact information for the responsible professional (health care provider for medical problems, judge for required court proceedings, or other legal or professional documents with the student’s name as the primary person of interest).

For example, an excused medical absence may be taken for the following reasons (adapted from the Family Medical Leave Act provisions at University of West Georgia – terms and definitions available) as documented
by a health care provider:
• The student's own serious health condition or disease which causes the student to be unable to perform the functions of a nursing student.
• The emergent care or demise of a student’s immediate family member (spouse, son, daughter, or parent [not-in-laws]).
• The birth or adoption of a student’s son or daughter.

Or, a spouse, son, daughter, or parent being deployed to active duty to the Armed Forces on the date that clinical is scheduled. The immediate family member’s official orders will serve as sufficient documentation. Please note that non-active duty military activities (basic training is not considered active-duty time), previously scheduled vacations/travel reservations, and documents that do not include that actual date of clinical are not considered viable excuses for absences or tardies.

Approved 11/11/19

CLINICAL PRACTICE INFORMATION

PARTICIPATION IN CLINICAL COURSES

• Clinical placement is determined by the THS SON and will be finalized as soon as possible after the start of the semester.
• Proof of all health and professional requirements must be on file in the UWG, 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.
• 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 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 experiences.
• Transportation to and from clinical sites is the responsibility of the student (see Health and Professional Requirements Checklist).

Clinical Placement and Health Record Documentation

• Once clinical assignments for a clinical practice course are issued, the assignment is fixed and final. In rare occasions, situations arise in which reassignment is warranted. These will be evaluated on a case-by-case basis. Reassignment will not be considered if the need for it is prompted by professionalism issues on the part of the student in the clinical setting. If reassignment is necessary, one attempt will be made to place the student in another clinical assignment. The student’s grade may result in a course failure if the second placement is unsuccessful.

Approved 4/2019

• Students are required to comply with all health record documentation listed on the Health and Professional Requirements Checklist located on the nursing website: (https://www.westga.edu/academics/nursing/forms-and-handbooks.php). Appendix C list the forms needed to comply with Health and Professional Requirements Checklist. 3/2020
• In addition to the Health and Professional 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 or entire clinical groups.

Failure of students to complete all items on the Health and Professional Requirements Checklist for the following courses: NURS 3301, NURS 3302, NURS 4300, NURS 4301, NURS 4302, NURS 4486, and NURS 4508, will result in a penalty of 10% of the total possible course grade if the items are not completed by the following due dates: March 1st for summer semester, July 1st for fall semester, and October 1st for spring semester. There will be an additional penalty of another 10% of the total possible course grade if the items on the Health and Professional Requirements Checklist are not completed before the first day of each semester, as designated on the University of West Georgia academic calendar. (Approved 4/10/2017)

**CLINICAL ATTENDANCE GUIDELINES**

The clinical experience for Prelicensure BSN students is the sum of time spent in skills, simulation, and/or clinical sites. Every hour of this course is considered clinical time. Attendance and punctuality are required for all clinical courses. Attendance and participation in all learning activities is essential and necessary to meet clinical objectives and for success in the course and nursing program. Attendance and punctuality are required for all clinical courses in all clinical settings. It is expected that each student will attend class and clinical, arrive on time, and not leave until the group is dismissed.

**Excused Absences and Tardies**

Excused absences and tardies require documents that include all five elements:

1. Student’s name
2. Description of the incident
3. Date of the incident
4. Signature of the responsible professional
5. On letterhead or containing the facilities legal stamp or insignia providing contact information for the responsible professional (health care provider for medical problems, judge for required court proceedings, or other legal or professional documents with the student’s name as the primary person of interest).

For example, an excused medical absence may be taken for the following reasons (adapted from the Family Medical Leave Act provisions at University of West Georgia – terms and definitions available) as documented by a health care provider:

- The student's own serious health condition or disease which causes the student to be unable to perform the functions of a nursing student.
- The emergent care or demise of a student’s immediate family member (spouse, son, daughter, or parent [not in-laws]).
● The birth of a student’s son or daughter.
● Or, a spouse, son, daughter, or parent being deployed to active duty to the Armed Forces on the date that clinical is scheduled. The immediate family member’s official orders will serve as sufficient documentation. Please note that non-active duty military activities (basic training is not considered active-duty time), previously scheduled vacations/travel reservations, and documents that do not include that actual date of clinical are not considered viable excuses for absences or tardies.

**Clinical Punctuality**

Punctuality is an important part of professionalism. For this program,

Tardy is defined as 1 minute late to 59 minutes late. Any time after 59 minutes is considered “absence” and will be dealt with in the absence Guidelines. The same applies to leaving early.

Any missed clinical time due to tardiness must be made up.

**Excused Tardy**

An excused tardy follows the definition above with all 5 elements provided and notice of the tardiness to the clinical instructor or sim/skills instructor occurs prior to the scheduled clinical time. In this case, there will be no points deducted from the professionalism score.

If the correct faculty is notified after the tardiness occurs, points will be deducted from the professionalism score. No need to complete a structured plan for success.

**Unexcused Tardy**

Professionalism score will be reduced for all unexcused tardies. In addition,

● **1st Tardy** Student must complete a Structured Plan for Success and turn into faculty within 72 hours. Failure to create a Structured Plan for Success will result in an additional reduction in Professionalism points.
● **2nd Tardy** Student must make an appointment with the course coordinator to discuss the pattern of tardiness.
● **3rd Tardy and greater** A continued pattern of tardiness will result in a 10% deduction to the final course grade.

**Unexcused Absence**

In the event of an unexcused absence, the student will complete the following steps:

● Complete a Structured Plan for Success
● Schedule an appointment with the course coordinator to discuss the unexcused absence
● Students will make up all time missed to Unexcused Absence
● Receive a 1 percent reduction of the FINAL course grade for each clinical hour missed

**Clinical Attendance**

It is expected that each student will attend all scheduled clinical experiences, arrive on time, and not leave the
skills, simulation, or clinical site until completion of the scheduled time for the clinical experience or dismissal by the faculty or preceptor. The specific number of required attendance hours will be designated in the course syllabus by the clinical course coordinator.

Approved 8/7/2019

**CLINICAL ATTENDANCE GUIDELINES** (FLOW CHART NEXT PAGE)
PRE-LICENSURE BSN STUDENT EMPLOYMENT POSITION STATEMENT

The Faculty of the Tanner Health System School of Nursing neither encourage nor discourage pre-licensure BSN students from seeking employment either in the health care setting or elsewhere. Some students find this beneficial; others do not. The amount of time spent at work is the prerogative of the student. Class and clinical schedules will not be arranged to "fit" student needs because of employment. The faculty assumes NO RESPONSIBILITY for students working as a paid employee of any institution. Students should be certain the responsibilities they assume are in line with the responsibilities of other unlicensed personnel in that institution. At no time should students assume any responsibility designated for licensed personnel, i.e., LPNs or RNs, unless they hold the appropriate valid license in Georgia. Students should never wear the student uniform or name pin while working as an employee. Likewise, the student should never administer any kind of medications, take physician's orders, be "in charge," or do any other activity usually assumed by a licensed person. The student should chart only if other unlicensed personnel chart or if the job description explicitly states this is expected. When charting, the student should never sign the chart as "SN."

Students contracted to work as “nurse externs” may not use hours worked as part of this externship to satisfy clinical course requirements.

CLINICAL RESTRICTIONS FOR CLINICAL COURSES

Prelicensure nursing students may not perform any of the following in the clinical settings:

- Give medications unsupervised by a licensed or registered nurse.
- Administer any chemotherapy agents.
- Obtain, sign on, or hang any blood products independently of a registered nurse.
- Take verbal orders.
- Document without the co-signature of a licensed or registered nurse.
- Serve as a witness for Advanced Directives, Living Wills, or any informed consents.
- Initiate restraints of any type.
- Perform an admission assessment unsupervised by a registered nurse.
- Perform discharge instructions unsupervised by a registered nurse (staff or instructor).
- Transfer any patient with mobility issues without facility staff present.
- Transport any patient without facility staff present.
- Perform any invasive procedure on patient without the supervision of licensed or registered nurse.

EVALUATION OF STUDENT CLINICAL PERFORMANCE

(Revised 4/21/05; Updated and approved 12/30/17)

Faculty evaluate the clinical performance of each pre-licensure BSN student enrolled in the nursing course with a clinical component as follows:

1. Faculty use the approved Clinical Evaluation Tool (CET) and guidelines to rate student performance on clinical learning goals that relate to course learning goals. All CETs will be identified by student name, semester/year, course, faculty, and clinical agency.
2. Faculty conduct clinical evaluation with each student to document progress.
3. CET and supporting documents will be placed in the student’s official school record within one week of the final student conference. It is the responsibility of the Course Coordinator to ensure forms are completed and filed.
   a. A document recording clinical hours and completed activities for all students being supervised by preceptors will be signed and dated by the student, the preceptor, and the faculty member.

4. Evaluation of student clinical performance will occur as follows:
   - NURS 3301 Clinical Practice I – Weekly
   - NURS 3302 Clinical Practice II – Every other week (minimum of 5 times)
   - NURS 4301 Clinical Practice III – Every other week (minimum of 5 times)
   - NURS 4302 Clinical Practice IV – Monthly
   - Specialty Practice (Study Abroad) – Weekly

5. Evaluation of student clinical performance for RN to BSN students will occur as follows:
   - NURS 4508 Nursing Leadership in Healthcare Communities for RN’s (capstone) – At midterm and at the end of the clinical experience by clinical faculty with input from the nursing preceptor.
PROFESSIONAL ATTIRE GUIDELINES & GUIDELINES

I. Professional Attire Guidelines for Pre-Licensure Students

The guidelines are informed by current literature and guidelines set by the clinical agencies with whom the Tanner Health System School of Nursing collaborates. 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 nursing student provides care. Likewise, the student’s image of nursing is positively influenced by taking pride in their appearance. Therefore, it is the expectation that all individuals attending any clinical experience will adhere to the Professional Attire Guidelines. Failure to adhere may result in dismissal from the experience or a grade reduction. Repeated violations of the Professional Attire Guidelines may result in a clinical failure.

Please be aware that, if at any time, the clinical agency dress code is more restrictive than that delineated in this Guidelines, the student will be required to adhere to the clinical agency Guidelines.

<table>
<thead>
<tr>
<th>Uniform</th>
<th>Hair</th>
<th>Nails</th>
<th>Jewelry/Body Piercings</th>
<th>Tattoos</th>
<th>Other</th>
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<tbody>
<tr>
<td>Prelicensure BSN Students:</td>
<td>Hair should be kept out of your face, above your collar, and secured in a way that avoids hair falling over the shoulders. Barrettes, hair ties, head wraps, and hair combs in neutral colors (brown, black, white)</td>
<td>Fingernails should be clean and no longer than the ends of the fingers to avoid injuring the patient or collecting microorganisms. Nail polish, artificial nails, and wrapped nails are prohibited. <strong>Rationale:</strong> This reduces</td>
<td>Watch with a second hand, wedding and/or engagement ring may be worn. However, for infection prevention, it is recommended that no other rings be worn during clinical experiences.</td>
<td>Tattoos (temporary or permanent) and similar body art must be covered and non-visible during all clinical agency and campus clinical (ELC) activities. <strong>Rationale:</strong> The vast majority of clinical</td>
<td>Fragrance: No perfumes, colognes or other fragrances (e.g. scented body lotion, deodorant, aftershave, hairspray, etc.) may be worn. These may cause respiratory irritation, allergic reaction, and/or nausea for clients. <strong>Rationale:</strong> Tobacco use: The smell of tobacco smoke odors on clothing, breath, skin, or hair is an impediment to safe patient care and is not acceptable. Students who present to clinical agency or campus (ELC) clinical smelling like tobacco smoke may be sent home.</td>
</tr>
<tr>
<td>Uniform</td>
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| **Clinical Agency:**  
The designated uniform top and pants must be purchased from the designated vendor. At least one top and one pair of pants must be purchased for clinical experiences to include the white top and pants. A solid, long sleeve white t-shirt may be worn underneath the uniform top. The t-shirt may be purchased from any supplier.  
Students visiting the clinical agency for preclinical assignments must wear the designated lab coat and University of West Georgia student name tag over professional business casual clothes.  
|                | and beige) may be worn to secure hair.  
Hair, including facial hair, should be clean and well maintained.  
Faddish hair (for example, bright colors) is unacceptable and not permitted.  
At no time should hair of any type enter the patient care field and should be worn in a manner that does not interfere with | the risk of patient harm and fomite transmission of pathogens.  
jewelry of any kind on the ears, face, neck, hands, or wrists is permissible. One stud earring of clear or white stone per ear is acceptable earrings |  
**Rationale:** This reduces the risk of patient harm and fomite transmission of pathogens.  
Further resources: [Engagement Rings and Bacteria](#)  
[Microbes and Finger Rings](#) | agencies with which the THSSON has partnered have a Guidelines stating that tattoos must be covered and nonvisible during work hours.  
clinical campus, and at any time when the student is in uniform (including prior to or during any clinical visits or rotations). | Students should perform personal (bath or shower) and oral hygiene prior to presenting to clinical.  
**Rationale:** Strong odors such as perfumes, scented body products, body odor, oral odor, or tobacco smoke can serve as respiratory irritants for clients and may exacerbate or trigger allergies, asthma, and SIDS.  
Any makeup worn should be neutral in color.  
Artificial eyelashes are prohibited in the clinical setting.  
**Rationale:** Artificial eyelashes can become loose and fall off onto a patient, sterile field, etc. and thus pose a safety risk.  
All cell phones must be silent (not on vibrate) at agency clinical. Cell phones should not be visible in patient care areas, including the nurse’s station. |
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<tbody>
<tr>
<td>is worn when leaving the patient care area for any reason.</td>
<td>providing safe patient care.</td>
<td></td>
<td>AST Guidelines for Best Practices for Wearing Jewelry</td>
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<tr>
<td><strong>Undergarments:</strong> Undergarments should be skin tone and should not be visible either outside of or through clothing.</td>
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<td><strong>Rationale:</strong> This reduces the risk of patient harm and fomite transmission of pathogens.</td>
</tr>
<tr>
<td><strong>Shoes:</strong> White shoes with closed toes must be worn. No openings are allowed on any portion of the shoe. If the shoes have laces, the laces must be white and be kept clean. Clogs and jogging sneakers are acceptable. Shoes must be constructed of heavy synthetic material or leather. Canvas is not acceptable.</td>
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<td><strong>Rationale:</strong> Cell phones can be distracting and thus may increase the nurse’s risk of making errors and be a risk to patient safety. Cell phones can be a harbor for pathogens and act as a fomite for transmission of pathogens.</td>
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<tr>
<td><strong>Nametag:</strong> Each student will wear their University of West Georgia Nursing Student Name Badge as their identification badge along with any ID badge issued or required by the clinical facility. These must be worn whenever the student is in a clinical experience and should be visible at all times. The UWG Nursing Student Name Badge is worn on the front of the clothing in the area of the front upper chest.</td>
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<td>Clinical facilities have means by which students can access information necessary to provide patient care, negating the need for students to use cell phones to find this information.</td>
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<td><strong>Business Casual Clothes:</strong> When business casual clothes are worn in the clinical area, they must be neat, clean and non-wrinkled. Shorts, jeans, and clothing that allows exposure of shoulders, midriff, or toes are not considered business casual and should not be worn to clinical events or settings where professional or business casual dress is</td>
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required.

In addition to the aforementioned clothing, the complete uniform includes: stethoscope with both diaphragm and bell; watch with the ability to compute time in seconds; black pens, penlight, and bandage scissors. NOTE: Please refer to the ELC Guidelines related to pens and pencils for on campus clinical.

**RN-to-BSN Students**

RN-to-BSN students attending a management/leadership clinical experience should wear professional attire as described in the Business Casual Clothes portion of the Professional Attire Guidelines. Students also may wear clean and pressed scrubs with a white lab coat and the UWG Nursing Student Name Badge. RN-to-BSN students should consult with their assigned clinical faculty and preceptor to determine the most appropriate manner of dress for the experience. All other components of the Guidelines apply.

4/29/19
II. **Professional Attire General Guidelines for Pre-licensure BSN Students**

A. Clinical instructors will provide specific guidelines for professional attire for clinical/practicum activities in community settings.

B. Nursing faculty will provide information regarding the name pin or the order form can be located online at [Name Badge Order form](#) under “Students,” then “Current Students,” then “Forms and Handbooks.”

C. The following guidelines apply to professional attire when the student is in the clinical/practicum setting to obtain clinical assignments or participating in clinical or other activities outside the hospital setting.

1. Students must wear either an approved student uniform as discussed above or a white lab coat over appropriate street clothes. The UWG nursing student name pin must be visible.

2. For skills lab and simulation activities on campus, students will be required to wear royal blue scrubs with all-white shoes, as specified in item #3 below, as well as student name pin.

3. Students must wear clothing that is neat, clean and professional in appearance. Inappropriate attire includes, but is not limited to, jogging suits, sweatshirts, jeans, shorts, or clothing that exposes any portion of the breasts or midriff. Shoes must enclose both the toes and heel. Heels must be no greater than 2” and no platform shoes may be worn. Skirts must be no shorter than 4” above the middle of the knee.

4. Students inappropriately attired will not be allowed access to patients or medical records. Clinical faculty or staff members at clinical facilities may ask students to leave the clinical area if, in their judgment, the student is dressed inappropriately.

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

   Students are required to wear Cherokee Unisex Workwear Scrubs in royal blue, item numbers CK4100 and CK4876; or Cherokee Unisex Workwear Core Stretch Scrubs in royal blue, item numbers CK4043 and CK4725, while attending on-campus skills or simulation labs. Consideration may be given for students needing maternity uniforms, and equivalent uniforms can be purchased. Standards of appearance remain the same for on-campus uniforms as are currently stated in the BSN Student Handbook, and students are required to wear the UWG nursing student name pin. Professional white shoes that enclose the heel and toes must be worn, which may include solid white athletic shoes (THHSON BSN Handbook, I.C.2, 2015). **The blue uniform is not to be worn in the community or hospital setting.**

III. **Professional Attire Guidelines for RN to BSN Students**

A. For management/leadership clinical/practicum experiences, unless specific guidelines are provided by supervising faculty or the clinical facility, the student should wear professional attire, and/or clean & pressed scrubs with a white lab coat, and the UWG name tag and/or school ID.

B. For additional guidelines, see the “General Dress Code” section under “Guidelines for pre-licensure BSN Students” in the BSN Student Handbook.

4/29/19
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 activities should immediately notify the staff nurse responsible for the patient and the clinical instructor. The student is expected to follow the policies and procedures for the institution in which the incident occurs regarding reporting and necessary follow-up procedures. The student may choose to receive treatment in the Emergency Department of the institution or a nearby institution at their own expense. Faculty must initiate a Post-Exposure Counseling Checklist for the student. A representative from the healthcare facility should communicate clearly to the student the post-exposure Guidelines and necessary follow-up treatment. Reporting, treatment, and follow-up procedures should be documented in the student’s record by the instructor.

CLINICAL PRACTICE COURSE EVALUATION
(Approved 4/20/15)

Clinical Practice Course Evaluations will be completed every semester by clinical instructors and students which will include faculty and student preceptor, facility, and simulation evaluations. This form is located in Qualtrics Software. This process is required in order to be in compliance with the Georgia Board of Nursing Rule “Educational Facilities, Resources, and Practice Settings.”
APPENDIX A

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
All blank forms are located and can be accessed on the UWG THS SON Website.

REQUIRED BSN FORMS FOR CLINICAL CREDENTIALING

Forms kept in THS School of Nursing student clinical file

A. BSN Program Handbook Acknowledgement Form
B. Confidentiality Policy Form
C. Health Insurance Acknowledgement Form
D. Student Clinical Contract Release and Authorization

Documents kept in Verified Credentials Student Personal Account (*unless otherwise noted)

1. Health & Professional Requirement Checklist (found in VC account)
2. Current Professional Liability Insurance Policy
3. Current CPR Card from American Heart Association
4. Physical Ability Form
5. 1st Year in Program - TB 2-Step Form & 2nd Year in Program - TB 1-Step Form
6. Flu Shot
7. Tdap
8. Hepatitis B Requirement Acknowledgement Agreement Form & (if needed) Hepatitis B Non-Responder Form (*completed and emailed to nurs-docs-list@westga.edu)
9. MMR
10. Varicella
11. Health Insurance Card
12. Criminal Background Check & Drug Screen (*completed with Advantage Students)
13. Either: LPN, RN, CNA, or Respiratory Therapist License

ADDITIONAL FORM REQUIRED FORM FOR RN to BSN PROGRAM

• Documentation for GA RN to BSN Articulation Plan

ADDITIONAL PROGRAM FORMS

• Post-Exposure Counseling Checklist Form
• Consent for Random Drug Screening Form
• Agreement for the Chemically Impaired Student Nurse Form
• Request for Independent Study
• Structured Plan for Success
• Grievance Document Form