

BSN Student Handbook 2023-2024



TANNER HEALTH SYSTEM
SCHOOL OF NURSING

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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

Duffy, J. (2009). *Quality caring in nursing: Applying theory to clinical practice, education, and leadership*. New York, NY: Springer.

University of West Georgia School of Nursing. (2010). 2009-2010 faculty handbook. Carrollton, Ga: Author.

QUALITY CARING FRAMEWORK

The philosophy of the Tanner Health System School of Nursing (THS SON) is based on the belief that caring collaborative relationships are the center of creating a culture of quality caring in nursing education and practice. Caring collaborative relationships occur among teachers and learners, clients and nurses, and inter-professional healthcare team members. 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

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

- Duffy, J. (2009). *Quality caring in nursing: Applying theory to clinical practice, education, and leadership*. New York, NY: Springer.
- Hills, M., & Watson, J. (2011). *Creating a caring science curriculum*. New York, NY: Springer.

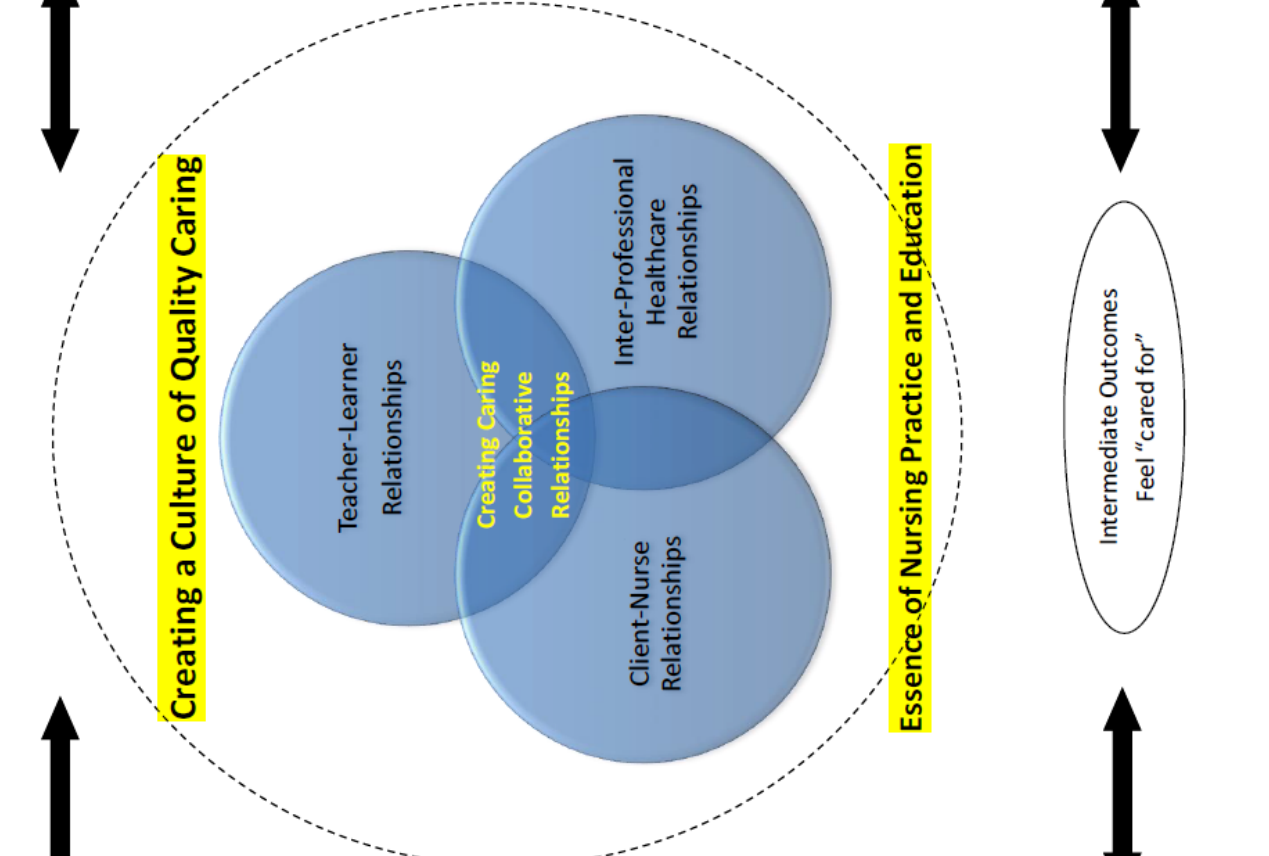
BSN Quality Caring Framework: A Caring Science Curriculum

Process

Program Goals

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, 3, 4)
 - Psychological Concepts (PG 1) (BSN I) (ANA 1, 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, VIII) (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)
- Nurse/Nursing/Provider**
- Clinical Reasoning (PG 3) (BSN II, III, IX) (ANA 1, 2, 3, 4, 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 3, 4, 5)
- Profession**
- Management (PG 5, 6) (BSN I, II, IV, V, VI) (ANA 4, 5, 6)
 - Leadership (PG 6) (BSN 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)



- BSN Program Goals**
- 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.
 - Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.
 - 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.
 - Communicate and collaborate effectively within inter-professional teams, which includes the use of technology and information systems to improve health outcomes and healthcare systems.
 - Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.
 - Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.
 - Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.
 - 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 Focus Area Health Professions Advisement is by appointment except during the add/drop period at the beginning of each semester. 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 Advisor(s) and/or Associate Dean for Undergraduate Education. The Academic 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 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 the University of 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 3397 (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 for a nominal fee 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. 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. RN to BSN students will be invited to attend the ceremony for fall semester when completing their final nursing courses for their degree.

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)

*Diversity, Equity, and Inclusion Advisory Committee

*A student representative from each Carrollton and Newnan campus cohorts are recommended for these committees.

CLASS PRESIDENT/LIAISON

At the beginning of each fall semester, the Junior level pre-licensure BSN students in Carrollton and Newnan elect a president/liaison to represent their class cohort 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 during their time in the program.

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 2101 Pathophysiology & Pharmacology I
 NURS 3100 Pathophysiology & Pharmacology II
 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 4103 Professional Nursing Concepts Capstone
 NURS 4201 Health Care of the Client III
 NURS 4202 Health Care of the Client IV

**Student can only designate one course per semester as an honors course for honors credit.

**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 table contains estimated costs a student is RESPONSIBLE for while enrolled in the nursing program. This information is provided to help students be aware of them and, thereby, allow students to anticipate and plan for these program expenses in a timely manner.

*Please note all costs are estimates and are subject to change at any time.

Pre-licensure BSN Track

Course Related Expenses	
Item	Cost
<p>Book Bundle: Textbooks are purchased as an e-book bundle upon entering the first semester of the program through UWG's Campus Bookstore. <i>The textbook bundle is an out-of-pocket expense.</i> This bundle provides not only e-books but web-based software/resources for the entire duration of the program including for skills and simulation.</p> <p><i>If a student must repeat a course and an updated version or new textbook is adopted, it is the student's responsibility to obtain the correct textbooks and resources for the course.</i></p>	\$1600 – estimate (cost can change)
<p>Personal computer: Facilitation of all courses in the pre-licensure program use UWG CourseDen internet-based learning management system. In addition, testing within the school of nursing is computer-based. Therefore, 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 as well as accessing course learning material. Please see the specification requirements for your computer to make sure it can run required software. (see "Technology Requirements and Assistance" section of this document).</p> <p>* Computer privacy screen for testing - cost approximately \$20-40</p>	TBD
<p>Exam Soft: Secure software, used for testing on personal computer for nursing courses.</p>	\$70/year – estimate (cost can change)

Course Related Expenses	
Item	Cost
HESI: the fee pays for the HESI Standardized testing program used throughout the BSN program. It includes HESI Trio, HESI EAQ NCLEX, and HESI testing platform.	\$578.00 (paid upon registration for NURS 3000)
Nursing NCLEX Review: A customized NCLEX review is scheduled for students in their final semester of the BSN Program.	\$299 (paid upon registration for NURS 4000)
Application for Graduation: Students should follow the graduation guidelines for application available on the Registrar’s website Graduation guidelines	\$40 – estimate (cost can change)
Licensure expenses: Application fee to Georgia Board of Nursing, background check and NCLEX registration fee (due at graduation)	\$40 State board application fee Background check fee – estimate (cost can change) \$200 NCLEX testing fee – estimate (cost can change)
NSNA membership: (optional) membership in the National Student Nurse Association also gets you state membership. It is a great way to meet other nursing students across the nation and grow yourself professionally.	\$37/year for new members in Georgia and \$40/year for renewals – estimate (cost can change)
Clinical Related Expenses	
Item	Cost
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.	TBD
Uniforms, name tag, stethoscope, skills lab supplies, etc.	Approximately \$200.00-\$500.00 – estimate (cost can change)
Liability insurance: Varies by provider. <i>Certificate due with the Health & Professionals Requirements Checklist</i>	Approximately \$30-\$100 per year – estimate (cost can change)
Clinical/Lab Fees: These fees are payable with tuition.	\$75.00 Practicum Fee will be charged for all clinical courses. – estimate (cost can change)

Clinical Related Expenses	
Item	Cost
	\$35.00 Lab Fee will be charged for all skills courses and the Health Assessment course. – estimate (cost can change)
Advantage Students: <i>YEARLY</i> requirement for background and drug screening	Approximately \$85 – estimate (cost can change)
Verified Credentials: Company used to house clinical documents for students.	One-time fee of \$63.00 – estimate (cost can change)
Credentialing Fees: Some facilities require student extra credentialing with specific companies. You will be contacted to sign up for these services if you are assigned to a facility that requires the use of one of these credentialing services.	Acemapp \$50.00 per year – estimate (cost can change) Simplr \$50.00 year – estimate (cost can change)
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.	TBD

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 – estimate (cost can change)
4. Advantage Students: Yearly requirement for Background and Drug screening approximately \$81.95 – estimate (cost can change).
5. Verified Credentials: One-time fee of \$63.00 – estimate (cost can change), company used to house clinical documents for students.
6. Clinical/Skills Fees: A \$75.00 – estimate (cost can change) Practicum Fee will be charged for all clinical courses and a \$35.00 – estimate (cost can change) Lab Fee will be charged for the Health Assessment course. These fees are payable with tuition.
7. Credentialing Fees: Some facilities require student credentialing with the following companies: Acemapp \$50.00 – estimate (cost can change) per year, Simplr \$50.00 – estimate (cost can change) year. You will be contacted to sign up for these services if you are assigned to a facility that requires the use of one of these credentialing services.
8. Credit by Examination Fees: Fees are assessed at a rate of \$6 – estimate (cost can change) per hour for

upper division credit awarded for previous ASN/ADN coursework (22-43 hrs., varies by student).

9. Shadow Health: program required for RN to BSN classes, \$99.00 – estimate (cost can change).
10. 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](#).
11. 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](#). Please apply to the University of West Georgia's [Scholarship Application Website](#). Additional information or requests will be made directly to your my.westga.edu email.

Specific funds allocated for nursing scholarships are also available on the basis of need. Please 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. The Tanner Health System School of Nursing Scholarship Committee meets in the summer to allocate funds for the following academic year. Awards are often not disbursed until after the add/drop period.

There are limited funds available for special emergency situations, as well as other support available to students. Students who would like confidential assistance may send an email to the Advocates in Health Services by emailing advocacy@westga.edu. 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:

Operating System	Windows 10 22H2, Windows 11 21H2 or 22H2, or MacOs 11 Big Sur or higher. Note: Chromebooks or Ipad are NOT acceptable.
Processor	Intel i5 Series or AMD A6/A8 or higher
RAM (Memory)	6GB or higher (8 GB preferred)
Storage	250GB or higher
Wired Access	10/100 megabit network interface card (Ethernet Port) – or adapter
Wireless Access	802.11 g/n/ac capable Wi-Fi card

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 extension #1 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 1-855-933UWGO (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-LICENSURE 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-LICENSURE BSN PROGRAM

Six (6) semesters – 66 credit hours

First Semester (Summer – 7 semester hours)

- NURS 3000 – Holistic Health Assessment (2-2-3)
- NURS 3101 – Professional Nursing Concepts I (3-0-3)
- NURS 3210 – Medication Mathematics (1-0-1)

Second Semester (Fall – 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)

Third Semester (Spring – 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)
- NURS 3200 – Student Success Seminar: Fundamentals* (1-0-1)

Fourth Semester (Summer – 5 semester hour)

- NURS 3102 – Professional Nursing Concepts II (2-0-2)
- NURS 3400 – Nursing Research & EBP (3-0-3)
- NURS 3300 – Student Success Seminar: Pharmacology** (1-0-1)

Fifth Semester (Fall – 15 semester hours)

- NURS 4103 – Prof Concepts Capstone (3-0-3)
- 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)
- NURS 4100 – Student Success Seminar: Medical/Surgical*** (1-0-1)

Sixth Semester (Spring – 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)

*Required if HESI fundamentals benchmark exam score is less than 850.

** Required if HESI Pharmacology benchmark exam score is less than 850.

*** Required if HESI Medical-Surgical benchmark exam score is less than 850.

NEWNAN PRE-LICENSURE BSN PROGRAM

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)

NURS 3200 – Student Success Seminar: Fundamentals* (1-0-1)

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)

NURS 3300 – Student Success Seminar: Pharmacology** (1-0-1)

Seventh Semester (Summer – 3 semester hours)

NURS 4103 – Prof Concepts Capstone (3-0-3)

NURS 4090 – Student Success Seminar: Medical/Surgical*** (1-0-1)

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)

*Required if HESI fundamentals benchmark exam score is less than 850.

** Required if HESI Pharmacology benchmark exam score is less than 850.

*** Required if HESI Medical-Surgical benchmark exam score is less than 850.

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 3197 – Professional Nursing Practice (Required USG RN to BSN eMajor Shared Core) (3)
- NURS 4502 – Pathophysiology for RN’s (3)

Second Semester – Spring (9 semester hours)

- NURS 4503 – Nursing Issues (3)
- NURS 3297 – Nursing Research Application (Required USG RN to BSN eMajor Shared Core) (3)
- NURS 4505 – Nursing Informatics for RN’s (3)

Third Semester – Summer (6 semester hours)

- NURS 3397 – Health Assessment (Required USG RN to BSN eMajor Shared Core) (3)
- NURS 4497 – Community Health Nursing (Required USG RN to BSN eMajor Shared Core) (3)

Fourth Semester – Fall (8 semester hours)

- NURS 4508 – Leadership and Management Practicum (5) Practicum/Clinical experiences may be scheduled during daytime and evening hours and/or on weekends.
- NURS 4597 – Leadership and Management (Required USG RN to BSN eMajor Shared Core) (3)

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 Caring Groups

Students in the RN to BSN track will participate in Caring Groups focused on the online classroom experience. During the NURS 4503 Nursing 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 Nursing Issues for RN’s course in the second semester (spring) and NURS 4508 Leadership and Management Practicum (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

- Boykin, A., & Schoenhofer, S. O. (2001). *Nursing as caring: A model for transforming practice*. Boston, MA: Jones & Bartlett.
- Wilson, C. B., & Grams, K. (2013). The lived experience of BSN students in caring groups: Priceless. *International Journal for Human Caring, 17*(3), 13-19.

ACADEMIC GUIDELINES

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 listed below ONLY when the student has achieved an examination average of 75.00% or above.

- NURS 2101 Pathophysiology/Pharmacology I
- 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

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.

Students who receive a “F”, “W”, “WF” or “U” in any nursing course (except the Student Success Seminars) may repeat that course ONE time only. Students who receive ANY TWO of the following in nursing courses (except the Student Success Seminars), “F”, “W”, “WF”, or “U” may not continue in the program and will be dismissed. Students who fail a course in the FIRST semester only of the pre-licensure BSN or RN to BSN track will be dismissed AND must compete for readmission with the next applicant pool if they wish to return.

Students in the pre-licensure BSN and RN to BSN tracks should schedule an appointment with the course instructor if they have any concerns about being successful in any coursework (didactic or clinical/lab). 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.

Undergraduate students must complete the nursing sequence within four academic years.

GRADING SYSTEM FOR UNDERGRADUATE STUDENTS IN THE SON

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

- A = 90-100
- B = 80-89.99
- C = 75-79.99
- F = 74.99 and below

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, 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).

(Approved 5/6/21)

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

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. RN to BSN students skip step #3 and move to step #4.

3. 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 Program Director. The BSN Program Director will arrange a meeting with the student and the involved faculty member. Within one week of the date the grievance is filed, the BSN Program Director will provide a written summary of the meeting, including the outcome, to the 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 Programs Meeting with Student

If the student does not feel the issue has been resolved satisfactorily after meeting with the BSN Program

Director or RN to BSN program meeting with the course coordinator faculty, 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 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 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.

ASSESSMENT ADMINISTRATION GUIDELINE

Nursing faculty will develop and administer assessments to measure student knowledge and progress toward meeting student learning outcomes. Assessments may include multiple-choice, alternate item format, audiovisual format questions, and Health Education Systems, Inc. (HESI) exams. To adequately prepare, students are to review testing guidelines and procedures.

PREPARATION FOR EXAMSOFT TESTING:

Students should have their computer "approved" by the UWG Information Technology Services (<https://www.westga.edu/its/>), ensuring that it meets the UWG minimum recommended specifications for ExamSoft. Additionally:

- Students must purchase and use a privacy screen that fits their testing device and a wired earpiece for use during the assessment.
- If students obtain a new computer, it is their responsibility to ensure it meets the minimum requirements by UWG Information Technology Services (<https://www.westga.edu/its/>).
- Students should refrain from importing/downloading large files to their computers that would slow down or strain the system.
- Students should only upgrade/update their computers after speaking directly with ExamSoft Customer Support to hear the advantages and disadvantages of the update related to testing with ExamSoft.

EXAMSOFT TESTING:

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- Students should have **ONLY** the following items with them for exams:
 - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
 - UWG student ID to sign in to the testing arena.
 - Power cord for the laptop
 - Ethernet cord for wired UWG internet access
 - Appropriate adapters if required for personal device

DURING ASSESSMENT

- Students are expected to take the exam/quiz/test independently and without the assistance of any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
 - Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
 - **Faculty reserve 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.
- Only the ExamSoft 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.
- After submission of the exam, students are to quietly fully shut down and close the computer.
- All students remain in the room until all students have completed the exam/quiz/test.

TESTING TECHNOLOGY DIFFICULTIES

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand **IMMEDIATELY** and await a faculty/proctor to address the technological issue during the exam.
- Any device or software issues should be communicated **IMMEDIATELY** to the faculty/proctor. If there is a problem with the computer or Examsoft software, students and faculty/proctor will attempt to resolve any issues as quickly as possible so that students may continue with testing. Should any issue persist, faculty will decide if testing will continue.

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

TESTING MAKE-UP GUIDELINES

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.
- Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.
- Alternative versions of the test/exam/assignment may be administered at the discretion of the course coordinator.

GUIDELINES FOR TEST REVIEW

The purpose of the Test Review Guideline is to establish a standard to allow a test review throughout all THS SON programs.

A. Definitions:

- Collaborative test review: Collaborative test review is a component of active learning where a small group of students actively engage in learning through test review.
- Incivility: Rude or unsociable speech or disruptive behavior.
- Individual test review: Where an individual student reviews their test.
- Learning style: The way that different students learn and refer to an individual's preferred way to absorb, process, comprehend and retain information. The four key learning styles are: visual, auditory, tactile, and kinaesthetic.
- Professionalism: Polite behavior that is expected from a person. Students are expected to demonstrate professional behaviors during test review. The privilege of test review may be revoked by course faculty if a student's professionalism is not maintained.
- Study habits: An action such as reading, taking notes, or holding study groups that the students perform regularly and habitually to accomplish the learning task.

- g. Test: an educational assessment intended to measure a test-taker's knowledge, skill, and aptitude. Other terms may include exam, examination, evaluation, or quiz.
- h. Test review: An opportunity for students to examine their thought processes and develop critical thinking skills. Students are expected to demonstrate professional behaviors during test review.
- i. Test-taking strategies: The cognitive abilities of the test taker to deal with any testing situation well independently of the knowledge of the test content.
- j. Time management: The ability to use one's time effectively and productively.

B. Guidelines:

- a. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
 - i. Individual test review of all items and/or;
 - ii. Collaborative test review of all items.
- b. Reviewing actual questions and answers in a remote environment will not be allowed as this jeopardizes the item's security and exam (Bristol & Sherrill, 2018; National League for Nursing, 2020). Instead, test review will be conducted directly with course faculty immediately after the test;
- c. ***Tests will not be available for student review after 14 days following completion of the test;***
- d. It is the responsibility of the student who makes <75% on a test to immediately (within 14 days) schedule a meeting with the faculty to understand the grades required to complete the course successfully and discuss self-reflection opportunities on the following:
 - i. In-class participation,
 - ii. Time management,
 - iii. Preparedness,
 - iv. Test-taking, and
 - v. Life events.
- e. Students to fill out the Student Success Plan Appendix H prior to meeting with the instructor.

C. Test Item Challenge:

- a. Students may only challenge test items using this document to notify faculty via courseden email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines, and will not discuss test items with other students outside of collaborative review.
- b. Test Item Challenge document; SEE APPENDIX XXXX

GRADE ROUNDING RULES FOR ALL UNDERGRADUATE COURSES

No rounding of grades under any circumstance in undergraduate nursing courses.

(Approved 05/14/18)

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 summer semester NURS 3000 Holistic Health Assessment, and final semester NURS 4000 Prep for Nursing Licensure nursing courses.

HESI TESTING AND STUDENT SUCCESS SEMINARS

Proctored HESI Specialty and Exit Exams

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 The National Council Licensure Examination (NCLEX-RN® exam. HESI exams allow analysis of student performance and assist with improvement from admission to graduation. A key component of these guidelines 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.

Proctored HESI Specialty and Exit Exams Process:

1. The proctored HESI Specialty Exams and Exit Exam are a required component of the nursing course in which they are administered.
2. Students' sign and submit the Acknowledgement of HESI Testing and Remediation Guidelines form in each course in which a proctored HESI Specialty Exam or Exit Exam is administered (Appendix D).
3. The student is required to reach a minimum interval benchmark score of 850 on the proctored HESI Specialty Exams and Exit Exam.
4. The proctored HESI Specialty Exam grade and Exit exam will count in the overall course grade, please see the course syllabi.
 - a. NURS 3201 Health Care of the Client I will count 15% of the overall course grade
 - b. NURS 3100 Pathophysiology and Pharmacology II will count as 15% of the overall course grade.
 - c. NURS 4201 Health Care of the Client III will count as 15% of the overall course grade.
 - d. The HESI Exit Exam weighted grade will be approximately 25% of the overall course grade (refer to NURS 4000 course syllabus).
 - e. The conversion score generated by taking the HESI specialty exam will be used as the grade book grade for each proctored HESI Specialty examination. See HESI Assessment Next Generation web application for conversion scores within the "exam results" page.

HESI Specialty Proctored Exam Guidelines

All students will complete a proctored HESI RN Specialty Examination near the end of specific nursing courses. The assigned, proctored HESI RN Specialty exams are considered course requirements and will be counted as part of the total course grade. Failure to take the proctored HESI RN Specialty exam for a specific course may result in failure of the course. Students are required to complete proctored HESI RN Specialty exams with a minimum benchmark interval score of 850. Students who score 850 or above will be exempt from taking the corresponding Student Success Seminar.

The following proctored HESI RN Specialty exams are used as a component of the following designated courses to promote student success:

COURSE NAME	PROCTORED HESI SPECIALTY EXAM
NURS 3201 Health Care of the Client I	Fundamentals
NURS 3100 Pathophysiology & Pharmacology II	Pharmacology
NURS 4201 Health Care of the Client III	Medical-Surgical

STUDENT SUCCESS SUPPORT

Preparation for HESI Benchmark Exams

- Two Practice Exams as assigned and must achieve a minimum of 80% on both Practice Exams as a ticket to test. [How to complete the practice exams](#)
- Review [Tips from Students to Students](#)
- Please note: **All students should bring headphones to all HESI benchmark exams.**
- For students with a documented Student Accommodation Report (SAR)**, it is the students' responsibility to present their SAR to the instructor of the course if they want their accommodation applied on all HESI benchmark exams
- Review preparation videos on student success page
 - Medication Calculations**
 - [Solving for Dose PowerPoint](#)
 - [Solving for dose Word Document](#)
 - [Solving for Dose Based on Weight PowerPoint](#)
 - [Solving for Dose Based on Weight Word Document](#)
 - [Solving for Dosing Rate PowerPoint](#)
 - [Solving for Dosing Rate Word Document](#)
 - [Solving For Dosing Rate Based on Weight](#)
 - [Solving for Dose Rate Based on Weight Word Document](#)
 - [Medication Calculations Comprehensive Review PowerPoint](#)
 - [Medication Calculations Comprehensive Review Word Document](#)
 - Fundamentals Benchmark Review**
 - Pharmacology**
 - Pharm intro**
 - Neuro**
 - Cardiac**

- Respiratory
- GI
- Renal
- Endocrine
- Analgesics
- Anti-infectives
- Cancer medications
- Med/Surg Benchmark Review
- Exit Exam Review
 - Part 1
 - Part 2
 - Part 3
 - Part 4

Student Success Seminar

All students who do not achieve the minimum benchmark interval score of 850 on a proctored HESI Specialty Exam will be required to take the corresponding 1-credit hour *Student Success Seminar* the following semester they are enrolled in the nursing program. As part of the *Student Success Seminar*, students will be required to complete and submit a remediation plan and contract for approval to the faculty Student Success Coordinator. Students receive personalized HESI assessment reports and correlating online remediation via their personal HESI account immediately following the completion of the proctored specialty exam. This remediation plan prioritizes the student's weakest areas based on their proctored specialty exam HESI interval score. Remediation may include but is not limited to reading textbook excerpts, watching videos, completing case studies, and doing Elsevier Adaptive Quizzing (EAQ) NCLEX quizzes. 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.

After the student completes the required remediation, a scheduled retake of the proctored HESI Specialty Exam will occur in the *Student Success Seminar*. The student will need to achieve a minimum benchmark interval score of 850 to complete the *Student Success Seminar* with a grade of Satisfactory. Consequences of not completing all aspects of the approved remediation plan by the scheduled due date will result in ineligibility to sit for the retake and will lead to an unsatisfactory final grade in the *Student Success Seminar*.

While an unsatisfactory in the course does not impact the student's GPA or progression in the program, it will be recorded on the student's official college transcript. Failing to register for a required success seminar may impact progression as the Student Success Seminars are CO-REQUISITS for required courses in the program.

The *Student Success Seminars* are aligned with the following proctored HESI Specialty Exams:

NURS 3200 Student Success Seminar	HESI Specialty - Fundamentals
NURS 3300 Student Success Seminar	HESI Specialty - Pharmacology
NURS 4090 or NURS 4100 Student Success Seminar	HESI Specialty - Medical/Surgical

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 4000 NCLEX Preparation. The HESI Exit Exam weighted grade will be approximately 25% of the overall course grade (refer to NURS 4000 course syllabus). To ensure NCLEX success, it is recommended students achieve a benchmark score of 850 or higher on the HESI Exit Exam.

HESI Exit Exam Retesting Guidelines

All students scoring a HESI interval score below 850 will be required to retest which will be administered a minimum of two weeks later. The two scores will be averaged for the final gradebook score.

Students scoring a HESI interval score above 850 or higher have the option of retesting which will be administered a minimum of two weeks later. The two scores will be averaged for the final gradebook score. If the student does not choose to retake the exam, the first score will count for the final gradebook score.

Documentation required for admission to take the second HESI Exit Exam includes the completed and signed remediation contract.

HESI Exit Exam Remediation Guidelines

Students receive personalized HESI assessment reports and correlating online remediation via their personal HESI account immediately following the completion of the Exit Exam. This remediation plan prioritizes the student's weakest areas based on their HESI interval score. Remediation may include but is not limited to reading textbook excerpts, watching videos, completing case studies, and doing EAQ NCLEX quizzes. Students will complete and submit a remediation plan and contract (Appendix E) for approval to the course faculty within 72 hours of taking the Exit Exam.

The remediation plan must be COMPLETED within a specified time, depending on the date of the second proctored HESI Exit 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 proctored HESI Exit Exam. Consequences of not completing all aspects of the approved remediation plan by the scheduled due date will result in ineligibility to sit for the retake and could lead to a 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.

(Update 5/6/2021)

MEDICATION CALCULATION GUIDELINES

Validation of Medication Administration Competency will constitute 10% of the course grade in each Clinical Practice course. Students in the pre-licensure BSN track will take a Validation of Medication Administration Competency exam in each Clinical Practice course. Students will have three attempts to achieve 90% (for NURS 3301, 3302, and 4301) or 100% (for NURS 4302) on the exam before the MidTerm to administer medications in the course assigned clinical setting. Any student who does not achieve the required grade on the first attempt is expected to remediate themselves before the second and third attempts. Failure to achieve the competency grade on the exam within a specific course before MidTerm will result in an Unsatisfactory grade on the Clinical Evaluation Tool (CET) and result in failure of the specific course. Validation of Medication Administration Competency testing should mimic the NCLEX format. Students will be instructed what "decimal place" to round answers to accordingly. Students with SARs will not have time and half for the medication calculation exam because it is a clinical skill.

Verbiage on questions should include: Round to the whole number, Round to one decimal place or the tenth, or Round two decimal places or the hundredth.

Each student will take specific exams as described in the following chart:

Exam	Date Given	Required Score	Material Covered in Exam
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<u>Exam I:</u> Students taking NURS 3301 Clinical Practice I	A first attempt during orientation and must complete the final attempt before MidTerm.	90%	There are reading labels, medication abbreviations used in a medication administration record (MAR), PO medication problems, and military time.
<u>Exam II:</u> Students taking NURS 3302 Clinical Practice II	A first attempt during orientation and must complete the final attempt before MidTerm.	90%	There are reading labels, medication abbreviations used in a medication administration record (MAR), PO/SubQ/IM medication problems, weight-based problems, and military time.
<u>Exam III:</u> Students taking NURS 4301 Clinical Practice III	A first attempt during orientation and must complete the final attempt before MidTerm.	90%	There are reading labels, medication abbreviations used in a medication administration record (MAR), PO/SubQ/IM medication problems, weight-based problems, military time, plus IV drip rates, IV bag infusion time, and IV pump mLs per hour.
<u>Exam IV:</u> Students taking NURS 4302 Clinical Practice IV	A first attempt during orientation and must complete the final attempt before MidTerm.	100%	Reading labels, medication abbreviations used in a medication administration record (MAR), PO/SubQ/IM medication problems, weight-based problems, military time, plus IV drip rates, IV bag infusion time, IV pump ml per hour, and titration of critical medications (heparin, insulin, dopamine, cardiac drips, etc.).

Validation of Medication Administration Competency Exam Item Guidelines

- Round medication calculation answers to the first decimal place, one decimal place, or the tenth.** (Five or above in the second decimal place goes to the next number. Four or less is dropped.)
Examples: $1.07 = 1.1$; $0.97 = 1$
- Round decimals to the second decimal place or hundredth if the amount is less than one ml.** (Five or above in the third decimal place goes to the next number. Four or less is dropped.)
Examples: $0.683 = 0.68$; $0.937 = 0.94$
For drops, round to a whole number.
Example: $6.7 = 7$ gtts/min
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 (e.g., digoxin 0.125 mg, or dopamine 5 mcg/kg/min) require an exact amount as prescribed, and any rounding should be as directed in the test item.
- For medication calculation problems with more than one step, do not round until the final answer has been obtained. Exception: Body Surface Area and weight calculations are rounded to the second decimal place before use as meters squared (m²) to calculate individualized dosages.
- Use the conversion factors as listed in the currently required dosage calculation course textbook.
- Avoid trailing zeros (such as 1.020 ml).
- Add leading zeros when less than one ml (0.25 ml)
- Each exam will have ten questions.

8. Students will be given 30 minutes to complete the exam.

SW_5_15_22

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).

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

Nursing Course	Type of Writing	Writing Activity	Evaluation
Communities			

Carter, L. M., & Rukholm, E. (2008). A study of critical thinking teacher-student interaction, and discipline-specific writing in an online educational setting for registered nurses. *Journal of Continuing Education in Nursing*, 39, 133-138. doi:10.3928/00220124-20080301-03

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)

Objective/Criteria	Performance Indicators				
	Unsatisfactory	Less than Satisfactory	Satisfactory	More than Satisfactory	Exceptional
*Content	(0 points) Ideas not presented, or are unclear, vague, and need much development.	(40 points) Ideas presented, but are vague and need further development or only one point developed.	(45 points) Ideas developed, yet sound logic, accuracy, precision, and/or relevance is lacking.	(49 points) Ideas developed thoroughly and clearly to support position with sound logic, accuracy, precision, and relevance.	(50 points) Compelling ideas developed thoroughly and clearly to support position with sound logic, accuracy, precision, and relevance.
*References	(0 points) No appropriate references from scholarly sources.	(5 points) Only one or two references appropriate or from scholarly sources.	(7 points) Some references unrelated or not from scholarly sources or inappropriate.	(9 points) Correct number of references, which are credible and applicable.	(10 points) More references included than required. All references applicable and from scholarly sources.
APA Style	(0 points) APA style (margins, references, citations, headers, title page, etc.) poorly followed with numerous errors.	(5 points) APA style (margins, references, citations, headers, title page, etc.) followed with 10 or less errors.	(7 points) APA style (margins, references, citations, headers, title page, etc.) followed with 5 or less errors.	(9 points) APA style (margins, references, citations, headers, title page, etc.) accurately followed with 3 or less errors.	(10 points) APA style (margins, references, citations, headers, title page, etc.) accurately followed with no errors.
**Grammar, Spelling, & Punctuation	(0 points) Multiple errors noted in grammar, spelling, or punctuation.	(5 points) Several errors noted in grammar, spelling, or punctuation.	(10 points) Two or more errors noted in grammar, spelling, or punctuation.	(14 points) Almost no errors in grammar, spelling, and punctuation. Sentences written clearly and well organized.	(15 points) No errors in grammar, spelling, and punctuation. Sentences written clearly and well organized.
Organization	(0 points) Organizational errors, which	(5 points) Poorly stated opening and	(10 points) Poorly stated opening and	(14 points) Clearly stated opening and	(15 points) Strong opening and closing paragraphs

Objective/Criteria	Performance Indicators				
	Unsatisfactory	Less than Satisfactory	Satisfactory	More than Satisfactory	Exceptional
	cause substantial confusion or incoherence.	closing paragraphs or no clear purpose stated or lack of logical development and organization throughout.	closing paragraphs with a clear purpose stated or lack of logical development and organization throughout.	closing paragraphs with a clear purpose stated. Logical development and organization throughout.	with a clear purpose stated. Logical development and organization throughout.
					Out of 100

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. Caring Groups
2. Structured Plan for Success
3. Referral to University resources
 - a. Counseling Center or Health Services

- b. Center for Academic Success
 - c. School of Nursing Student Success Specialist (if available)
4. Mid-term Performance Reports
 5. NURS 4000 – Preparation for Professional Licensure (for pre-licensure BSN students)
1. 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.

2. The Structured Plan for Success 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 Plan for Success 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 Plan for Success 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.

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

3. 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 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). However, students will not have extended time for skills and competency assessments in the clinical setting or during direct patient care.

Core performance standards for admission and progression:

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

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

1. Ability to see, hear and touch, smell, and distinguish colors

Vision (with or without corrective lenses):

- Visual acuity that enables students to assess changes in patient's skin tone for cyanosis and alterations in respiratory status
- Ability to read physicians orders, small print on medication containers, and monitoring equipment

Hearing (with or without aids):

- Ability to hear normal speaking voice, monitors alarms, assessment equipment, and telephone conversations

Touch:

- Ability to assess skin temperature, pulses, respiratory patterns via sensation in fingertips

Smell:

- Ability to distinguish odors during assessment such as wound odors, abnormal breath odors

Colors:

- Ability to distinguish changes in skin color, wound appearance

2. Oral and writing ability with accuracy, clarity, and efficiency
 - Ability to communicate effectively orally through clear verbal speech during communications with patients and members of the healthcare team
3. Manual dexterity, gross and fine movements
 - Use of fine motor movements necessary for performing procedures such as insertion of intravenous catheter and gross motor movements required for physical assessment
4. Ability to learn, think critically, analyze, assess, solve problems, reach judgment
 - Ability to assess patients using five senses, analyze data, identify problems, plan and implement appropriate interventions, and evaluate results
5. Emotional stability and ability to accept responsibility and accountability
 - Ability to provide safe and competent patient care, and respond to rapidly changing conditions

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

(Approved 5/2005)

STATE LICENSURE TO PRACTICE AS A REGISTERED NURSE

The Georgia Board of Nursing has the sole authority to grant or deny licensure to practice as a Registered Nurse in Georgia. Licensure may be denied due to prior criminal convictions (either before or during a nursing program) and is at the discretion of the Board. Cases are considered on an individual basis. Completion of a degree program in nursing does not imply approval by the Board or any other board of nursing for licensure. The University 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.

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

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. **MyUWG email** for official university communication between the university and the student.
2. Course management system, **CourseDen (D2L) email**, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines (see below) does not endorse any correspondence or activity conducted outside these channels.

SW_2/11/2022 (reviewed)

UWG Email Policy

University of West Georgia students are provided a **MyUWG e-mail** account through Gmail. The University of Georgia 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 e-mail 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 their email.

SW_2/11/2022 (reviewed with UWG policy_updated)

THS SON students are expected to communicate with faculty using **MyUWG** and **CourseDen (D2L)** e-mail (see specifics below).

MyUWG email: Students are advised to check their **MyUWG e-mail** account weekly (even between semesters) for important announcements and reminders. **Emails regarding Academic Advisement and**

Clinical/Practicum documents must come from the MyUWG e-mail account.

Course Management System, CourseDen (D2L) email: Students are expected to regularly check their CourseDen (D2L) e-mail at least three times a week. E-mail communication will be required in all graduate-level nursing courses. In addition, communication with individual course faculty should take place within **CourseDen (D2L) e-mail**. Please refer to the respective course syllabi for specific instructions concerning course communication.

The THS SON maintains a website at www.westga.edu/nursing. All THS SON full-time faculty and staff e-mail addresses are published on the website. In addition, the Graduate Student Handbook is located on the website. The student's responsibility is to read the handbook at the beginning of each academic year and be aware of any changes or revisions to guidelines.

SW_2/11/2022 (reviewed)

Social Media Guidelines

I. Purpose

The UWG Tanner Health System School of Nursing (THSSON) values, supports, and recognizes that social media sites have become an essential and influential means for positive communication and professional development. Social networking sites are, in essence, broad communities with a public audience. Therefore, these guidelines intend to communicate the expectations of all UWG Tanner Health System School of Nursing faculty, staff, and students regarding the appropriate use of social media.

II. Scope

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 outlined in UWG Procedure 10.2.3, UWG-Related Social Media Guidelines, and UWG Procedure 10.2.3 shall prevail.

III. Policy

These guidelines apply to all UWG Tanner Health System School of Nursing faculty, staff, and students who engage in social networking. These guidelines also apply to UWG Tanner Health System School of Nursing faculty, staff, and students who participate in social media sites for school-related purposes, such as didactic and clinical/practicum 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 policy or law. By submitting content to any UWG social media site, users understand and acknowledge that this information is available to the public and that UWG may use this information for internal and external promotional purposes. Links to content or other Internet sites should not be construed as an endorsement of the organizations, entities, views, or content contained therein. UWG is not responsible for the content of those external websites. Also, be aware that other participants may use posted information beyond

the control of UWG. Users who do not wish to have the information they have made available via these sites used, published, copied, and/or reprinted, should not post on the social media sites.” (UWG Procedure 10.2.3., UWG-Related Social Media Guidelines)

IV. Definitions

The definitions found in UWG Procedure 10.2.3 apply to these guidelines. For ease of reference, “Social Media” is defined as “forms of electronic communication (such as websites 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, Instagram, 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 the School of Nursing sanctioned communication channels such as the following:

1. MyUWG email for official university communication between the university, the school of nursing, and the student.
2. Course management system for academic and clinical coursework (grades and disciplinary) between the faculty and the student.

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

VI. Guidelines for UWG Tanner Health System School of Nursing Social Media

A. Professionalism:

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

8. The use of UWG Tanner Health System School of Nursing logos on social media sites for sanctioned events must be approved by the 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, audiotaping, and/or videotaping of faculty, staff, nursing staff and/or students for social media use without written or verbal permission of the individual is prohibited, and may even be protected from disclosure by federal or state laws (HIPAA and FERPA). If a news item, including pictures, is published on the UWG website, no additional permission is required to post on the UWG THS School of Nursing social media.
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.

JS_4/20/2022_updated

University of West Georgia Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility.

Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

SW_2/11/2022 (reviewed)

University of West Georgia Honor Code Definitions

Cheating: 'using or attempting to use unauthorized materials, information, or study aids'

Fabrication: 'falsification or unauthorized invention of any information or citation'

Plagiarism: 'representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged'

Examples of Academic Dishonesty include, but are not limited to:

- Submitting the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in his or her academic career.
- Requesting an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade, or a recommendation from an instructor.
- Making any changes (including adding material or erasing material), without the expressed permission of the instructor, on any test paper, problem set, or class assignment being submitted for re-grade.
- Willfully damaging the efforts or work of other students.
- Stealing, defacing, or damaging academic facilities or materials.
- Collaborating with other students planning or engaging in any form of academic misconduct.

- Submitting any academic work under someone else's name other than your own.

SW_2/11/2022 (reviewed)

University of West Georgia Penalties for Breach of Academic Integrity

Academic Affairs Imposed Penalties

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. Academic penalties imposed by instructors may be appealed through a grade appeal.

SW_2/11/2022 (reviewed with UWG policy updated)

University of West Georgia Office of Community Standards Imposed Penalties

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. The Office of Community Standards adjudication process is to determine if an alleged student has violated the Code of Conduct utilizing a preponderance of evidence standard - "more likely than not". The Office of Community Standards' decision is not a reevaluation of the reporting instructor's decision. Student Conduct sanctions range from written warning to suspension or expulsion depending on the magnitude and/or number of the offense(s). The incident will become part of the student's conduct record at UWG. Sanction(s) imposed by the Office of Community Standards may be appealed through the Student Conduct Appeals' process.

SW_2/11/2022 (reviewed with UWG policy updated)

University of West Georgia Responsibility for Reporting Violations of Academic Integrity

Students

Students who are concerned that they may have violated the Honor Code are expected to report their behavior to the instructor or academic advisor. Self-reporting does not signify admission of guilt, but does provide the opportunity for dialogue to resolve misunderstandings and miscommunication.

A student who observes a potential violation of the Honor Code by another student is expected to confront that student with their behavior and engage in discussion to determine if an actual violation has occurred. If it is determined that a violation has occurred, the student observed is expected to self-report the incident to the instructor or academic advisor. The instructor or academic advisor will review the situation. If the instructor or advisor determines that a violation has taken place, an appropriate referral will be made.

SW_2/11/2022 (reviewed with UWG policy updated)

Faculty or Advisor

The instructor or advisor should communicate with the student whom they suspect of violating the Honor Code. The instructor/advisor should inform the student of the academic penalty they intend to institute per the syllabus. After communicating with the student, the instructor should send a brief report of the case, including the breach of academic integrity and supporting documentation to the Office of Community Standards. The case then becomes a part of the students conduct record at UWG.

The University of West Georgia creates a record of students' infringement of academic integrity to create a mechanism for identifying patterns of dishonesty. This response will enable the University to take appropriate actions including suspension/expulsion of students with repeated incidents.

SW_2/11/2022 (reviewed with UWG policy updated)

University of West Georgia Academic Integrity and Honor Code Pledge

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

SW_2/11/2022 (reviewed with UWG policy updated)

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.

SW_2/11/2022 (reviewed)

THS SON Guidelines for Breaches of Academic Integrity

I. Policy

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

II. Context/Scope

The THS SON Guidelines apply to all UWG THS SON faculty regarding Breaches of Academic Integrity by THS SON students.

III. Purpose

The UWG THS SON values academic integrity. Therefore, the purpose of the Guidelines is to provide a systematic approach regarding any penalties for breaches of academic integrity as identified in both the UWG Honor Code and THS SON Honor Code.

IV. Procedures

All UWG THS SON faculty will use the Guidelines for Breaches of Academic Integrity in all courses. As such, all UWG THS SON faculty will complete an Academic Integrity Violation Report for any student breach of academic integrity. The Academic Integrity Violation Report form is located in the THS SON Faculty Handbook.

The previously mentioned forms of misconduct by THS SON students are subject to the following sanctions:

Forms of Misconduct	Examples	Identification	Recommendations	Documentation
Cheating- 'using or attempting to use unauthorized materials, information, or study aids'(UWG Honor Code definition)	-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 the program director and associate dean -Review student file for past Breach of Academic Integrity reports -Student is notified via course email	-Verbal warning -Lower-grade or failing paper, project, test grade -Lower overall course grade -Failure of the course -Suspension or expulsion from the program	-Written Academic Integrity Violation Investigation report by course faculty -Report sent to the student -Consider referral of the student to UWG Office of Student Conduct
Fabrication- 'falsification or unauthorized invention of any information or citation'(UWG Honor Code definition)	-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 the program director and associate dean -Review student file for past Breach of Academic Integrity reports -Student is notified via course email	-Verbal warning -Lower-grade or failing paper, project, test grade -Lower overall course grade -Failure of the course -Suspension or expulsion from the program	-Written Academic Integrity Violation Investigation report by course faculty -Report sent to the student -Consider referral of the student to UWG Office of Student Conduct
Plagiarism- 'representing the words or	-Direct quotation without quotation marks	-Course faculty sends documentation to	-Verbal warning -Lower-grade or failing paper, project,	-Written Academic Integrity Violation Investigation report

Forms of Misconduct	Examples	Identification	Recommendations	Documentation
ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged' (<i>UWG Honor Code definition</i>)	-Paraphrasing without citation -Self-plagiarism -Representing the words or ideas of another as one's own	the program director and associate dean -Review student file for past Breach of Academic Integrity reports -Student is notified via course email	test grade -Lower overall course grade -Failure of the course -Suspension or expulsion from the program	by course faculty -Report sent to the student -Consider referral of the student to UWG Office of Student Conduct
Excessive Collaboration	-Sharing student work -Solicitation of others to complete an individual assignment	-Course faculty sends documentation to program director and associate dean -Review student file for past Breach of Academic Integrity reports -Student is notified via course email	-Verbal warning -Lower-grade or failing paper, project, test grade -Lower overall course grade -Failure of the course -Suspension or expulsion from the program	-Written Academic Integrity Violation Investigation report by course faculty -Report sent to the student -Consider referral of the student to UWG Office of Student Conduct

SW_2/11/2022 (reviewed and updated)

THS SON Turnitin Guidelines

I. Guidelines

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

II. Context/Scope

These guidelines apply to all UWG THS SON faculty regarding the use of the originality tool, Turnitin.

III. Purpose

The UWG THS SON values academic integrity, and the purpose of these guidelines is to guide faculty regarding the use of Turnitin. In addition, this originality tool can be used to detect and prevent plagiarism in student assignments.

IV. Definition

- a. **Turnitin**- For these guidelines, Turnitin is an originality tool that recognizes text that has been identified as closely matching other online resources, including student-submitted work and published articles; displays of 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 faculty will use Turnitin for all major assignments in all courses. The use of Turnitin for minor assignments is up to the discretion of the individual faculty member. Also, the following statement must appear on all course syllabi within THS SON programs:

Turnitin syllabus statement

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively—skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

SW_2/11/2022 (reviewed and updated)

THS SON Turnitin Student Information for Undergraduate Student Handbook

Turnitin is an originality tool that recognizes text that has been identified as closely matching other online resources, including student-submitted work and published articles; displays of 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.

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 course will inform students of the use of Turnitin via a Turnitin syllabus statement included in each course syllabus. In addition, students are encouraged to submit assignments to the Turnitin draft assignment submission folder before the assignment due date 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 before their final assignment submission. This process offers students the opportunity to improve their scholarly writing before the final assignment submission. According to Turnitin, when multiple submissions are permitted, only one Similarity Report will be processed in 24 hours. However, 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, the assignment will be stored in the Turnitin global student paper repository.

Viewing a Turnitin similarity report.

The course faculty will provide accessibility of the Similarity Report to students, and students 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 that the student has correctly referenced. Students need to review the report carefully, and if the report was based on a draft, make the corrections before submitting the final assignment. Please consult this tutorial for additional information on viewing a Turnitin Similarity Report: [The Similarity Report](#).

UWG Online Training resources for students.

[UWG Online Turnitin Training resources](#). UWG Online Turnitin resources will cover reviewing the similarity report and feedback through Turnitin (*please click on the link title “Other Services” and then scroll down and click on “Turnitin” for Turnitin resources*).

SW_2/11/2022 (reviewed and updated)

THS SON Professional Attire Guidelines

The nursing student's attire influences the public's image of nursing and the University of West Georgia, Tanner Health System School of Nursing (THS SON). The responsibility for establishing guidelines for the nursing student's professional attire rests with the THS SON faculty with requirements/suggestions from the clinical/practicum agencies when provided. A student name badge should be worn when a student participates in any clinical and/or practicum activity within the student role. The THSSON student name badge may be ordered from the link below:

<https://www.mcevers.org/products/uwg-nursing-namebadge>

SW_4/14/2022

Impaired Student Nurse Guidelines

The purpose of these 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/practicum 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/practicum 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 and safety and health risks to the student, his/her patient(s), classmates, clinical/practicum instructors, and others.
- c. These guidelines have been adapted following the American Association of Colleges of Nursing (1998) position statement on substance abuse in nursing education.

II. DEFINITIONS

The THS SON faculty define the chemically impaired student as a person who, while participating in a THS SON, classroom, or clinical/practicum 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. The use of these drugs does not interfere with the safe and competent performance of the student during THS SON class and clinical/practicum 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. Upon admission to the Tanner Health System School of Nursing, all student nurses must 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. As listed in Appendix B, suppose signs and symptoms are suspected or reported to the faculty member during any THS SON. In that case, classroom, or clinical/practicum activity, the faculty member will be responsible for meeting 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 student's behaviors.
4. Suppose the faculty member believes the student nurse to be impaired based on altered behaviors. In that case, the faculty member will inform the student that she/he is suspected of violating 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/practicum activities until further notice, pending alcohol and drug panel results.

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/practicum activities occurring during the evening, the student is responsible for arranging safe transportation home and will be required to submit to a 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 left the activity location.

5. The 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 of 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. However, the student may request reinstatement the following semester if applicable (see #10 c).**
9. A negative panel will not necessitate further testing, and no further action will be taken. However, the student will be notified that they can return to THS SON, classroom, and clinical/practicum activities and 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 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 UWG Counseling Center to discuss the incident in a caring environment. Concerns about the student and their well-being, behavior, performance, and academic consequences will be discussed.
 - b. The student will execute a written agreement (Appendix C) to seek an initial substance abuse evaluation and counseling with a UWG Patient Advocate or Counselor or 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 the release of the evaluation results to be provided to the appropriate Associate Dean of the THS SON. In addition, 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:
 - Current THS SON Progression Guidelines
 - Written documentation of successful completion of all substance abuse services recommended or any other services recommended by UWG Counseling Center or Licensed Professional Provider
 - Negative drug and alcohol panel at an approved laboratory before reinstatement
 - Agreement to voluntarily participate in random drug or alcohol screening at the expense of the student
 - Participate in ongoing support qualified program as recommended by the UWG Counseling Center or Licensed Professional Provider

Other

1. 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.

SW reviewed on 4/14/22

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. [List of pertinent forms](#) is located on THS SON website.
- In addition to the Health and Professional Requirements, clinical agencies may 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.*

Health Requirement Document Deadlines & Penalties

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 5% 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
- October 1st for spring semester

There will be an additional penalty of another 5% 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.

(Updated 2022, 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 and clinical settings. Attendance and participation in all learning activities is essential and necessary to meet clinical objectives and for success in the course and nursing program. 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.

The Clinical Attendance Guidelines apply to the following courses:

- Holistic Health Assessment (NURS 3000)
- Clinical Practice I, II, III, and IV (NURS 3301, 3302, 4301, 4302)
- Clinical Specialty Practice (NURS 4300)

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 as stated within the Clinical Attendance Guidelines. The same applies to leaving early. Any missed clinical time due to tardiness must be made up.

Excused Absences

Excused absences require documents that include all five elements and must be submitted to the appropriate faculty within **48 hours of the absence** (see flowchart below):

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.

Excused Tardy

An excused tardy follows the definition above with all 5 elements provided within **48 hours of the tardy** to the clinical faculty instructor or sim/skills faculty instructor **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 points will be reduced for all unexcused tardies. In addition,

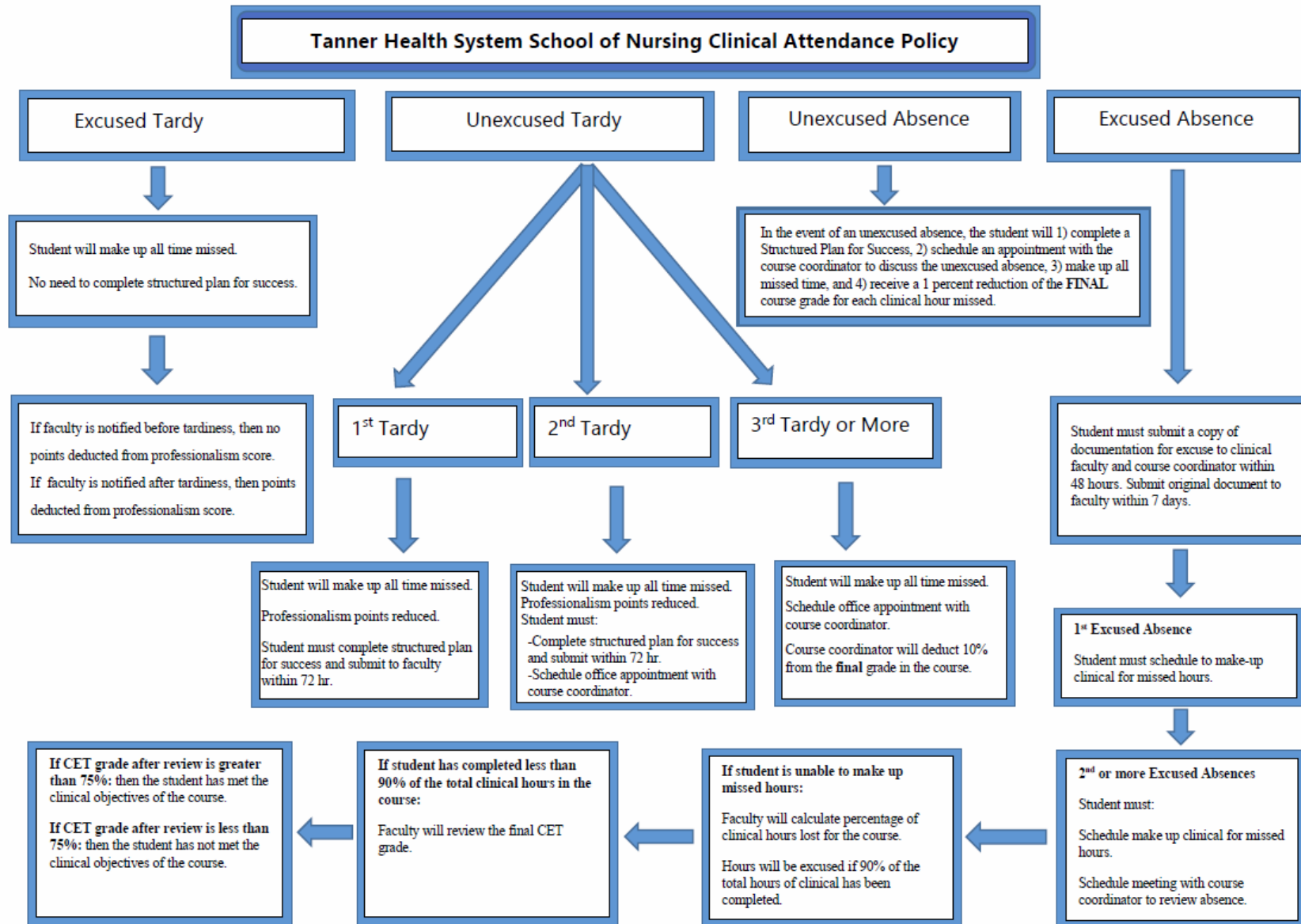
1. 1st Tardy - Student must complete a Structured Plan for Success and turn into faculty within 72 hours. Failure to create a Structured Plan for Success will result in an additional reduction in Professionalism points.
2. 2nd Tardy - Student must make an appointment with the course coordinator to discuss the pattern of tardiness.
3. 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:

1. Complete a Structured Plan for Success
2. Schedule an appointment with the course coordinator to discuss the unexcused absence.
3. Students will make up all time missed due to the unexcused absence.
4. Receive a 1% reduction of the FINAL course grade for each clinical hour misse

CLINICAL ATTENDANCE GUIDELINES (FLOW CHART)



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 of 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.
- Care for patients in situations where an N95 respirator mask is required, unless the student has been fit-tested for one.

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

I. Professional Attire Guidelines for Undergraduate Students

The guidelines are informed by current literature, guidelines, and policies set by the clinical agencies with whom the Tanner Health System School of Nursing (THS SON) collaborates. The nursing student's attire influences the public's image of nursing and the University of West Georgia (UWG) Tanner Health System School of Nursing (THS SON). 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 expected 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 the Professional Attire Guidelines, the student will be required to adhere to the clinical agency guidelines or policies.

Uniform	Hair	Nails	Jewelry/ Body Piercings	Tattoos	Other
<p>Prelicensure BSN Students:</p> <p>Students are to wear a complete uniform. The uniform should be clean and free from soiling or stains, neat, and free from wrinkles.</p> <p>A complete uniform includes the uniform specified for the experience (agency or campus clinical), appropriate shoes as specified in the guidelines, UWG Nursing Student Name Badge, a stethoscope with both diaphragm and bell, a watch with the ability to compute time in seconds, black pens, penlight, and bandage scissors.</p> <p>Student name pin order forms can be</p>	<p>In keeping with the guidelines of the policies of clinical facilities, hair should be kept out of your face and secured to avoid hair falling over the shoulders. 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</p>	<p>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.</p>	<p>A wristwatch with the ability to compute time in seconds, wedding and/or engagement rings may be worn. However, for infection prevention, it is recommended that no other rings are</p>	<p>Students with tattoos (temporary or permanent) and similar body art must follow the current guidelines or policies of the clinical site to which they are</p>	<p>Fragrance: No perfumes, colognes or other fragrances (e.g., <i>scented body lotion, deodorant with fragrance, aftershave, hairspray, etc.</i>) may be worn. These may cause respiratory irritation, allergic reaction, and/or nausea for clients.</p>

<p>located online at UWG Nursing Student Name Badge Form.</p>	<p>providing safe patient care. Barrettes, hair ties, and hair combs in neutral colors may be worn to secure hair. Professional-looking head wraps/bands are permitted. Any items worn in the hair or on the head must be in neutral solid colors (white, black, brown, navy, gray, royal blue)</p>		<p>worn during clinical.</p> <p>Body piercing <u>should not</u> be visible through the uniform.</p>	<p>assigned.</p> <p>Rationale: The vast majority of clinical agencies with which the THS SON has partnered have guidelines or policies stating that tattoos must be covered and non-visible during work hours.</p>	<p>Tobacco use: The smell of tobacco smoke odors on clothing, breath, skin, or hair are an impediment to safe patient care and, therefore, not acceptable. Students who present to a clinical agency or THS SON ELC with a tobacco smoke aroma may be sent home. Chewing gum, vaping, or oral tobacco use is prohibited while in</p>
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<p>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, including the white top and royal blue pants. In addition, a solid, white shirt may be worn (any sleeve length) underneath the uniform top. The shirt may be purchased from any supplier.</p> <p>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.</p> <p>Campus Clinical: The royal blue top and royal blue pants from the designated vendor are required. In addition, a solid, white shirt (any sleeve length) may be worn underneath the uniform top. The shirt may be purchased from any supplier.</p> <p>Note that uniforms should fit loosely enough to allow for freedom of movement while covering undergarments when giving client care. Pants must come to the top of the shoe but should not be long enough to touch the floor. Lab coats may be worn in the lab for campus clinical.</p> <p>Lab Coat: Each student must purchase a lab coat from the designated vendor. Students should not wear a lab coat for infection control reasons while providing direct care</p>	<p>Hair, including facial hair should be clean and well maintained.</p> <p>Faddish hair (for example, bright colors) is unacceptable and not permitted.</p> <p>Rationale: This reduces the risk of patient harm and transmission of pathogens.</p>			<p>A one stud earring of clear or white stone per ear, wedding and/or engagement rings, and a watch that can compute time in seconds may be worn. No other jewelry of any kind on the ears, face, neck, hands, or wrists is permissible.</p> <p>Rationale: This reduces the risk of patient harm and transmission of</p>	<p>the clinical setting or on the clinical campus, and at any time when the student is in uniform (<i>including before or during any clinical visits or rotations</i>).</p> <p>Students should perform personal (bath or shower) and oral hygiene before attending clinical.</p> <p>Rationale: Strong odors such as perfumes, scented body products, body odor, oral odor, or tobacco smoke can be respiratory irritants.</p> <p>Any makeup worn should be neutral in color.</p> <p>Artificial eyelashes are prohibited.</p> <p>Rationale: Artificial eyelashes can become loose and fall off onto a patient, sterile field, etc., and thus pose a safety risk.</p>
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<p>to patients. However, it is recommended that the lab coat be worn when leaving the patient care area.</p> <p>Undergarments: Undergarments should be solid neutral or skin tone for top and bottoms for all genders. Undergarments should not be visible either outside of or through clothing.</p>				pathogens.	
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<p>Shoes: Shoes with closed toes must be worn. Shoes can be solid white, black, brown, navy, or gray. 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 non-porous material or leather. Canvas shoes are not acceptable.</p> <p>Socks: Socks of a solid, neutral color must be worn. Compression stockings are encouraged.</p> <p>Name Badge: Each student will wear their University of West Georgia Nursing Student Name Badge as their identification badge and an 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. The UWG Nursing Student Name Badge is worn on the front of the clothing in the area of the front upper chest.</p> <p>Business Casual Clothes: 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 required.</p>					
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Uniform	Hair	Nails	Jewelry/ Body Piercings	Tattoos	Other
<p>In addition to the clothing mentioned above, the complete uniform includes a stethoscope with a diaphragm and bell, a watch to compute time in seconds, black pens, a penlight, and bandage scissors. NOTE: Please refer to the THS SON ELC Guidelines regarding pens and pencils for on-campus clinical.</p> <p><u>RN-to-BSN Students</u> RN-to-BSN students attending a management/leadership clinical experience should wear professional attire as described in the <i>Business Casual Clothes</i> 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.</p>					

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, including guidance related to face coverings and/or masks.
- 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 below or a white lab coat over appropriate street clothes. The UWG nursing student name tag must be visible. Students are required to wear the vendor purchased white lab coat item number CK2316 (30” with embroidery) or CK401 (30” with embroidery).
 2. For skills lab and simulation activities on campus, students will be required to wear royal blue top and pants with all-white shoes, as well as student name tag. For clinical agency clinicals, student will be required to wear the royal blue pants with the white embroidered top, all-white shoes, as well as student name tag. Uniforms specifications are noted in item #5 below.
 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:

On-Campus Clinical:
Students are required to wear Cherokee Workwear Scubs in royal blue, item numbers WW020 (royal blue pants) and WW625 (royal blue top) or WW620 (royal blue top), while attending on-campus skills and simulation labs.

Clinical Agency Clinicals:
Students are required to wear Cherokee Workwear Scubs in royal blue, item numbers WW020 (royal blue pants) and WW625 (white top with embroidery) or WW620 (white top with embroidery), while attending clinical agency clinical.
 6. 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 tag. Professional white shoes that enclose both the heel and toes must be worn, which may include solid white athletic shoes. **The royal blue uniform top 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

University of West Georgia Tanner Health System School of Nursing

Advantage Students Drug Test Items

12-Panel Drug Test includes:

- Amphetamines
- Cannabinoids
- Cocaine Metabolites
- Opiates
- Phencyclidine
- Barbiturates
- Benzodiazepines
- Methadone
- Propoxyphene
- Methaqualone
- Oxycodone
- Immunizations

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

Documents kept in Verified Credentials Student Personal Account

Electronically Signed

- BSN Program Handbook Acknowledgement Form
- Confidentiality Policy Form
- Health Insurance Acknowledgement Form
- Student Clinical Contract Release and Authorization
- Hepatitis B Acknowledgement Form
- Health & Professional Requirement Checklist

Documents uploaded to student account

1. Current Professional Liability Insurance Policy
2. Current CPR Card from American Heart Association
3. Physical Ability Form
4. *1st Year in Program* - TB 2-Step Form and/or *2nd Year in Program* - TB 1-Step Form
5. Flu Shot
6. Tdap
7. Hepatitis B Requirements & Titer
8. MMR
9. Varicella
10. Health Insurance Card
11. Criminal Background Check & Drug Screen (*completed with [Advantage Students](#))
12. Either: LPN, RN, CNA, or Respiratory Therapist License
13. COVID – 19 Requirements

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

APPENDIX D**HESI Student Acknowledgement of Testing and Remediation Guidelines**

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.

I understand that I will be required to create and complete a Remediation Contract and Recommended Remediation Plan and submit to my course faculty.

Student Name (Print): _____

Student Signature: _____

Student ID # 917 _____

Faculty Name (Print): _____

Date: _____

APPENDIX E

Remediation Plan CONTRACT & INSTRUCTIONS for Proctored HESI Specialty Exams

PROCTORED HESI SPECIALTY EXAMS

Students will complete a remediation plan CONTRACT, for approval by the faculty Student Success Coordinator, in the corresponding Student Success Seminar. The remediation plan contract is due on the first day of the semester in which the Student Success Seminar is being taken. Students develop their personal plan for remediation based on the data received from their proctored HESI Specialty Exam Student Report with correlating remediation. Remediation detailed in the remediation plan contract will list specific activities students will complete to understand their weakest areas of content/concept.

HESI EXIT EXAM

Students will complete a remediation plan CONTRACT and submit for approval to the NURS 4000 course coordinator within 72 hours of taking the proctored HESI Exit Exam.

Consequences of not completing all aspects of the approved remediation plan by the scheduled due date in either the Student Success Seminar or NURS 4000 may result in an earned grade of (0) on the assigned gradebook item, being ineligible to sit for the exam retake, 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.

Proctored HESI SPECIALTY EXAMS Remediation --Instruction for Students (How to Complete Remediation Contract)

1. After you Complete the proctored HESI specialty exam:
 - a. You will receive remediation, based on your individual HESI score for the exam. Locate your score in the table below to determine your remediation requirements needed to fill out the contract.
2. Remediation Packets
 - a. Your weakest performance areas, based on your individual HESI score, will determine the automatically generated remediation “packets” assigned to you. These packets may include textbook excerpts, videos to watch, etc. This material provides additional means to study and improve on your weakest performance areas.
 - b. You must complete ALL PACKETS assigned to you.
3. Case Studies will also be listed in your remediation requirements. This will usually include 2 – 3 assigned case studies.
 - a. Students must achieve a score of 80% on ALL assigned case studies.

- b. Students may complete case studies as many times as is needed to achieve a score of 80%.
4. HESI EAQ NCLEX quizzes
 - a. Students will also need to go into the HESI EAQ NCLEX product and create CUSTOM quizzes, based on their weakest performance areas.
 - b. Each quiz should contain 30 questions; A score of 80% must be achieved on each created quiz.
 - c. Students may complete the quizzes as many times as is needed to achieve a score of 80%
5. Enter the ANTICIPATED completion date in the corresponding column on the contract for the remediation packets, case studies, and HESI EAQ NCLEX quizzes.
6. List the names of the packets, case studies, and HESI EAQ NCLEX quizzes in the corresponding column on the contract.
7. Two Practice Exams as assigned and must achieve a minimum of 80% on both Practice Exams as a ticket to test. [How to complete the practice exams](#)
8. Review [Tips from Students to Students](#)
9. Review preparation videos on student success page
10. Once the remediation components listed on the contract have been completed, enter the COMPLETED date in the corresponding column.
11. All assigned remediation listed on the contract must be completed by the assigned due date given to you by the faculty course coordinator.

To be eligible to sit for a second version of the specialty/exit exam, all components of the remediation plan must be completed and submitted by the due date specified in your course and approved by course faculty.

Use the following table to complete your remediation plan based on your individual HESI score.

HESI Score	Remediation Plan Items to Complete
850 or above	<ol style="list-style-type: none"> 1. COMPLETION OF REMEDIATION IS NOT REQUIRED for scores 850 and above. 2. It is ENCOURAGED, however, that you still complete the assigned packets and case studies as well as create custom EAQ NCLEX quizzes to further improve in identified areas of weakest performance.
800-849 Remediation REQUIRED	<ol style="list-style-type: none"> 1. Complete online remediation materials provided in HESI Student Access specific to the specialty/exit exam. <ol style="list-style-type: none"> a. Complete ALL assigned Packets. b. Complete ALL assigned Case studies. c. Continue completing case studies until a score of 80% is achieved. 2. Develop FOUR 30-question custom quizzes in HESI EAQ NCLEX Quizzing. <ol style="list-style-type: none"> a. Each quiz should reflect ONE priority content area of weakness identified in your HESI Exam Student Report. b. Continue to take each exam until an 80% score is achieved.
750-799 Remediation REQUIRED	<ol style="list-style-type: none"> 1. Complete online remediation materials provided in HESI Student Access specific to the specialty/exit exam. <ol style="list-style-type: none"> a. Complete ALL assigned Packets. b. Complete ALL assigned Case studies. c. Continue completing case studies until a score of 80% is achieved. 2. Develop SIX 30-question custom quizzes in HESI EAQ NCLEX Quizzing. <ol style="list-style-type: none"> a. Each quiz should reflect ONE priority content area of weakness identified in your HESI Exam Student Report. b. Continue to take each exam until an 80% score is achieved.
700-749 Remediation REQUIRED	<ol style="list-style-type: none"> 1. Complete online remediation materials provided in HESI Student Access specific to the specialty/exit exam. <ol style="list-style-type: none"> a. Complete ALL assigned Packets. b. Complete ALL assigned Case studies. c. Continue completing case studies until a score of 80% is achieved. 2. Develop EIGHT 30-question custom quizzes in HESI EAQ NCLEX Quizzing. <ol style="list-style-type: none"> a. Each quiz should reflect ONE priority content area of weakness identified in your HESI Exam Student Report. b. Continue to take each exam until an 80% score is achieved.
699 or below Remediation REQUIRED	<ol style="list-style-type: none"> 1. Complete online remediation materials provided in HESI Student Access specific to the specialty/exit exam. <ol style="list-style-type: none"> a. Complete ALL assigned Packets. b. Complete ALL assigned Case studies. c. Continue completing case studies until a score of 80% is achieved. 2. Develop TEN 30-question custom quizzes in HESI EAQ NCLEX Quizzing. <ol style="list-style-type: none"> a. Each quiz should reflect ONE priority content area of weakness identified in your HESI Exam Student Report. b. Continue to take each exam until an 80% score is achieved.

**APPENDIX F
HESI REMEDIATION PLAN CONTRACT**

Student Name:

Today's Date:

Proctored HESI Specialty Exam Type: (Choose One)

- HESI Fundamentals Assessment
- HESI Pharmacology and Parenteral Therapies Assessment
- HESI Medical Surgical Assessment
- HESI Exit Exam

ASSIGNED DUE DATE (by faculty) for completion of Remediation:

REMEDICATION PLAN

Remediation Element	Anticipated Date of Completion (List dates)	List of Items to be Completed	ACTUAL Date Completed
Assigned Packets			
Assigned Case Studies			
HESI EAQ NCLEX (30-questions, custom quiz based on weakest areas, must achieve 80%)			
Other activities (Describe):		<ol style="list-style-type: none"> 1. Two Practice Exams as assigned and must achieve a minimum of 80% on both Practice Exams as a ticket to test. How to complete the practice exams 2. Please see benchmark related resources on Student Success page 	

Plan Approved:

Faculty Signature (acknowledgment)

Date

Completion of Remediation

I _____ verify that I have independently completed the above remediation plan.
(Updated 2023)

APPENDIX G**Test Item Challenge FORM**

Student Name:

Course name and number:

Test Date:

Test item # /description of question:

The correct answer for the test item:

Student's answer identified on the test:

Rationale via two sentences to justify the student's chosen answer:

- 1.
- 2.

Support of student rationale via page number of required texts, class powerpoints, or other *required* sources:

APPENDIX H Tanner Health System School of Nursing Student Test Review Plan

<p>General information: <i>*To be completed by student</i></p> <p>Student name: Date: Location:</p>	<p>General information: <i>*To be completed by faculty</i></p> <p>Faculty name: Date: Course name and number:</p>																																																										
<p style="text-align: center;">Assessment Results <i>*To be completed by student</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>CQ 1 Score</td><td></td><td>CE 1 score</td><td></td></tr> <tr><td>CQ 2 Score</td><td></td><td>CE 2 Score</td><td></td></tr> <tr><td>CQ 3 Score</td><td></td><td>CE 3 Score</td><td></td></tr> <tr><td>CQ 4 Score</td><td></td><td>CE 4 Score</td><td></td></tr> <tr><td>CQ 5 Score</td><td></td><td></td><td></td></tr> <tr><td>CQ 6 Score</td><td></td><td></td><td></td></tr> <tr><td>CQ 7 Score</td><td></td><td></td><td></td></tr> <tr><td>CQ 8 Score</td><td></td><td></td><td></td></tr> <tr><td>CQ 9 Score</td><td></td><td></td><td></td></tr> <tr><td>CQ 10 Score</td><td></td><td></td><td></td></tr> <tr><td>CQ Current Average</td><td></td><td>CE Current Average</td><td></td></tr> </table> <p>CQ: Content Quiz CE: Class Exams</p> <p>Passing Grade Estimation: I need X points out of X points to obtain the test average of 75% to pass the class. I currently have X points. I, therefore, need X points between the following X exams.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Exam Avg.</th> <th>Points Needed</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>FE</th> </tr> </thead> <tbody> <tr style="background-color: yellow;"> <td></td> <td></td> <td>x/x</td> <td>x/x</td> <td>x/x</td> <td>x/x</td> <td>x/x</td> </tr> </tbody> </table>	CQ 1 Score		CE 1 score		CQ 2 Score		CE 2 Score		CQ 3 Score		CE 3 Score		CQ 4 Score		CE 4 Score		CQ 5 Score				CQ 6 Score				CQ 7 Score				CQ 8 Score				CQ 9 Score				CQ 10 Score				CQ Current Average		CE Current Average		Exam Avg.	Points Needed	1	2	3	4	FE			x/x	x/x	x/x	x/x	x/x	<p>Student Analysis/Self-Reflection (based on current course status, and LASSI survey results):</p>
CQ 1 Score		CE 1 score																																																									
CQ 2 Score		CE 2 Score																																																									
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		x/x	x/x	x/x	x/x	x/x																																																					
<p style="text-align: center;">Current student status <i>*To be completed by student</i></p> <p>No. of exams with a score below 75% <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4</p> <p>Previous meetings with faculty <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Category</th> <th style="width: 30%;">Score</th> </tr> </thead> <tbody> <tr> <td> In-class participation Weakest areas <input type="checkbox"/> Attendance <input type="checkbox"/> Classroom engagement <input type="checkbox"/> Understanding of concepts <input type="checkbox"/> Module Objectives <input type="checkbox"/> Help-seeking </td> <td style="vertical-align: top;"> <input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong </td> </tr> </tbody> </table>	Category	Score	In-class participation Weakest areas <input type="checkbox"/> Attendance <input type="checkbox"/> Classroom engagement <input type="checkbox"/> Understanding of concepts <input type="checkbox"/> Module Objectives <input type="checkbox"/> Help-seeking	<input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong	<p>Student Plan for Success: Provide what you hope to accomplish before the next assessment(s) and develop a goal.</p> <p>I hope to accomplish:</p> <p>Therefore, my goal is:</p>																																																						
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Time management: Weakest areas <input type="checkbox"/> Goal setting/Planning <input type="checkbox"/> Procrastination <input type="checkbox"/> Interruptions/Distractions	<input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong
Preparedness Weakest areas <input type="checkbox"/> Time for learning <input type="checkbox"/> Self-testing <input type="checkbox"/> Practice question review <input type="checkbox"/> Group learning	<input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong
Test-taking Weakest areas <input type="checkbox"/> Testing-Anxiety <input type="checkbox"/> Effective use of test time <input type="checkbox"/> Test-taking strategies	<input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong
Life events Weakest areas <input type="checkbox"/> Stress <input type="checkbox"/> Work-life balance <input type="checkbox"/> Life event/illness	<input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong

Student Needs: List resources you may need to implement your plan.

LASSI Survey Results
**To be completed by student*

Category	Score
(ANX) Anxiety	
(ATT) Attitude	
(CON) Concentration	
(INP) Information Processing	
(MOT) Motivation	
(SMI) Selecting Main Ideas	
(SFT) Self-testing	
(TST) Testing Strategies	
(TMT) Time Management	
(UAR) Using Available Resources	

Not available or Student did not complete survey

Test Review Feedback
**To be completed by student*

After reviewing and remediating my test, I feel the test was a fair representation of the material
 Yes No

I feel I can improve my learning and perform better on the next test
 Yes No

I feel I missed the questions on the test because:
 I didn't understand the concepts well.
 The questions were tricky.
 I didn't study enough of the right content.
 I didn't read the questions carefully.
 Physiologic reasons (lack of sleep / personal problems/ distractions/illness/ memory lapse).

The Feedback Loop from the previous meetings:

Which of the previous recommendations were helpful?

Which of the previous recommendations were not helpful?

Student follow up with UWG referral recommendations?
 Y N N/A

Faculty Recommendations (to support student success):

In-class participation:

Time management:

Preparedness:

Test-taking:

Life events:

Faculty Resource Recommendations:

Faculty UWG Referral Recommendations: