**TANNER HEALTH SYSTEM
SCHOOL OF NURSING**

Graduate Student Handbook 2023-2024

Table of Contents

Welcome

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

This development of this handbook is to provide University and THS SON information concerning various policies and guidelines. Please seek clarification from faculty members as necessary.

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

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

Sally Richter, EdD, RN
Interim Associate Dean of Graduate Programs, Associate Professor, Tanner Health System School of Nursing
srichter@westga.edu
678-839-5634

Laura Caramanica, PhD, RN, CNE, FAAN
Graduate Programs Director and Professor, Tanner Health System School of Nursing
lcaraman@westga.edu
678-839-5628

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

***Rights Clause of the THS SON Graduate Student Handbook*:**
The Tanner Health System School of Nursing (THS SON) reserves the right to amend, modify, add, or delete our guidelines in the Graduate Student Handbook. Each student is responsible for knowing the THS SON Graduate Student Handbook guidelines and all other official documents or announcements of the THS SON and UWG.
The Associate Dean of the Graduate Program reserves the right to revise or modify any of the guidelines within the Graduate Student Handbook at any time, in the best interest of students, THS SON, and UWG. Students will be notified via their UWG email of any changes to the Graduate Student Handbook and expected to check their UWG emails daily.

University of West Georgia
Tanner Health System School of Nursing
Graduate Program

Mission

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

Vision

The Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems (Approved 5/7/12).

Statement of Philosophy and Assumptions

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

Persons

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

Environment

People construct meaning and develop knowledge through being in the world and interacting with the world. Environment includes persons, cultures, the health-care system, and other aspects of the

constructed and natural world. A concern for the environment is essential due to the social, political, and economic influences on health and the health-care system.

Health

Health is a dynamic and contextual state of being in which there is a balance of relationships, choices, and human potentials. The person's perception of health is unique and self-determined within psychological, biophysical, socio-cultural, developmental, and spiritual dimensions.

Nursing

Nursing is a distinct discipline focused on promoting optimal health through the formation of caring relationships across the lifespan while recognizing and respecting the uniqueness of recipients of care. Quality caring provides the foundation for nurses to deliver safe and person-centered care in a rapidly changing health care environment (Duffy, 2009).

Teaching Learning

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

Nursing Education

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

References

Duffy, J. (2009). *Quality in caring in nursing: Applying theory to clinical practice, education, and leadership*. New York: Springer Publishing Company.
University of West Georgia Tanner Health System School of Nursing. 2019-2020 Faculty Handbook. Carrollton, GA: Author.

Quality Caring Framework

The philosophy of the THS SON is based on the belief that caring, collaborative relationships are the center of creating a culture of quality caring in nursing education and practice. Caring, collaborative

relationships occur among teachers and learners, clients and nurses, and inter-professional healthcare team members. Within the structure of a conceptually based curriculum (Giddens et al., 2008), the process of living a caring science curriculum leads to achievement of program outcome goals centered on educating practitioners who can provide safe and person-centered care in a rapidly changing health care environment (Duffy, 2009).

The philosophy of the THS SON is based on an integration of Duffy's (2009) Quality Caring Model and Hills and Watson's (2011) Caring Science Curriculum Model. Both of these models place caring, collaborative relationships at the center of the process of nursing education and practice and provide the framework for implementation of a curriculum based on caring.

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

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

References

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

Giddens, J., Brady, D. et al., (2008). A new curriculum for a NEW ERA of nursing education. *Nursing Education Perspectives, 29*(4), 200-205.

Hills, M., and Watson, J. (2011). *Creating a caring science curriculum: An emancipatory pedagogy for nursing*. Springer

MSN Quality Caring Framework: A Caring Science Curriculum

MSN Structure   *Process*   *Program Goals*

Person
  -Ethics, Professional Values/Social Justice (PG2) (AONL, *2*), (MSN VI) (CNL 1 VI VIII) (NLN VI, VIII)
  -Human Diversity/Cultural Competency (PG 8) (AONL *2,6)* (MSN VIII) (CNL VI, VIII) (NLN I, II, V)
  -Gerontology (PG 8, 9) (MSN VIII) (CNL VIII)
  -Genetics/genomics (PG 1) (MSN VIII) (CNL VIII)
  -Accountability (PG 2) (AONL *2*) (MSN II) (CNL II) (NLN V, VIII)

Systems/Environment
  -Epidemiology (PG 1) (MSN VIII) (CNL VIII)
  -Environmental science (PG 1) (MSN VIII) (CNL VIII)
  -Global healthcare environment (PG 6, 8) (MSN VIII) (CNL VI, VIII)
  -Economics of health care (PG 3, 6) (AONE *5*) (MSN II) (CNL II,V)
  -Health policy (PG 6) (MSN VI) (CNL VI) (NLN V, VIII) (AONL *4*)
  -Informatics (PG5) (AONL *5*) (MSN V) (CNL V)
  -Nursing technology & resource management (PG 3, 5) (AONE *5*) (MSN V) (CNL V)

Health/Nurse/ Provider
  -Organizations and systems (PG 6, 8) (MSN II) (CNL II) (AONL *4*)
  -Quality improvement (PG 3) (AONL *4*) (NLN 6) (MSN I, III) (CNL I, III) (NLN VI)

Nursing/Profession
  -Professionalism and life-long learning (PG 4, 7) (AONL *2*) (MSN IV, IX) (CNL IV, IX) (NLN V, VI, VIII,
  -Change agent and leader (PG 4, 6, 7) (AONL *1*) (MSN VII, IX) (CNL VII, IX) (NLN V, VI, VIII)
  -Evidence-based practice (PG 4) (AONL 4) (MSN IV, IX) (CNL IV, VIII, IX) (NLN VII, VIII)

PG: Program Goals
AONL: American Organization of Nurse Executive (Nurse Leader Competencies, 2022)
CNL: Clinical Nurse Leader (2013)
MSN: Masters Essentials (2011)
NLN: National League of Nursing (NLN) Nurse Educator Core Competencies (2019)

==Creating a Culture of Quality Caring==

Teacher-Learner Relationships

Creating Caring Collaborative Relationships

Client-Nurse Relationships

Inter-Professional Healthcare Relationships

==Essence of Nursing Practice and Education==

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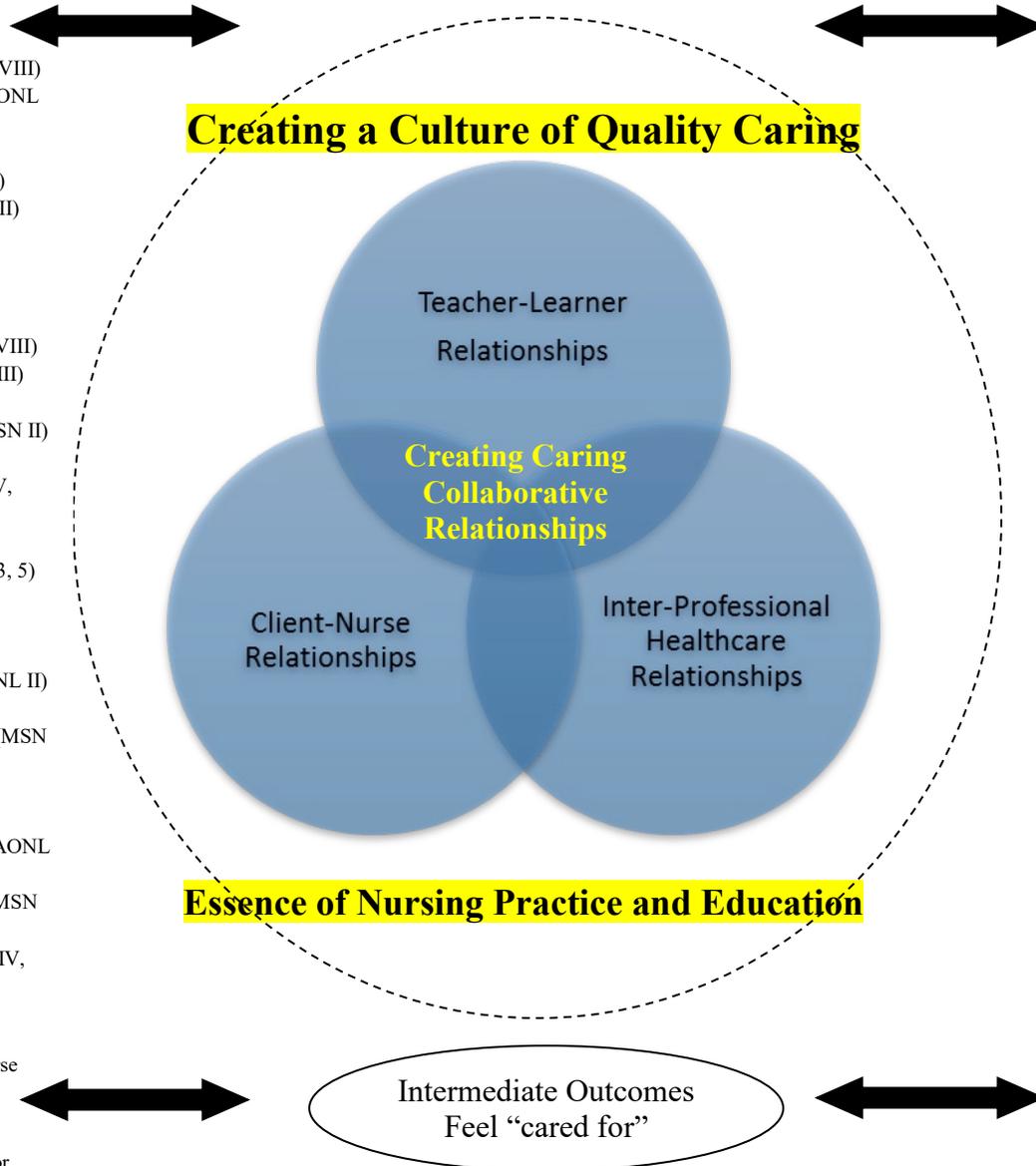
MSN Program Goals
1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize leadership skills to promote ethical and critical decisions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

10

1/22/13 Created
3/15/13, 10/14/13, 9/5/17, 7/6/23 Revised

Ed.D Quality Caring Framework: A Caring Science Curriculum

Ed.D Structure   *Process*   *Program Goals*

Persons
-Mentor (PG 1, 3) (NLN VI) (SREB)
-Personal abilities (PG 1) (NLN VIII) (SREB)

Environment
-Interdisciplinary/inter-Professional (PG 2, 3) (NLN V) (SREB)
-Policy (PG 3, 4) (NLN V, VII, VIII) (SREB)

Health Concepts
-Quality improvement (PG 1, 2, 3, 5) (NLN IV, VI)
-Cultural influences (PG 1) (NLN I) (SREB)
-Policy development (PG 3, 4) (NLN V, VII, VIII) (SREB)

Nursing Concepts
-Change agent and leader (PG 1, 3, 4) (NLN V, VIII) (SREB)
-Evidence-based practice (PG 2, 4, 5) (NLN VII) (SREB)
-Quality caring (Theory) (PG (1, 2, 3, 4, 5) (NLN VIII)

Teaching/Learning Concepts
-Assessment/Evaluation Measures/Strategies (PG 2, 5) (NLN III) (SREB)
-Curriculum Development/Evaluation of programs (PG 2) (NLN IV) (SREB)
-Instructional strategies (PG 5) (NLN I) (SREB)

Nursing Education Concepts
-Learner development and socialization (PG 1) (NLN I, II, VIII) (SREB)
-Professional development/scholarship (PG 1, 3, 4) (NLN VI, VII) (SREB)
-Theoretical knowledge (PG 4) (NLN I) (SREB)
-Legal Standards (PG 1) (NLN VI) (SREB)
-Nursing education trends (PG 1, 3) (NLN IV, VIII) (SREB)

Creating a Culture of Quality Caring

Teacher-Learner Relationships

Creating Caring Collaborative Relationships

Client-Nurse Relationships

Inter-Professional Healthcare Relationships

Essence of Nursing Practice and Education

Intermediate Outcomes
Feel "cared for"

Ed. D Program Goals

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

PG: Program Goals
NLN: National League of Nursing
(NLN) Nurse Educator Core Competencies (2019)
SREB: Southern Regional Education Board (2002)

11

SW_2018
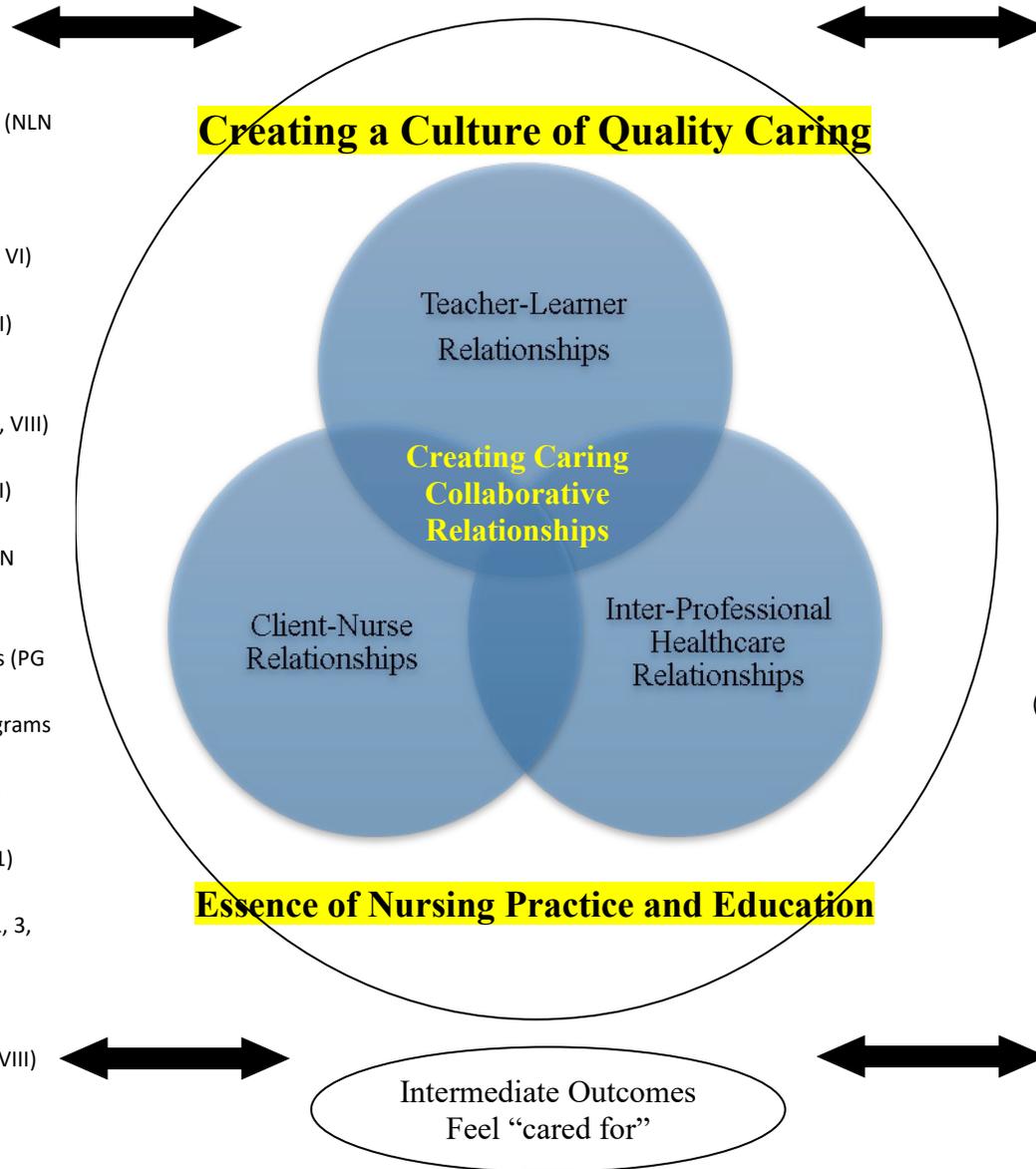
Caring Groups

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

Purpose of Caring Groups

"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)

Caring Groups aims to create a culture for experiencing and learning caring for nursing students in the UWG THS SON. 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 relationships between teachers and learners fosters a sense of caring professionalism and the acquisition of the crucial knowledge, skills, and attitudes for nursing practice in the health care system. This is congruent with Duffy's (2009) emphasis on the significance of relationships to quality nursing practice. Opportunities are provided for students to participate in Caring Group in online and/or clinical settings. Students may be randomly assigned to small groups to work together to experience and learn caring through online activities outside of class.

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

Graduate Program Caring Groups

Caring Groups will be a component of all online graduate programs at the THS SON. Classes will be divided into Caring Groups to allow students to learn to care for themselves and others. If there is a team in the online

course, the team will also function as the caring group for the course. Students will be given guidance in learning self-care and in caring for their colleagues and others.

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

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

MSN Program Goals

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

Graduates of the program will be able to:

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

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

EdD Program Goals

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

The outcomes of the doctoral program are the following:
1. Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and

leadership roles.

2. Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.

3. Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.

4. Advance the scholarship of nursing education.

5. Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.

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

General Information and Resources

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

Graduate Catalog

The University of West Georgia Graduate Catalog contains a complete statement of academic policies and procedures, courses required for each program of study, retention and graduation requirements, and other essential information items. 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 academic, student services, organizations and activities, and a campus directory. It also includes critical policies about student rights and responsibilities, conduct and discipline, grievance and appeals procedures, and financial aid requirements.

The Scoop

The Scoop is a UWG publication that provides essential information regarding registration each semester. *The Scoop* is located via this link: The Scoop

Professional Nursing Associations

Georgia Nurses Association (GNA)/American Nurses Association (ANA).
Graduate students are encouraged to join and participate in the professional nursing organizations of ANA and GNA. Through these organizations, nursing professionals deal with issues of concern, such as improving the 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 and American Nurses Association

Georgia Association for Nursing Education (GANE).

The purpose of the Georgia Association for Nursing Education is to promote excellence in nursing education within Georgia. This purpose is carried out through its functions that include:

1. Assess the needs of Georgia nurse educators and nurses.
2. Initiate, stimulate, and support nursing education at clinical and academic levels, both formally and informally, thereby addressing the healthcare needs of Georgia's citizenry.
3. Participate in and promote nursing research at the local and state level that is designed to address nursing education and healthcare needs
4. Collaborate with nursing and other professional groups to positively influence nursing education, nursing regulation, and healthcare delivery.

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

Georgia Nursing Leadership Coalition (GNLC).

Our mission is to implement the recommendations of the Institute of Medicine's *Future of Nursing* report by providing leadership and developing partnerships among and beyond nursing.

Vision: nursing will play an essential role in promoting the health of all Georgians.

Values: The GNLC is dedicated to the values of leadership and collaboration.

Leadership: The GNLC will create a means for nurses to work collectively to achieve the common goal of enhancing health care for all Georgians

Collaboration: The GNLC will work with strategic partners across health care, education, government, and consumer organizations to implement health care changes statewide. The following is the link to the organization: Georgia Nursing Leadership Coalition (GNLC)

Pi Nu chapter of the honor society of nursing (Sigma theta tau international).

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

1. Have completed at least one-half of the required nursing components of any program 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 THS SON encourages students to reach for academic excellence and participate in the advancement of nursing scholarship, leadership, and professionalism through membership in this organization. Please contact nursing faculty members for additional information or visit the Sigma Theta Tau website at https://www.nursingsociety.org/

American Association of Colleges of Nursing (AACN).

15

The American Association of Colleges of Nursing (AACN) is the national voice for baccalaureate and graduate nursing education. AACN works to establish quality standards for nursing education; assists schools in implementing those standards, influences the nursing profession to improve health care; and promotes public support for professional nursing education, research, and practice. The following is the link to the organization: American Association of Colleges of Nursing (AACN)

National League for Nursing.
Dedicated to excellence in nursing, the National League for Nursing is the premier organization for nurse faculty and leaders in nursing education. The NLN offers professional development, networking opportunities, testing services, nursing research grants, and public policy to its 40,000 individual and 1,200 institutional members. The following is the link to the organization: National League for Nursing (NLN)

Academic Advising

The THS SON employs a Graduate Studies Associate to assist all graduate students with academic advisement. Students must contact the Graduate Studies Associate to request any changes in plans of study or enrollment status. Graduate students can contact the Graduate Studies Associate via phone at 678-839-5115 or via email at eice@westga.edu Monday through Friday between 8 am-5 pm.

Graduate Writing Associate

The THS SON employs a part-time Graduate Writing Associate to assist graduate faculty and students with scholarly writing. The Graduate Writing Associate is available to all graduate students during the 1st year of their coursework. Students recommended by faculty for additional writing support will continue to work with the Graduate Writing Associate beyond the first year. Students and faculty can contact the Graduate Writing Associate via CourseDen (D2L) email or at diannew@westga.edu Monday through Friday between 8 am-5 pm.

Instructional Designer

The THS SON employs a full-time Instructional Designer to assist faculty and students with online learning and technology issues. Students can contact the Instructional Designer for assistance with CourseDen, software, hardware, and online learning questions. The Instructional Designer may be contacted via phone at 678-839-2430 or via e-mail at cakin@westga.edu Monday through Friday between 8 am-5 pm.

Library Resources

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

The following library support services are available to all UWG students:
1. Individualized research consultation by phone, email, or in-person from the Ingram Library Reference Desk: 678-839-6495 or AskAL@westga.edu

2. Assistance with connecting to online databases available through Ingram Library or GALILEO, the statewide virtual library
3. Borrowing of materials from other libraries (at no charge to the student) if UWG does not have what is needed, either through GIL Express System (USG libraries) or Interlibrary Loan (all other libraries)
4. Borrowing privileges at other USG Libraries upon presentation of valid UWG ID or other acceptable photo ID

Graduation Celebration

Each year the THS SON hosts a reception close to the spring and fall commencement ceremonies. The reception, organized by THS SON faculty and staff, is held to honor graduating nursing students of all levels and their families. Information regarding the time, location, and reception tickets are sent to students by a THS SON staff member approximately one or two months before the event.

Tanner Health System School of Nursing Committees

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

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

Financial Assistance and Scholarship Information

Scholarship and other financial aid information for nursing students are available on the THS SON website at https://www.westga.edu/academics/nursing/nursing-student-scholarships.php. Financial assistance is available through the University of West Georgia Financial Aid Office at 678-839-6421 or https://www.westga.edu/finaid/. All students needing assistance must complete a Financial Aid Form (FAFSA). This form is available online at https://studentaid.gov/h/apply-for-aid 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 federal and state monies requirements in the spring of each year. The Financial Aid Office notifies students eligible for federal/state money.

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

Specific funds allocated for nursing scholarships are also available based on need. Students wishing to apply for these scholarships should complete a nursing scholarship form available through the THS SON website https://www.westga.edu/academics/nursing/nursing-student-scholarships.php. The THS SON Scholarship Committee meets in the summer to allocate funds for the following academic year. Awards are not disbursed until after the add/drop period.

There are limited funds available for individual emergencies. Students needing this type of assistance should send a letter of explanation to the UWG Development Office regarding their circumstances and make an appointment with the Director in that department. Emergency funds may also be available through the THS SON. For more information regarding these funds, please call 678-839-6552.

Nursing Faculty Loan Program

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

Technology Requirements and Assistance

The THS SON values the use of technology. Brightspace supports the nursing courses by D2L, the learning management system (LMS) used by the University System of Georgia, titled **CourseDen** at UWG. **CourseDen** will be used for posting course materials, receiving and returning assignments, e-mail regarding course matters, and online testing. All courses are taught as online distance classes. Upon admission, students are expected to have computer skills, including word processing, the ability to perform computerized literature searches, email, and the use of browser software to search the internet. They are also expected to have access to computers compatible with UWG. The student Microsoft campus agreement enables students to obtain free copies of the latest versions of specific Microsoft software.

1. Students should contact UWG Online for assistance with CourseDen and other online learning-specific questions. The link for more information is https://uwgonline.westga.edu/students.php
2. Student technology requirements, general computer usage, and information and tutorials about e-mail and Ban Web are available online at the Information Technology Services (ITS) homepage, https://www.westga.edu/its/index.php
3. Students and faculty should use assigned UWG email addresses for all correspondence. E-mail communication regarding specific courses must be done via CourseDen.

For technical issues, please refer to this list:

1. Desire to Learn (D2L) & other distance education help:
8:00 a.m. – 5:00 p.m., call 678-839-6248 or 1-855-933UWGO (8946) or access https://uwgonline.westga.edu/ or online@westga.edu
2. 24-Hour Help – 1-855-772-0423 or https://d2lhelp.view.usg.edu/
3. My UWG help: 8:00 a.m. – 5:00 p.m. at 678-839-9587. For assistance with email: Call 678-839-6248 or email servicedesk@westga.edu

Awards for Excellence and Achievement in Graduate Studies

The outstanding Graduate Student Awards program is held each year during the spring semester celebration and coordinated by the Caring for Students Committee (CSC). The program aims to recognize outstanding graduating MSN and EdD students at the THS SON.

Outstanding MSN student awards.
These awards are given to two graduating MSN students who exemplify the school's values of scholarship, leadership, and caring through their nursing practice and will be presented at the Spring Pinning/Hooding ceremony.

Nominations must be submitted by a peer, staff member, or faculty member. *No self-nominations will be accepted.*

One graduate from each MSN specialty track (Health Care Leadership and Education) may be identified and recommended for this award based on the following criteria.

These awards are given to the students who:
1. Best exemplifies achievement of program outcomes.
2. Bases their practice on a personal philosophy of nursing as caring.
3. Demonstrates intellectual curiosity and excellence in academic scholarship.
4. Writes effectively and exemplifies scholarly writing.
5. Demonstrates leadership qualities and potential for accomplishment in the profession.

The Outstanding MSN Student Award will be selected by the Graduate Faculty of the THS SON.

SR 06/30/23

Outstanding EdD student award.
The purpose of the Outstanding EdD Student Award is to recognize the contribution of a **graduating** EdD in nursing education student who exemplifies high standards of leadership and scholarship in the field of nursing education. Nominations must be submitted by a peer, staff member, or faculty member. *No self-nominations will be accepted.*

This award is presented at the Spring Pinning/Hooding ceremony to a student who best exemplifies the achievement of the program outcomes. The program outcomes are the following:

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

Eligibility requirements:
Must have successfully defended their dissertation within one calendar year prior to the Spring pinning and hooding ceremony.

Submission requirements:
1. Completed nomination form
2. Abstract of student's defended dissertation

The Outstanding EdD Student Award will be selected by the Graduate Faculty of the THS SON.

SR 06/30/23

Graduate DAISY Award for Extraordinary Nursing Students

About The DAISY Foundation   An acronym for Diseases Attacking the Immune System, The DAISY Foundation was established in 1999 in memory of J. Patrick Barnes who died (at the age of 33) from complications of the auto-immune disease Idiopathic Thrombocytopenic Purpura (ITP). Patrick's family was very touched by the remarkable compassion and clinical skill demonstrated by Patrick's nurses during his illness, so they created DAISY to recognize exceptional nurses everywhere. The DAISY Foundation is dedicated to saying Thank You to student nurses and is now proud to recognize The DAISY Award for Extraordinary Nursing Students.

Nominations must be submitted by a peer, staff member, or faculty member. *No self-nominations will be accepted.*

The Graduate DAISY Award will be presented at the Spring Pinning/Hooding ceremony to a student who meets the eligibility requirements and best exemplifies the award criteria.
Eligibility requirements:
- Must have successfully defended their dissertation within one calendar year prior to the Spring pinning and hooding ceremony, OR
- Be graduating with their master's of science in nursing.

Criteria:

- Consistently exemplifies caring behaviors aligning with the Tanner Health System School of Nursing's caring science philosophy through one or more of the following:

  - Demonstrates commitment to incorporating and advancing compassionate caring (eg. to patients, families, peers, faculty and/or staff) through assignments and/or interactions with others,

  - Demonstrates commitment to humanization of nursing practice (for example, embracing a holistic, humanistic view of individuals, in any setting),

  - Makes a connection through authentic presence (virtually or in-person) with others (eg. with patients, families, communities, peers, faculty and/or staff) by building trust and respect,

  - Advocates strongly for others (eg. patients, families, communities, peers, faculty and/or staff),

  - Incorporates and advances diversity, equity, and inclusion through assignments and/or interactions with others.

SR 06/30/23

University of West Georgia Academic Policies

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

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

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

Tanner Health System School of Nursing Guidelines

Grading System for Graduate Students

Grading system and grades approved in determing the grade point average.
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by A, B, C, and F grades.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
C – Below Average or Unsatisfactory (2.00) (74.50-79.49)
F – Failure (0.00)   (below 74.50)

Cumulative grade point average.
The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, D, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Symbols Not Included in Determining the Grade Point Average
The following symbols are approved for use by USG institutions in the cases indicated, but shall not be included in the determination of the GPA: (BOR Policy 3.5.2).

 "I" 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" 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" indicates that a student was given credit for the course via a credit by examination program approved by the respective institution's faculty (e.g., CLEP, AP, Proficiency). "K" credit may be provided for a course the student has previously audited if the institutional procedures for credit by examination are followed.

"S" 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" 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" indicates that a student was given permission 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" 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" indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds as provided in Board Policy. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

SR 06/30/23 (reviewed with USG BOR policy)

Thesis and Dissertation Grading Symbols

The thesis and dissertation hours are graded with an S (satisfactory) or U (unsatisfactory) (BOR Policy 3.5.2).

SR 06/30/23 (reviewed with USG BOR policy)

Grade Requirement Guidelines

A minimum grade of B or S is required in all graduate courses in the Master of Science in Nursing (MSN) and Doctorate in Nursing Education (EdD) program. Students who earn a grade of C or WF in any two courses, two U in NURS 9015 Dissertation, one U in NURS 9019 Comprehensive Exam, or an F in any one course, will be dismissed from the program. Students who earn a grade of C or WF in any one course or one U in NURS 9015 Dissertation may repeat the course one time.

SR 06/30/23 (reviewed)

Missed and Late Assignment Guidelines

This guideline governs the acceptance and grading of late work (including assignments, quizzes and exams, and discussion posts). The intention of the guideline is to promote consistency and high academic expectations, and student success in the course, while also providing the faculty facilitator the flexibility to respond to students experiencing extenuating circumstances.

a) Students are expected to submit work for the course by the due date stipulated in the course calendar.

b) Students who are unable to submit course work by the due date because of an extenuating circumstance should contact their facilitator **prior to the due date** to request an extension for the work. If it is not possible to contact the faculty facilitator prior to the due date, they should make contact as soon after the due date as possible.

Extenuating circumstances include, but are not limited to, the following:

- an illness or injury
- a death of a family member or significant other
- a significant change in employment or military status
- a trauma in the student's life
- technical issues
- a natural disaster

- other significant unplanned events

c) Faculty facilitators have the discretion to offer an extension or to accept late course work without penalty based on their assessment of a student's circumstances. **Documentation of extenuating circumstances may be required.**

 d) Unless otherwise stipulated in the instructions or grading rubric, the following penalties apply to late course work that has not been granted an extension by the faculty facilitator:

- Assignments including discussion posts receive a deduction of 5% of the total assignment points possible for each day the assignment is late.
- Assignments and discussions will be accepted up to a maximum of five days late (60 hours), after which point zero is recorded for the assignment.

SR_12/12/2022 Revised

GRADUATE PROGRAM SUCCESS PLAN

Purpose: The THSSON Graduate Program retention priority includes student success achievable through exemplary student and faculty engagement that demonstrates support and compassion for students' success. Faculty oversight of students' progress throughout the course/program, with planned opportunities for remedial opportunities, is one means for faculty to demonstrate support and compassion for students' success.
Process:
- Faculty will use CourseDen intelligent agents to set up an alert for any major assignment grade of 82 or less
    - o See the accompanying tutorial on how to set the intelligent agents tool located in Course Management located in the top bar in selected course(s)
- The following information will accompany the "grading information" in all graduate courses, and this will be in the same section in the Graduate Program Handbook
    - o THS SON faculty are committed to students feeling wanted, supported, and successful in their selected programs. As a means for faculty and students to be alerted to a major assignment grade of 82 or less, that could put the student in jeopardy of having a lower grade than the student is capable of or even possibly failing the course/program, faculty use CourseDen intelligent agents in all courses to trigger an alert when this occurs. This notification may result in the student working with their faculty to develop a "Success Plan" designed to help the student establish their own goals for success with the support and advice of their faculty. In this way, the student is aided to make changes to their performance and to successfully meet the course/program objectives. Our students' success is very important!
    - o Graduate Student Success Link
- Mid-term status of all students is evaluated by faculty. Students who are in jeopardy of having a lower grade than the student is capable of or even possibly failing the course/program will receive the following mid-term letter.

SR 06/30/23

Attendance Guidelines for Online Graduate Courses

Course attendance/participation is a professional expectation for all students, whether the learning environment is via a synchronous or asynchronous format. For online graduate courses, attendance is indicated by logging into the course learning management system, **CourseDen (D2L),** and accessing the course or other actions specified by the faculty member.

Success in online graduate courses depends on the student's active participation and engagement throughout the course. Therefore, the online learning experience will be most effective when the student does the following:

1. Logs into the course at least three times weekly to ensure they are current with course announcements, new course content, emails, and unread discussion posts.
2. Prepares for course assignments by completing all assigned readings and reviewing assignment expectations/grading rubrics beforehand.
3. Gives critical but constructive feedback to fellow students in the online graduate course.
4. Assists the cohort in directing discussions towards thoughtful and meaningful discourse.
5. Maintains an open mind that allows for personal and professional growth.
6. Displays respect for self and others via reciprocity of caring within the online graduate course.

SR_ 06/30/23 (reviewed)

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.

SR_06/30/23 (reviewed)

UWG Email Policy

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

SR_06/30/23 (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.

SR_06/30/23 (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

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.

SR_06/30/23 (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.

SR_06/30/23 (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.

SR_06/30/23 (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.

SR_06/30/23 (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.
SR_06/30/23 (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.

SR_06/30/23 (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.*

SR_06/30/23 (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.

SR_06/30/23 (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-	-Padding reference	-Course faculty	-Verbal warning	-Written Academic

Forms of Misconduct	Examples	Identification	Recommendations	Documentation
'falsification or unauthorized invention of any information or citation' (*UWG Honor Code definition*)	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	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	-Lower-grade or failing paper, project, test grade -Lower overall course grade -Failure of the course -Suspension or expulsion from the program	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 ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged' (*UWG Honor Code definition*)	-Direct quotation without quotation marks -Paraphrasing without citation -Self-plagiarism -Representing the words or ideas of another as one's own	-Course faculty sends documentation to 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
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

SR_06/30/23 (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. <u>Turnitin</u>- 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.

SR_06/30/23 (reviewed and updated)

THS SON Turnitin Student Information for Graduate Student Handbook

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

SR_06/30/23 (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

SR_06/30/23 (Reviewed)

THS SON Grievance Guidelines

The Tanner Health System School of Nursing faculty at the University of West Georgia recognizes various situations not related to grades that may occur during the educational process. Misunderstandings and disagreements may arise regarding academic matters, guidelines, conditions, teaching-learning activities, course content, and faculty decisions. The THSSON Grievance Guidelines are an orderly process that provides a valuable and timely resolution of issues.

Students are encouraged to meet informally with the faculty member to discuss their concerns directly to resolve the issue without further action. Often, with open and honest communication, problems can be clarified and resolved. However, 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 for filing a formal grievance within the Tanner Health System School of Nursing. Once the process is started (student-faculty discussion), the student has two business days to initiate a meeting within each step of the grievance policy. The time limits are intended to ensure that the matter is resolved as quickly as possible. The mutual consent of the parties may alter the time limits at any step of the procedure.

1. Student-Faculty Discussion
Suppose the initial informal meeting with the faculty member results in an outcome that is unsatisfactory from the student's perspective. In that case, the student may then initiate a formal grievance by submitting in writing documentation regarding the issue to the faculty member and requesting a meeting. The student or the faculty member may request another faculty member to be present during this meeting. The outcome of the meeting must be documented. Copies of the grievance letter by the student and the faculty member's response must be provided to the student and placed in the student's academic file.

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

3. Graduate 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 Graduate Program Director. The Graduate 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 Graduate Program Director will provide a written summary of the meeting, including the outcome, to the Associate Dean of Graduate Programs 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 Meeting with Student

Suppose the student does not feel the issue has been resolved satisfactorily after meeting with the Graduate Program Director. In that case, the student may present a formal request for a meeting with the Associate Dean. The request must include copies of the original grievance letter, documentation of meetings with the course coordinator and Graduate Program Director and 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

Suppose the student does not feel the issue has been resolved satisfactorily after meeting with the Associate Dean. In that case, 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, GraduateProgram 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 for reviewing the written materials regarding the student's grievance and deciding. If the solution is unacceptable to the student, or if the student wishes to appeal the concern further, the procedure for appeal should be followed as outlined in the UWG Student Handbook.

SR_06/30/23 (Reviewed)

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

<u>member, charge nurse, manager, or physician</u>. 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.

SR-06/30/23 (Reviewed)

Master of Science in Nursing Programs

Admission Requirements

The Tanner Health System School of Nursing accepts applications for admission to the MSN program each fall semester. Admission consideration is dependent upon submission of the following items:

1. Earned Bachelor of Science in Nursing (BSN) degree from an accredited program.
2. Official transcripts from **each** college or university attended.
3. Current licensure as a registered nurse (RN) in the United States upon the start date of MSN coursework.
4. Completion of a basic undergraduate statistics course (with a grade of C or higher) before enrollment or during the first semester of the MSN program.
5. An overall GPA of 3.0 (4.0 scale) for all nursing courses.
6. Professional resume.

Online Degree and Certification Programs may not be available in all states. If you are an out-of-state student, please contact the University of West Georgia, Director of Distance Education, Janet Gubbins (jgubbins@westga.edu, or central office #678-839-0630), to confirm that our program is available in your state. Once you have confirmed that the MSN program is available in your state, please contact the Tanner Health System School of Nursing Graduate Associate, Embry Ice (eice@westga.edu, or central office #678-839-5115), as the requirement of additional faculty licenses may be necessary to accommodate out of state students. Currently, only residents with Compact States (eNLC) are eligible for the practicum requirements of the program. Please check the NCSBN Enhanced Nursing Licensure Compact (eNLC) Implementation site for individual state status.

A review of applications will begin after February 1st and will continue until fall semester classes begin.

Non-degree Seeking Students

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

MSN Programs of Study

The THS SON offers a Master of Science in Nursing degree with two programs of study in either education or health systems leadership and a post-master's certificate available in these areas 100% online asynchronous. More information about our 100% online asynchronous programs is available at http://uwgonline.westga.edu/online-student-guide.php

The Master's program offers two areas of concentration:

1. Health Systems Leadership – a program of study designed to prepare nurse managers/leaders and clinical nurse leaders (CNLs).

The Nurse Leader/Manager track integrates the caring philosophy into organizational management. Its core and cognate courses provide study central to advanced nursing management and financial practice; the nursing concentration courses offer content and practice in nursing and healthcare administration and finance, relevant to primary, secondary, and/or tertiary settings in rapidly changing times. The curriculum can be taken entirely online, and the needs of students in other geographic areas can be accommodated for the practicum. The track required 35 credit hours for completion. Full and part-time programs of study options are available. The curriculum contains a minimum of 240 hours of required practicum related to administrative and financial management in healthcare organizations. Students will find a preceptor who will mentor them throughout this portion of the curriculum. Decisions about preceptors will be made with the advisement of faculty.

The Clinical Nurse Leader is a role designed by the American Association of Colleges of Nursing (AACN, 2003) to prepare a leader accountable for managing care and the care environment. Within this track, courses focus on patient-centered care, evidence-based practice, pharmacology, case management client-care coordination, holistic health assessment, care of diverse populations, health policy, health systems, business and economics, statistics, leadership and management, quality improvement, risk management, and public/community health. The curriculum can be taken entirely online, and the needs of students in other geographic areas can be accommodated for the practicum. The track requires 38 credit hours for completion. Full and part-time programs of study options are available. The curriculum contains a minimum of 420 hours of required practicum related to administrative and financial management in a healthcare organization(s). Students will find a preceptor who will mentor them throughout this portion of the curriculum. Decisions about preceptors will be made with the advisement of faculty.

2. Nursing Education - a program of study to address innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Students will develop expertise in health education and promotion, patient education, professional development, or college/university teaching. The curriculum can be taken completely 100% online, and the needs of students in other geographic areas can be accommodated for the practicum. The track requires 35 credit hours for completion. Full and part-time programs of study options are available. The curriculum contains a minimum of 240 hours of required practicum related to curriculum and evaluation/testing in nursing education. Students will find a preceptor who will mentor them through this portion of the curriculum. Decisions about preceptors will be made with the advisement of faculty.

Virtual Success Seminar and Online Synchronous Program Orientation

A Virtual Success Seminar is offered to new students before the start of the fall semester each year. It is expected that every student new to the program will participate and complete the Virtual Success Seminar to prepare for the program. In addition, an online synchronous program orientation will also be offered as an additional means to support student success. The online synchronous program orientation will cover program

aspects not covered in the Virtual Success Seminar. It will also allow incoming students to meet faculty, staff, and students in the MSN program. Information regarding the Virtual Success Seminar and online synchronous program orientation will be emailed to incoming students.

SR_06/30/23

MSN Capstone Project

Students completing a Master's of Science in Nursing (MSN) Degree from the THS SON will engage in a scholarly capstone experience. Under the guidance of a faculty member, the student will plan, implement, and evaluate a capstone project directed toward the student's chosen program of study (area of concentration).

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

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

Practicum Information

Participation in Practicum Courses

- Practicum placement is the student's responsibility; however, the Graduate Studies Associate will assist you with this process.
  - Your MSN program admission offer is based upon your plan to complete all courses and practicums in the state-listed as a residency on the UWG Admissions Application. If you relocate residency during the program, the Tanner Health System School of Nursing (THS SON) can only guarantee continuation in the state where UWG offered initial admission approval. Please contact the THS SON Graduate Studies Associate (Mrs. Embry Ice, BBS at eice@westga.edu) if your residency state has changed since submitting your UWG application or considering a change of residence in the future.
- Proof of all health and professional requirements must be on file in the THS SON before 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 deadline of **July 1 for enrollment in the fall semester.** Clinical/practicum files are complete when current documents have been received, and the requirements have been met. Please see Appendix C for a list of documents required.
- Students are responsible for submitting documents to the THS SON and seeing that their file is complete and current for each semester of enrollment in clinical/practicum coursework.

- Students will not be allowed to participate in clinical/practicum learning activities without the required documentation.
- **If the student is not allowed into a practicum site due to a criminal background check, the student will not complete the nursing program successfully and must withdraw from the program. A prior criminal history will be revealed on a criminal background check.**
- Failure of students to complete all items on the *Health and Professional Requirements Checklist* for the following courses: NURS 6111, NURS 6119, and NURS 6122 will result in a penalty of **5%** of the total possible course grade if the items are not completed by the following due date: July 1. An additional **5%** penalty will be applied to NURS 6112, NURS 6120, and NURS 6123 for delinquent items not updated by January 1 before the beginning of each track's second practicum.
- Students without a complete clinical/practicum file by the second week of classes will be dropped from their courses.
- Students will submit the *Health & Professional Requirements Checklist* and evidence for all required health and professional documents to the Tanner Health System School via fax (678-839-2462) or via email (eice@westga.edu)
- It is the student's responsibility to meet any additional credentialing requirements for participation at an assigned facility. Please note that, in some instances, there may be associated costs (i.e., badges, additional screenings, liability upgrades) for which the student is responsible.
- Clinical/practicum experiences may be scheduled on any day of the week, during any shift, requiring student flexibility. The THS SON cannot be responsible for accommodating child care, work schedules, or any other personal responsibility when scheduling students for their clinical/practicum experiences.
- Transportation to and from clinical sites is the student's responsibility (see Health and Professional Requirements Checklist).
- **Please refer to Appendix C for electronic links to all required forms.**

Recommendations for Elevation and Treatment following Practicum Exposure to Blood or Body Fluids

Students who sustain exposure to blood and/or body fluids while participating in university-related clinical/practicum activities should notify the staff nurse responsible for the patient and the clinical instructor/preceptor. The student is expected to follow the institution's policies and procedures in which the incident occurs regarding reporting and necessary follow-up procedures. The student may choose to receive treatment in the institution's Emergency Department or a nearby institution at their own expense. The faculty/preceptor must initiate a Post-Exposure Counseling Checklist for the student. A healthcare facility representative should communicate clearly to the student the post-exposure policy and necessary follow-up treatment. Reporting, treatment, and follow-up procedures should be documented in the student's record by the instructor.

Practicum Placement and Documentation

In addition to the *Health & Professional Requirements Checklist* requirements, clinical agencies require additional documentation and orientation materials for student clearance. Completion of these required

materials may take place outside of the scheduled class dates for a given semester. Therefore, non-compliance may delay start times for students.

Practicum Preceptor Guidelines

The student is responsible for finding a practicum site and a preceptor with the assistance of the Graduate Studies Associate and in consult with their Faculty Advisor. A contract must be executed between the THS SON and the practicum site before the student can begin their practicum. For additional preceptor information, please refer to the THS SON Preceptor Handbook. This handbook will serve as a resource guide for preceptors and students in partnership with the School of Nursing.

SR_06/30/23

MSN Plans of Study

Listed on Following Pages

UNIVERSITY *of*
WEST Georgia

SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING
PROGRAM DEGREE PLAN:
Nursing Education
Full-time Plan of Study Option C

Semester Plan								
Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (7 hours)			**Spring Semester I (9 hours)**			**Summer Semester I (6 Hours)**		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6106	Pathophysiology and Pharmacology	3-0-3	N6103	Health Promotion and Advanced Health Assessment	3-0-3
N6102	Role of the Caring Healthcare Professional	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6108	Epidemiology for Nursing Education and Practice	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3			
Fall Semester II (8 hours)			**Spring Semester II (5 hours)**					
N6109	Informatics, Technology and Healthcare Outcomes	3-0-3	N6112	Advanced Practicum	0-8-2			
N6110	Teaching Strategies and Evaluation	3-0-3	N6113	Curriculum Development and Evaluation	3-0-3			
N6111	Clinical Applications for the Nurse Educator	0-8-2						

*Two years (5 semesters), 35 total hours via 100% asynchronous format
Note: A minimum of three hours in a standard week for one credit hour in practicums is the norm (4:1 for practicums).
Note: A minimum of five total semester hours necessary for financial aid eligibility.
Note: To be eligible to receive an NFLP loan, a borrower must be a part-time student, or full-time student in the MSN Education track, Nursing Education.

SR_06/30/23 (Reviewed)

UNIVERSITY of
West Georgia

SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING
PROGRAM DEGREE PLAN:
Nursing Education
Part-time Plan of Study Option C

Semester Plan								
Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (4 hours)			Spring Semester I (6 hours)			Summer Semester I (3 Hours)		
N6102	Role of the Caring Healthcare Professional	3-0-3	N6106	Pathophysiology and Pharmacology	3-0-3	N6108	Epidemiology for Nursing Education and Practice	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3			
Fall Semester II (6 hours)			Spring Semester II (3 hours)			Summer Semester I (3 Hours)		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6103	Health Promotion and Advanced Health Assessment	3-0-3
N6109	Informatics, Technology and Healthcare Outcomes	3-0-3						
Fall Semester II (5 hours)			Spring Semester II (5 hours)					
N6110	Teaching Strategies and Evaluation	3-0-3	N6112	Advanced Practicum	0-8-2			
N6111	Clinical Applications for the Nurse Educator	0-8-2	N6113	Curriculum Development and Evaluation	3-0-3			

*Three years (8 semesters), 35 total hours via 100% asynchronous format
Note: A minimum of three hours in a standard week for one credit hour in practicums is the norm (4:1 for practicums).
Note: A minimum of five total semester hours necessary for financial aid eligibility.
Note: To be eligible to receive an NFLP loan, a borrower must be a part-time student, or full-time student in the MSN Education track, Nursing Education.

SR_06/30/23 (Reviewed)

SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING
PROGRAM DEGREE PLAN: HEALTH SYSTEMS LEADERSHIP
Nurse Leader/Manager
Full-time Plan of Study Option B

Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Semester Plan								
Fall Semester I (7 hours)			**Spring Semester I (9 hours)**			**Summer Semester I (6 Hours)**		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6108	Epidemiology for Nursing Education and Practice	3-0-3
N6102	Role of the Caring Healthcare Professional	3-0-3	N6105	Leadership for Quality, Safety and Health Policy	3-0-3	N6116	Leading Human Resource Systems	3-0-3
N6900	Scholarly Writing	1-0-1	N6115	The Business of Healthcare: Financial and Economic Evidence	3-0-3			
Fall Semester II (8 hours)			**Spring Semester II (5 hours)**					
N6109	Informatics, Technology and Healthcare Outcomes	3-0-3	N6118	Health Systems Leadership Role of the Leader/Manager II	3-0-3			
N6117	Health Systems Leadership Role of the Leader/Manager I	3-0-3	N6120	Health Systems Leadership Leader/ Manager Practicum II	0-8-2			
N6119	Health Systems Leadership Leader/Manager Practicum I	0-8-2						

*Two years (5 semesters), 35 total hours via 100% asynchronous format
Note: A minimum of three hours in a standard week for one credit hour in practicums is the norm (4:1 for practicums).
Note: A minimum of five total semester hours necessary for financial aid eligibility.

SR_06/30/23 (Reviewed)

UNIVERSITY of West Georgia

SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING
PROGRAM DEGREE PLAN: HEALTH SYSTEMS LEADERSHIP
Nurse Leader/Manager
Part-time Plan of Study Option B

Semester Plan								
Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (4 hours)			**Spring Semester I (6 hours)**			**Summer Semester I (3 Hours)**		
N6102	Role of the Caring Healthcare Professional	3-0-3	N6105	Leadership for Quality, Safety and Health Policy	3-0-3	N6108	Epidemiology for Nursing Education and Practice	3-0-3
N6900	Scholarly Writing	1-0-1	N6115	The Business of Healthcare: Financial and Economic Evidence	3-0-3			
Fall Semester II (6 hours)			**Spring Semester II (3 hours)**			**Summer Semester I (3 Hours)**		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6116	Leading Human Resource Systems	3-0-3
N6109	Informatics, Technology and Healthcare Outcomes	3-0-3						
Fall Semester II (5 hours)			**Spring Semester II (5 hours)**					
N6117	Health Systems Leadership Role of the Leader/Manager I	3-0-3	N6118	Health Systems Leadership Role of the Leader/Manager II	3-0-3			
N6119	Health Systems Leadership Leader/Manager Practicum I	0-8-2	N6120	Health Systems Leadership Leader/ Manager Practicum II	0-8-2			

*Three years (8 semesters), 35 total hours via 100% asynchronous format
Note: A minimum of three hours in a standard week for one credit hour in practicums is the norm (4:1 for practicums).
Note: A minimum of five total semester hours necessary for financial aid eligibility.

SR_06/30/23 (Reviewed)

UNIVERSITY *of* WEST Georgia

SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING
PROGRAM DEGREE PLAN: HEALTH SYSTEMS LEADERSHIP
Clinical Nurse Leader
Full-time Plan of Study Option B

Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Semester Plan								
Fall Semester I (7 hours)			**Spring Semester I (9 hours)**			**Summer Semester I (6 Hours)**		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6106	Pathophysiology and Pharmacology	3-0-3	N6103	Health Promotion and Advanced Health Assessment	3-0-3
N6102	Role of the Caring Healthcare Professional	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6108	Epidemiology for Nursing Education and Practice	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3			
Fall Semester II (8 hours)			**Spring Semester II (8 hours)**					
N6109	Informatics, Technology and Healthcare Outcomes	3-0-3	N6123	Health Systems Leadership CNL Practicum II	0-25-5			
N6122	Health Systems Leadership CNL Practicum I	0-10-2	N6125	Health Systems Leadership CNL Seminar	3-0-3			
N6124	Health Systems Leadership Role of the CNL	3-0-3						

*Two years (5 semesters), 38 total hours via 100% asynchronous format
Note: A minimum of three hours in a standard week for one credit hour in practicums is the norm (5:1 for practicums).
Note: A minimum of five total semester hours necessary for financial aid eligibility.

SR_02/24/203

49

UNIVERSITY of West Georgia

SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING
PROGRAM DEGREE PLAN: HEALTH SYSTEMS LEADERSHIP
Clinical Nurse Leader
Part-time Plan of Study Option B

Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Semester Plan								
Fall Semester I (4 hours)			**Spring Semester I (6 hours)**			**Summer Semester I (3 Hours)**		
N6102	Role of the Caring Healthcare Professional	3-0-3	N6106	Pathophysiology and Pharmacology	3-0-3	N6108	Epidemiology for Nursing Education and Practice	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3			
Fall Semester II (6 hours)			**Spring Semester II (3 hours)**			**Summer Semester I (3 Hours)**		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6103	Health Promotion and Advanced Health Assessment	3-0-3
N6109	Informatics, Technology and Healthcare Outcomes	3-0-3						
Fall Semester II (5 hours)			**Spring Semester II (8 hours)**					
N6122	Health Systems Leadership CNL Practicum I	0-10-2	N6123	Health Systems Leadership CNL Practicum II	0-25-5			
N6124	Health Systems Leadership Role of the CNL	3-0-3	N6125	Health Systems Leadership CNL Seminar	3-0-3			

*Three years (8 semesters), 38 total hours via 100% asynchronous format
Note: A minimum of three hours in a standard week for one credit hour in practicums is the norm (5:1 for practicums).
Note: A minimum of five total semester hours necessary for financial aid eligibility.

SR_02/24/23

EdD in Nursing Education Program

Admission Requirements

The Tanner Health System School of Nursing accepts applications for admission to the EdD in Nursing Education program each fall semester. Admission consideration is dependent upon the submission of the following items:

1. Earned Masters of Science in Nursing (MSN) degree from an accredited program.
2. An overall GPA of 3.0 (4.0 scale) for all graduate nursing courses.
3. Official transcripts from **each** college or university attended.
4. Three letters of recommendation from individuals who are knowledgeable of the applicant's professional and academic abilities.
5. Sample of academic writing limited to 5 pages (An academic paper presented in a previous graduate course that demonstrates knowledge of an area, powers of organization, command of the language, and communication skills.)
6. Evidence of current licensure as a registered nurse (RN) in the United States.
7. Professional resume.

Online Degree and Certification Programs may not be available in all states. If you are an out-of-state student, please contact the University of West Georgia, [Director of Distance Education](), Janet Gubbins ([jgubbins@westga.edu](), or central office #678-839-0630), to confirm that our program is available in your state. Once you have confirmed that the EdD program is available in your state, please contact the Tanner Health System School of Nursing Graduate Associate, Embry Ice ([eice@westga.edu](), or central office #678-839-5115), as the requirement of additional faculty licenses may be necessary to accommodate out of state students.

A review of applications will begin after February 1st and will continue until the cohort of students for the EdD in Nursing Education program is full.

SR_06/30/23 (Reviewed)

In-person requirements for the EdD program **are not required**. However, the following online synchronous sessions are required for all students:

- Online synchronous orientation requirement for at the beginning of the program (early August)
- Online synchronous orientation requirement the semester before students take the Comprehensive Exam course, NURS 9019 (fall 3 for full-time students; fall 4 for part-time students)
- Online synchronous defense meetings (proposal defense **and** the final dissertation defense, dates to be determined by the student and the dissertation chair).

A Virtual Success Seminar is provided each summer before admission to the program. The Graduate Studies Associate will offer specifics regarding the Virtual Succes Seminar upon admission to the program.

SR_06/30/23 (Reviewed)

Plans of Study

UNIVERSITY of West Georgia

THS-School of Nursing
EdD in Nursing Education Program
Full-Time Plan of Study Option E

Semester	Course/Title/ Semester Hours	Credit Hours
Fall #1	NURS 9001//Current Trends and Issues in Nursing Education/3 hours NURS 9004/Teaching the Adult Learner/3 hours NURS 9005/Nursing Theory in Nursing Education/3 hours NURS 6900/Scholarly Writing/1 hour	10
Spring #1	NURS 9002/Quantitative Research in Nursing/3 hours NURS 9007/Applied Statistical Methods in Nursing/3 hours	6
Summer #1	NURS 9003/Principles of Qualitative Inquiry: Design and Methods/3 hours NURS 9006/Educational and Health Care Policy Analysis/2 hours	5
Fall #2	NURS 9008 Theoretical and Philosophical Foundations of Education/3 hours NURS 9009/Curriculum: Theory and Practice/3 hours NURS 9018/Advanced Research Methods/3 hours	9
Spring #2	NURS 9011/Ethics in Nursing Education/3 hours NURS 9012/Nursing Education Synthesis/3 hours NURS 9016/Distance Education in Nursing/3 hours	9
Summer #2	NURS 9013/Nursing Education Leadership for Diversity for the 21st century/3 hours NURS 9014/Methodology Development/3 hours	6
Fall #3	NURS 9019/Comprehensive Exam/ 3 hours	3
Spring #3	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
Summer #3	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
Fall #4	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
Spring #4	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
	Total Hours	60

UNIVERSITY of West Georgia

THS-School of Nursing
EdD in Nursing Education Program
Part-time Plan of Study Option E

Semester	Course/Title/ Semester Hours	Credit Hours
Fall #1	NURS 9001/Current Trends and Issues in Nursing Education/3 hours NURS 9005/Nursing Theory in Nursing Education/3 hours NURS 6900/Scholarly Writing/1 hour	7
Spring #1	NURS 9002/Quantitative Research in Nursing/3 hours NURS 9007/Applied Statistical Methods in Nursing/3 hours	6
Summer #1	NURS 9003/Principles of Qualitative Inquiry: Design and Methods/3 hours NURS 9006/Educational and Health Care Policy Analysis/2 hours	5
Fall #2	NURS 9004/Teaching the Adult Learner/3 hours NURS 9008 Theoretical and Philosophical Foundations of Education/3 hours	6
Spring #2	NURS 9011/Ethics in Nursing Education/3 hours NURS 9016/Distance Education in Nursing/3 hours	6
Summer #2	NURS 9013/Nursing Education Leadership for Diversity for the 21st century/3 hours	3
Fall #3	NURS 9009/Curriculum: Theory and Practice/3 hours NURS 9018/Advanced Research Methods/3 hours	6
Spring #3	NURS 9012/Nursing Education Synthesis/3 hours	3
Summer #3	NURS 9014/Methodology Development/3 hours	3
Fall #4	NURS 9019/Comprehensive Exam/ 3 hours	3
Spring #4	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
Summer #4	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
Fall #5	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
Spring #5	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
	Total Hours	60

University of West Georgia
Tanner Health System School of Nursing
EdD in Nursing Education program

Comprehensive Examination Guideline

I. Outcome

The student will demonstrate knowledge related to program outcomes in a professionally written document

II. Guideline

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

III. Procedure of Guideline

The comprehensive exam will consist of questions that relate to program outcomes. Each student will write an APA style/20-page paper (excluding title page, references, and appendices) based upon the questions. Students are expected to demonstrate a firm grasp of content salient to the topic, including research findings and justification. Graduate faculty panel members will evaluate each exam submission using the EdD in Nursing Education Comprehensive Examination Rubric. Suppose a student does not pass the first comprehensive exam. In that case, the student will be required to retake the exam one additional time in the NURS 9019 Comprehensive Exam course before continuing in the program.

IV. Timeframe

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

Rights clause of the SON Graduate handbook:

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

<div align="center">

University of West Georgia
Tanner Health System School of Nursing
EdD in Nursing Education program

</div>

Comprehensive Exam Administration Guideline

I. <u>Preparation for the Comprehensive Exam</u>

A meeting is encouraged between the dissertation chair and the doctoral student **<u>before</u>** the NURS 9019 Comprehensive Exam course to confirm that the student has selected a relevant nursing education prospectus topic. Additional meetings may be scheduled to finalize the prospectus topic and the proposed research plan to investigate the topic only **<u>before</u>** the NURS 9019 Comprehensive Exam course.

II. <u>NURS 9019 Timeline for the Comprehensive Exam</u>

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

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

III. <u>NURS 9019 Comprehensive Exam Committee Contact</u>

Since the comprehensive exam is scheduled to occur within the NURS 9019 Comprehensive Exam course, the student must refrain from speaking to their dissertation chair and committee during the exam. However, once the final results of the comprehensive exam results are determined (pass or fail), they may contact their dissertation committee.

Please see the Comprehensive Examination and the Comprehensive Examination Rubric located in Graduate Student Handbook for further information regarding the comprehensive exam.

Rights clause of the SON Graduate handbook:

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

University of West Georgia
Tanner Health System School of Nursing
EdD in Nursing Education program

Comprehensive Examination

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

The Introduction will include the following:

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

Knowledge synthesis is critical to advancing nursing education, policy, practice, and new research and the applicability and transparency of findings.

Question #2: Using a selected knowledge synthesis method from the following article, justify the need for the nursing education study by addressing literature gaps and contributing to new knowledge.

Whittemore, R., Chao, A., Jang, M., Minges, K., & Park, C. (2014). Methods for knowledge synthesis: An overview. *Heart & Lung, 43*(5), 453-461.

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

Quantitative	Qualitative
Introduction	Introduction
Knowledge Synthesis Method	Knowledge Synthesis Method
Summary	Summary

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

University of West Georgia
Tanner Health System School of Nursing
EdD in Nursing Education program

Comprehensive Examination Rubric

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

Evaluation of Quality of the Comprehensive Exam Product

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

Evaluation criteria	Excellent	Above average	Adequate	Inadequate
	thoughtful voice is used throughout. Exceptionally well-articulated.	well written and focused. A scholarly voice is used throughout.	articulated. Scholarly voice is evident in most of the answers.	Scholarly voice is lacking. *Provide rationale below
The extent to which the paper demonstrated a strong grasp of content salient to the topic, including literature/research findings and justification for the topic (*check one*)	Demonstrates appropriate, relevant, and timely insights from a variety of perspectives and resources. Provides substantial support for ideas with well-chosen citations strategically placed.	Paper provides focused responses to the questions posed. Also provides sufficient and appropriate support of ideas with relevant citations to the literature.	Provides general responses to the questions posed. Insights are noted but somewhat inconsistent. However, support from the literature is usually relevant, sufficient, and integrated into the responses.	Vague or irrelevant responses to the questions posed. Support from the literature is not relevant, sufficient, or integrated into the responses. *Provide rationale below

Overall committee decision (select one):

_____Excellent_____Above average_____Adequate_____Inadequate

A "pass" on the comprehensive exam is an **<u>overall committee decision</u>** of excellent, above average, or adequate. A "fail" on the comprehensive exam is an overall committee decision of inadequate. After the committee completes an evaluation of student performance on the comprehensive examination, submit this document to the Graduate program director.

Signature of dissertation committee chair and date:

_____

(Electronic signature may be used)

Signature of dissertation committee member and date:

_____

(Electronic signature may be used)

Signature of dissertation committee member and date:

_____

(Electronic signature may be used)

*Provide rationale below for rubric items selected as inadequate:

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

SR_06/30/23 (Reviewed)

I. ADMISSION TO CANDIDACY

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

II. CONTINUOUS REGISTRATION

Once a student has successfully passed all course work, the student is expected to pursue completion of the comprehensive examination and dissertation without interruption by enrolling every remaining semester for at least three hours of dissertation research until completion of the dissertation. The amount of dissertation research for which a student enrolls in any given semester should be commensurate with the progress a student is expected to make on the dissertation. **All requirements of the degree must be completed within seven years.**

III. DISSERTATION

A dissertation showing ability to conduct independent research and skill in organization and presentation must be prepared by each student on a nursing education topic. The dissertation must also constitute a definite contribution to knowledge. Therefore, the dissertation title must be approved by the student's dissertation chair and committee members. A dissertation committee, with the dissertation chair, will supervise the preparation of the dissertation. The dissertation committee shall not have fewer than three members.

All members of a dissertation committee must be members of the THS SON Graduate Faculty. An additional Outside Committee Member may also serve on the dissertation committee with evidence of a terminal degree and approval by the Dissertation Chair and Graduate Program Director. Lastly, see the Graduate School site for required university editorial guidelines and the Thesis & Dissertation Formatting Guidelines Handbook.

IV. WORKING WITH A CHAIR AND COMMITTEE

Building Student-Chair Relationship

a. Introduction

Finding a match between student interests and faculty member's availability represents both challenges and opportunities. Once a chair selection is made and approved, building a relationship with your chair is critical for completing your dissertation. Here are four suggestions:

- Check with your chair regarding the preferred method of communication,
- Be ready to type notes and/or tape the session when you schedule conversations,
- It works best if all communication is channeled through the chair, even if you are working with other dissertation committee members on specific issues to avoid any contradictory information, which may slow down progress, and;
- The chair and student will coordinate in completing progress for each semester of their NURS 9015 courses.

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

- Plan to allow chair and committee members **a minimum of two weeks** to read various drafts of your work,
- The IRB approval process will take some time. Plan on at least three weeks before your IRB approval. **You cannot collect *any data* until the IRB has approved your study,**
- Build-in extra dissertation preparation time, perhaps twice as much as you anticipate needing, as often-unforeseen issues delay some aspect of the dissertation process, and;
- Begin your NURS 9015 semester report at the beginning of each semester by developing a very detailed, projected timeline for the semester.

b. How Does a Dissertation Committee Function?

Each member of the committee brings specific strengths and perspectives to the student. These strengths may lie in methodological or content-area expertise. Another great strength may be interest and enthusiasm in assisting your development as a scholar. UWG believes that the student is served best when direction and support are consensual and collaborative. To this end, at times, the committee will discuss differences in the presence of the student, whereas other times, the committee will choose to resolve differences without the student's presence. It works best at all stages of dissertation development if all dissertation committee members receive feedback and communication.

c. General Dissertation Expectations

UWG has established at least four general expectations regarding quality in dissertation work, and they include:

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

d. What does the committee chair do? The chair:

   1. Supports the student with project conceptualization and early drafts,
   2. Assumes primary responsibility for assuring that work fulfills the expectations and requirements of the committee, UWG, and the academic discipline,
   3. Leads, monitors, coordinates, and assesses the progress of the dissertation from start to finish,
   4. Provides timely and regular feedback,
   5. Assists the student with the development of the *IRB*,
   6. Afterwards, the faculty will formally submit the IRB and;

7. Helps the student develop their scholarly agenda.

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

f. <u>What does the student do? The student:</u>
1. Complies with all rules, procedures, ethical guidelines, and IRB requirements,
2. Communicates regularly and consistently with the chair. Always provides more than adequate time to read drafts and exchange ideas (typically a minimum of two weeks),
3. Accommodates the chair's schedule,
4. Corrects grammatical or APA errors,
5. Learns to accept feedback and constructive criticism, and;
6. Follows through and meets obligations promptly.

g. <u>Frequently asked questions:</u>
1. **Who is responsible for selecting the dissertation committee chair?** This is a decision by the Associate Dean and Graduate Program Director; however, the student provides potential dissertation chair and committee members recommendations. Students are encouraged to explore possible chairs amongst Graduate faculty members.
2. **When do I select my committee chair?** During the first summer of the program for full-time students, the second summer of the program for part-time students, students are welcome to offer recommendations of a dissertation chair. Students should keep an open mind about methodological procedures and varying expertise offered by potential chairs. Students will have the opportunity to review faculty experience and expertise before providing potential dissertation chair and committee member requests.
3. **Who selects the members of the dissertation committee?** This is a decision by the Graduate Faculty; however, the student provides potential dissertation chair and committee members recommendations.
4. **What should I strive for as far as committee membership?** The most important criterion is a committee member who is willing and committed to helping you develop as a scholar. Ideally, the committee members should strive to represent both content area and methodological expertise.
5. **How many members serve on a dissertation committee?** Committees will consist of three or potentially four members. However, if the chair also provides methodological expertise, committees may include only three members.
6. **Where can I find a directory of faculty members?** [On the THS SON Directory Site](#)
7. **What are the formatting requirements for my dissertation?** See the [Thesis & Dissertation Formatting Guidelines Handbook](#). Students are encouraged to format their dissertations using these guidelines when beginning the dissertation process.

8. **What if I want to change my chair or a committee member?** Changing the composition of the dissertation committee should not be taken lightly. Any changes must be discussed and approved by the committee chair, Graduate Program Director, and Associate Dean. *Again, a strong rationale is required to make a change.*

9. **How many hours of dissertation credit <u>must</u> be taken?** Three credit hours for NURS 9019 and a minimum of 12 credit hours for NURS 9015.

10. **Do I have to enroll for dissertation hours if I want to take a semester off?**
Unless the student has been granted an extraordinary "leave of absence," the student must enroll in at least three hours of dissertation credit every semester (including summer). Failure to do so will remove the student from good standing in the program.

11. **How many presentations will I do?** The first is a dissertation proposal defense required for the student to advance to candidacy, and the second is the dissertation defense, completed after the study has been completed.

12. **What happens when I am ready to defend my dissertation proposal?** The student works with the dissertation chair to determine when the student is ready to defend the dissertation proposal.

13. **What happens when I am ready to defend my dissertation?** The student works with the dissertation chair to determine when the student is ready to defend the dissertation.

14. **What forms are required regarding the dissertation?** Some numerous forms and procedures have been developed to ensure an orderly and systematic progression through the dissertation process. The dissertation chair will provide the needed dissertation proposal and dissertation defense forms upon completion of the proposal and complete dissertation.

15. **Who is eligible to serve as a dissertation committee chair or member?**
Any THS SON graduate-level faculty member with a terminal degree is eligible for consideration to serve on dissertation committees.

16. **When do I achieve candidacy?** Once students have successfully passed the comprehensive examination *and* successfully defended their dissertation proposal, they have achieved candidacy.

17. **How long will the dissertation take?** This depends on the complexity of your study and the challenges you encounter in gathering and analyzing data. The student's situation and the amount of time devoted to the dissertation process are also factors. Full-time students can complete the entire program, including the dissertation, in a little under four years and part-time students in a little under five years. However, due to the design complexity of some studies, it is not expected that all students will complete in this timeframe. Keep in mind that all students must complete their dissertation within the mandated 7-year time frame, which begins from their semester of admission to the program.

18. **How long do I have to complete my degree?** To maintain the integrity of the degree and to ensure current status, *students must complete their degree, including dissertation, within seven years of admission.* After the seven-year expiration, students will be required to reapply to the program and re-take courses if re-admitted.

SR_06/30/23 (Reviewed)

EdD in Nursing Education Program Dissertation Guidelines

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

Two-Manuscript Dissertation Format

Format: • Two-Manuscript Format
Body: • **Chapter 1** Introduction   • **Chapter 2** Literature Overview and Manuscript #1-Knowledge Synthesis Method   • **Chapter 3** Methodology   • **Chapter 4** Manuscript #2-Results/Conclusions/Recommendations   • **References**   • **Appendices**
Requirements: • Dissertation Committee (3 members or more)   • Hours of dissertation credit per plan of study
Oral Dissertation Proposal Defense: • Oral Presentation of Proposal (chapters 1, 2, & 3***), open to the School of Nursing
Advancement to Candidacy: • Completion of Dissertation Proposal   • Successful Oral Dissertation Proposal Defense   • Committee approval to conduct research (IRB)
Oral Dissertation Final Defense: • Oral Presentation of final dissertation/findings (all chapters), open to the University of West Georgia

***The Dissertation Proposal will consist of Chapter 1 (Introduction), Chapter 2 (Literature Overview and Manuscript #1-Knowledge Synthesis Method), and Chapter 3 (Methodology).**

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

The first manuscript can be submitted to a peer-reviewed journal before the final oral dissertation defense. To allow students to incorporate committee member's feedback and research findings, the second manuscript will be submitted to peer-reviewed journals after the oral dissertation final defense. The peer-reviewed journals maybe nursing or another discipline (Example: education). The impact of interdisciplinary journals will be evaluated based on their listing in the Social Science Citation Index (SSCI) or the Science

Citation Index (SCI) by the committee. Lastly, the relevance of any peer-reviewed journal (nursing or another discipline) must be decided upon by the dissertation committee chair and committee members.

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

Overall Dissertation Guidelines

The full dissertation will conform to the specifications outlined in the Graduate Studies Thesis & Dissertation Formatting Guidelines Handbook. The main body of the text of the dissertation will consist of four chapters:
1. **Chapter 1** Introduction
2. **Chapter 2** Literature Overview and Manuscript #1-Knowledge Synthesis Method
3. **Chapter 3** Methodology
4. **Chapter 4** Manuscript #2-Results/Conclusions/Recommendations.

Chapters 1, 2, 3, and manuscript 1 comprise the dissertation proposal - details are listed below. Information regarding the Oral Dissertation Proposal Defense is located in the last section of the dissertation guidelines.

Chapter 4 (Manuscript 2) will summarize and synthesize the dissertation's findings into a synopsis that relates the work to the extant literature, advances nursing education research, and discusses the study's strengths and limitations. The manuscript will also offer implications for further research in nursing education. Manuscript #2/Chapter four is added to the proposal and any required edits to complete the dissertation. Information regarding the Oral Dissertation Final Defense is located in the last section of the dissertation guidelines.

Chapters 1 through 4 will be written in APA format. The student will also be required to format the final document according to university editorial guidelines before the final submission of the dissertation for graduation. The Graduate Studies specifications are outlined at Thesis & Dissertation, UWG General Guidelines for Formatting and Processing.

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

Quantitative	Qualitative
Introductory paragraph(s)	Introductory paragraph(s)
Background (State of the current literature)	Background (State of the current literature)
Statement of the Problem	Statement of the Problem
Purpose of the Study (includes a brief statement about research methodology)	Purpose of the Study (includes a brief statement about research methodology)
Research Questions (and possibly Hypotheses)	Research Questions (and possibly Hypotheses)

Quantitative	Qualitative
Significance of the Study to Nursing Education	Significance of the Study to Nursing Education
Introduction to the Conceptual or Theoretical Framework	Introduction to the Conceptual or Theoretical Framework
Definition of Terms	Definition of Terms
Assumptions of the Study	Assumptions of the Study
Chapter Summary	Chapter Summary

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

Quantitative	Qualitative
Chapter Introduction	Chapter Introduction
Conceptual or Theoretical Framework	Conceptual or Theoretical Framework
Literature Overview	Literature Overview
Knowledge Synthesis Method (Manuscript #1 - including all manuscript references, tables, figures, and/or appendices. The manuscript should be presented as a fully independent piece)	Knowledge Synthesis Method (Manuscript #1 - including all manuscript references, tables, figures, and/or appendices. The manuscript should be presented as a fully independent piece)
Chapter Summary (after the manuscript)	Chapter Summary (after the manuscript)

Chapter two considerations:
	To justify the need for the study, the student must address the gap in the literature by conducting a review of the literature in chapter two. **The literature overview is a synthesis and evaluation of the literature, including all variables addressed in the research questions.**

	-Manuscript #1 of the Ed.D. in Nursing Education dissertation may contain any one of the following types of knowledge synthesis methods (Systematic review, Meta-analysis of RCT, Meta-analysis of observational study, Qualitative synthesis, Mixed studies review, Integrative review, Scoping review, RE-AIM review, and Umbrella review) based upon the mutual decision of the dissertation chair and doctoral student.

	- To ensure the student meets essential criteria, journal guidelines should be reviewed with the dissertation chair before developing any manuscript**.**
	- The manuscript should be a fully independent piece and include: the body of the manuscript; the manuscript reference list; and all manuscript tables, figures, and/or appendices. The references/tables/figures/appendices unique to the manuscript do not need to be added to the overall dissertation reference list/tables/figures/appendices at the end of the dissertation.

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

2)   Methodology
3)   Chapter Summary

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

Quantitative	Qualitative
Introductory paragraph(s)	Introductory paragraph(s)
Research Design	Research Design
Setting	Setting
Participants (include a description of the population, the sample, and how sample size was determined)	Participants
Instrumentation	Researcher's Role
Procedures (including recruitment and data collection)	Data Collection
Data Analysis Plan	Data Analysis Plan
Limitations (from a broader, more global perspective, such as methodological context, social context, etc.)	Trustworthiness
Summary	Ethical Issues
	Limitations (from a broader, more global perspective, such as methodological context, social context, etc.)
	Summary

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

Quantitative	Qualitative
Chapter Introduction	Chapter Introduction
Methodology	Methodology
Chapter Summary	Chapter Summary

*Chapter 3 should be written in the present and/or future tense before the student's *oral dissertation proposal defense*. When preparing for the *final oral dissertation defense* (after the study has been conducted and chapter 4 written), the student will go back and change Chapter 3 to past tense.

4. **Chapter 4** is Manuscript #2. It will include the following for both Quantitative and Qualitative dissertations:
1)   Chapter Introduction
2)   Manuscript Two (research results)
3)   Summary

*The broad outline of chapter four will include the following:

Quantitative	Qualitative
Chapter Introduction (before the manuscript)	Chapter Introduction (before the manuscript)
Manuscript Two (including all manuscript references, tables, figures, and/or appendices. The manuscript should be presented as a fully independent piece)**	Manuscript Two (including all manuscript references, tables, figures, and/or appendices. The manuscript should be presented as a fully independent piece)**
Chapter Summary (after the manuscript)	Chapter Summary (after the manuscript)

Manuscript #2 is necessary for the dissertation and will include the following outline:

Quantitative	Qualitative
Introductory paragraph(s) (must include a succinct overview of the previous chapters that informs the reader and supports or guides the findings)	Introductory paragraph(s) (must include a succinct overview of the previous chapters that informs the reader and supports or guides the findings)
Major findings	Major findings
Limitations (specific to the individual study)	Limitations (specific to the individual study)
Discussion of the Findings	Discussion of the Findings
Implications for Nursing Education	Implications for Nursing Education
Conclusions	Conclusions
Recommendations	Recommendations

**As with manuscript #1 - Manuscript #2 should be a fully independent piece and include: the body of the manuscript; the manuscript reference list; and all manuscript tables, figures, and/or appendices. The references/tables/figures/appendices unique to the manuscript do not need to be added to the overall dissertation reference list/tables/figures/appendices at the end of the dissertation.

Both manuscripts must represent work undertaken while the student is enrolled in the Ed.D. Program and the student's dissertation committee must approve each manuscript. If a journal rejects a manuscript during the dissertation process, the dissertation committee will decide whether to accept the changes requested by the journal. The student may submit the manuscript to another journal under the direction of their dissertation committee. Again, in the case of a revise and resubmit during the dissertation process, the dissertation committee must approve any changes to the manuscript. If a journal rejects an article after the successful completion and defense of the dissertation, changes/submission to a new journal will be at the sole discretion of the Ed.D. graduate.

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

Publication and submission of the dissertation are required, and students will follow the UWG General Guidelines for Formatting and Processing for assistance in preparing their dissertation.

Dissertation ProQuest Embargo Period

When uploading the dissertation within the ProQuest, the student is encouraged to select "No" to the publishing options question "*I want my work to be available in ProQuest as soon as it is published*," and instead select an embargo period of 6 months, one year, or two years. The embargo period will allow the manuscripts to be accepted by prospective peer-reviewed journals without risk of rejection because they have already been published by the University of West Georgia and made publicly available through ProQuest/University Microfilms International. Submission to ProQuest is completed after the student's successful Oral Dissertation Final Defense (outlined below).

Dissertation Committee and Two Oral Defenses Information
Each student must prepare a dissertation that displays their ability to conduct independent research and organization and presentation on a nursing education topic. It must constitute a definitive contribution to knowledge.

A. Dissertation Committee Composition
The dissertation title must be approved by the student's dissertation chair and committee members. A dissertation committee with the chair will supervise the preparation of the dissertation. The dissertation committee shall not have fewer than three members. All members of a dissertation committee must be regular Graduate Faculty or limited-term Graduate Faculty. An additional Outside Committee Member may also serve on the dissertation committee with evidence of an earned terminal degree. The dissertation chair, Graduate Director, and Associate Dean must give an Outside Committee Member approval to be on the committee. The Outside Committee Member must also apply for limited-term Graduate Faculty status. Lastly, see the Graduate Programs site for required university editorial guidelines, Thesis & Dissertation, UWG General Guidelines for Formatting and Processing.

B. Oral Dissertation *Proposal* Defense
One week before the dissertation proposal meeting, the School of Nursing will advertise the selected oral dissertation proposal defense date (Oral Dissertation Proposal Defense Announcement form). The oral dissertation proposal defense will be open to the School of Nursing and chaired by the committee chair. At the meeting of the committee, all members of the committee must be either physically or virtually present and:
1. All committee members must be present (in person or virtually). The student will present orally within a *maximum* 20-minute timeframe. The audience may ask questions of the student after the presentation.
2. Following the public oral dissertation proposal defense and question/answer session, the dissertation committee will meet in the executive session. The committee may ask additional questions about the student's chosen topic and/or ask for further clarifications regarding the student's methodology. In addition, the committee may call for additional editing of the written proposal at this time. Should the committee decide that substantial revisions are needed, the committee may hold a second meeting. *If editing to the dissertation proposal is required, the student must make those changes within 14 days and submit those changes to the committee.*
3. A unanimous vote of all committee members is required to accept the proposal. At this time, the committee may sign the Report of Results Oral Dissertation Proposal Defense form. However, if the committee requires substantial edits, the above form should not be signed until all edits have been submitted and approved by the full committee. **This editing process must be completed within the 14-day time frame.**

4. Successful completion of this phase moves the student into candidacy. Then, students will begin preparing to implement their study after receiving institutional review board (IRB) approval from the University of West Georgia IRB Committee.

5. After approval of the proposal, the student must keep the committee apprised of the progress of the dissertation. The student's committee, before any submission to a journal, must approve each manuscript. Before the student's public oral dissertation final defense, it is assumed that a complete draft of the dissertation has been distributed and read by all committee members. At the end of each semester, each student will complete a Dissertation Semester Report Form under the direction of their chair. This form must be signed by both the student and the chair and uploaded into the student's 9015 courses before the end of the semester.

C. Public Oral Dissertation *Final* Defense

Following approval from the chair/committee to proceed to public oral dissertation final defense, the committee chair will inform the Ed.D. Director and Associate Dean of the intent to defend. The student and dissertation chair/committee will identify the date for the oral final dissertation defense. This date must be at least 30 days before the end of the semester, or a *minimum* of two weeks before the ProQuest submission date, in order for the student to officially graduate within that semester.

The School of Nursing will publicly advertise the oral dissertation final defense (Oral Dissertation Final Defense Announcement form) at least one week before the scheduled oral dissertation final defense date. The final oral dissertation defense will be open to the public and chaired by the committee chair. All committee members must be present (physically or virtually). The student will present orally within a 20-minute minimum/30-minute *maximum* timeframe. The audience may ask questions of the student after the presentation.

D. Dissertation Approval

Following the public oral dissertation final defense and question/answer session, the dissertation committee will meet in the executive session. All members of the committee must be either physically or virtually present at this meeting. At this meeting, the committee may opt to ask additional questions about the student's chosen topic and/or ask for further clarifications of the student's data. In addition, the committee may call for additional editing of the written dissertation at this time. The committee chair will then call for a vote to approve, and the document, Report of Results of Oral Dissertation Final Defense, can be signed by all dissertation committee members. Suppose editing to the dissertation document is required. In that case, *the student must make those changes within 14 days and submit those changes to all committee members before completing the dissertation's final signature page.*

Additional Guidelines:

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

Rights clause of the SON Graduate handbook:

The Tanner Health System School of Nursing reserves the right to amend, modify, add to, or delete our rules, policies, and procedures.
DV_7/7/21, SR_06/30/23 (Reviewed)

THS SON Guidelines for Consultation with Idleman & Associates

Purpose: To clarify consultation services with Idleman & Associates.

Guidelines:

THS SON Faculty:
- Consultation with Idelman & Associates for THS SON faculty will consist of **<u>solely</u>** quantitative methodologies and statistical analysis guidance.
- Idleman & Associates will provide editorial assistance for faculty publications.

THS SON Doctoral Students:
- Consultation with Idleman & Associates for THS SON doctoral students will consist of **<u>solely</u>** quantitative methodologies and statistical analysis guidance. Idleman & Associates **will not assist** doctoral students who select qualitative methodologies as the THS SON Qualitative Research Consultant will support students with qualitative research assistance (see THS SON Guidelines for Consultation with Qualitative Research Consultant).
- Consultation with doctoral students **will not include** editorial assistance for any student dissertation and/or papers at any time during doctoral studies.
- THS SON graduate faculty (chairs, course faculty, Graduate director, etc.) must be present when a THS SON doctoral student meets with Idleman & Associates.

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

Related document: Addendum to Consultant MOU of July 6, 2016.

Appendices: No appendices with these guidelines.

SR_06-3023 (Reveiwed)

THS SON Guidelines for Consultation with Qualitative Research Consultant

Purpose: To clarify consultation services with the THS SON Qualitative Research Consultant, Dr. Cynthia Brown.

Guidelines:

THS SON Faculty:
- Consultation with Dr. Brown for THS SON faculty will consist of assistance with **<u>solely</u>** qualitative methodologies.
- Dr. Brown will provide editorial assistance for faculty qualitative publications.

THS SON Doctoral Students:
- Consultation with Dr. Brown for THS SON doctoral students will consist of assistance with **<u>solely</u>** qualitative methodologies. Dr. Brown **will not assist** doctoral students who select quantitative methodologies as Idleman & Associates will support students with quantitative research assistance (see THS SON Guidelines for Consultation with Idleman & Associates for specifics).

- Consultation with doctoral students **will not include** editorial assistance for any student dissertation and/or papers at any time during doctoral studies.
- Faculty members (chairs, course faculty, Graduate Director, etc.) must be present when a THS SON doctoral student meets with the Qualitative Research Consultant.

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

Appendices: No appendices with these guidelines.

SR_06/30/23 (Reviewed)

Appendix A

University of West Georgia
Tanner Health System School of Nursing

12-Panel Drug Test includes:

- Amphetamines

- Cannabinoids

- Cocaine Metabolites

- Opiates

- Phencyclidine

- Barbiturates

- Benzodiazepines

- Methadone

- Propoxyphene

- Methaqualone

- Oxycodone

- Immunizations

Reference: Advantage Students.com (2023)

University of West Georgia
Tanner Health System School of Nursing

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 a 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

Note: refer to the NCSBN & Georgia Board of Nursing (2018) for additional Behavioral and Physical Signs & Symptoms of Substance Use Disorders in Nurses.

Appendix C

University of West Georgia
Tanner Health System School of Nursing

Clinical Credentialing, Handbook Acknowledgement, and Additional Graduate Forms

Forms kept in THS School of Nursing student clinical file for credentialing
1. *Graduate program Handbook Acknowledgement form
2. Confidentiality Policy Form
3. Health Insurance Acknowledgement Form
4. Student Clinical Contract Release and Authorization Form
5. Hepatitis B Records

Documents kept in Verified Credentials Student Personal Account (*unless noted otherwise)
- MSN Health & Professional Requirement Checklist
- Current Professional Liability Insurance Policy
- Current CPR Card from American Heart Association
- Physical Ability Form
- MSN Health & Professional Requirements Checklist
- TB 1-Step Form or TB 2-Step Form
- Flu Shot
- Tdap
- Hepatitis B Requirements
- MMR
- Varicella
- Health Insurance Card
- Criminal Background Check & Drug Screen (*completed with Advantage Students)
- Copy of RN license
- COVID 19 Vacination(s)

Document Required for the EdD program

- *Graduate Program Handbook Acknowledgement Form (MSN & EdD)

Additional graduate program forms

- Post-Exposure Counseling Checklist Form (MSN)
- Consent for Random Drug Screening Form (MSN)
- Agreement for the Chemically Impaired Student Nurse Form (MSN)
- *Grievance Document Form (EdD & MSN)
- Comprehensive Exam & Dissertation Acknowledgement Form (EdD)

*Denotes form is used for both MSN and EdD Program

KD_07/06/23 (Reviewed)