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WELCOME

Welcome to the School of Nursing. Whether you are a newly admitted student or returning student, we want you to have a successful nursing education experience at Georgia Southwestern State University. This nursing program has a long history of excellence and while it is a rigorous program of study, we hope that you will look back on your education at GSW with pride. The School of Nursing faculty and staff are here to assist you. This handbook was prepared to assist you during your program of studies. It contains policies, procedures and general information relative to the School of Nursing. In addition, you need to access and be knowledgeable of the GSWeathervane for other information.

Professional nursing is a challenging academic program. Each course in this nursing program is built upon previous ones, so it is necessary for you to attain and retain the content and skills required in each course. The School of Nursing learning environment includes the use of state-of-the-art technology in the classroom, clinical, simulation, and other laboratory settings.

Terms which you will frequently hear during your studies are critical thinking and clinical reasoning; professionalism; and personal accountability. These are just a few of the expectations that the School of Nursing and the profession it represents has of you.

You were selected carefully from numerous program applicants based upon your prior academic record and other admission criteria. You were admitted to the program because you meet or exceed the qualifications the faculty has determined necessary for you to be successful. Still, you may find the intense nursing curriculum coupled with the time required to learn the material and utilize critical thinking/clinical reasoning skills to deliver competent nursing care to be quite challenging and difficult. Your success will require your commitment and total immersion into this educational experience. The faculty will assist you to become the best professional nurse you can be. Best wishes as your progress through the program.

Students should contact the Undergraduate Chair or Dean if you have questions about this handbook.
MISSION STATEMENT OF THE SCHOOL OF NURSING

The mission of the School of Nursing is to prepare safe and competent professional nurses, who in collaboration with others, provide or facilitate high quality patient-centered care in a global society.

STATEMENT OF PHILOSOPHY AND CONCEPTUAL FRAMEWORK

The philosophy, affirmed by the faculty, is consistent with the Georgia Southwestern State University mission, which is to cultivate excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. Through this philosophy, the faculty expresses its commitment to excellence in the profession of nursing and quality education. The academic program(s) is based on the faculty’s beliefs about PATIENT-CENTERED CARE, EVIDENCE BASED PRACTICE, QUALITY IMPROVEMENT, SAFETY, COLLABORATION, INNOVATION, and COMPASSION.

We believe that all nursing care should be patient-centered. Patient-centered care recognizes the patient or designee as the source of control and a full partner in providing compassionate and coordinated care based on respect for the patient’s preferences, values, and needs (QSEN, 2011). The patient’s own values and preferences should be considered and reflected in the plan of care.

We believe that in order to deliver patient-centered care, nursing practice should be evidence-based. Evidence-based practice integrates best research evidence, clinical expertise, and patient/family preferences and values in making decisions about the care of individual patients (QSEN, 2011).

We believe that the application of quality improvement methods and principles is essential in achieving desired health outcomes for individuals and populations. Quality improvement uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2011).

We believe that safety is an essential component of all nursing care. Safe nursing care minimizes the risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2011). Creating a culture of safety within the clinical environment is essential in providing quality patient care.

We believe that nurses deliver patient-centered care as members of an interdisciplinary team. Collaboration involves functioning effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making with patients and families to achieve quality patient care (QSEN, 2011).
We further believe that innovation is a key component of nursing care. Innovation is the acceptance of change and is part of a dynamic and challenging nursing practice. Innovation includes informatics, which is the use of information and technology to communicate, manage knowledge, mitigate error, and support decision-making (QSEN, 2011).

We believe that compassion, which is at the heart of the nursing profession, involves the development of a committed, nurturing relationship, characterized by responsiveness to others and respect for their dignity, values, and culture. We believe that nursing practice must reflect an understanding of and respect for each individual and for human diversity.

We believe that nursing education promotes the intellectual, personal and social growth of the learner. Knowledge is achieved through a collaborative process that involves a shared responsibility between the teacher and learner. The goal is to assist the learner towards the acquisition of knowledge, skills, and attitudes necessary to meet the challenges of a dynamic and evolving profession (QSEN, 2011).

Nursing education is designed to foster the development of professional nursing roles which includes provider of care, manager of care, and member of the profession. The learner will be prepared to practice comprehensive nursing care that includes health promotion, disease prevention, health restoration and health teaching to individuals, families and communities. Nursing education at Georgia Southwestern State University fosters an attitude that values lifelong learning in order to maintain high quality, patient centered care in a global society.
Description of Curriculum

The mission, philosophy, and conceptual framework serve as the guiding structure for curriculum development and support the provision of didactic and clinical education in nursing, the preparation of nursing leaders, and the testing of innovative educational models. Guidelines for professional nursing practice approved by nursing organizations are utilized. Benchmarks include guidelines from the American Nurses Association, Americans Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Nursing Education (2008), Institute of Medicine (IOM) Reports, Quality and Safety Education for Nurses (QSEN) web site and reports, Georgia Board of Nursing Rules and Regulations, and standards of care reports. The Quality and Safety Education for Nurses (QSEN) project was funded by the Robert Wood Johnson foundation to “address the challenge of preparing future nurses with the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work (QSEN, 2014).” QSEN focuses on six competencies: patient centered care, teamwork and collaboration, evidence based practice, quality improvement, safety, and informatics. The Georgia Southwestern State University framed the nursing curriculum around the six QSEN competencies and added the construct of compassion. In the GSW SON conceptual framework nursing education is depicted as a process that involves the seven constructs of patient centered care, evidence based practice, quality improvement, safety, collaboration, innovation, and compassion. The pivotal and key construct in the model that provides the energy source and foundation for nursing education is patient centered care. The arrows in the model reflect the interdependent relationship or integration of the other constructs with the key construct. The implied circular motion of all the constructs reflects that nursing education is a field of dynamic changes and is an ongoing process in which faculty strive to assist students in developing the knowledge, skills, and attitudes necessary to ensure excellence.

The program aims to instill a spirit of inquiry and ongoing development of knowledge as well as a commitment to lifelong learning in the pursuit of excellence in nursing. The graduate of this program is prepared to participate in the nursing profession in the areas of research, education, leadership, and practice within a variety of settings. Completion of the baccalaureate degree prepares graduates for continued academic endeavors and graduate studies. The roles of the BSN prepared nurse generalist as described by AACN provide additional guidance to the curriculum. The roles of provider of care, manager of care, and member of the profession are interwoven in each nursing course.

**Patient-centered care** is introduced in NURS 3002 (Concepts of Professional Nursing)/3007(Clinical Therapeutics) and is included in each nursing course as students are expected to create a safe and compassionate environment for individual patients, their families, groups, and population areas. Students will gain competence in communication with patients and families, other nurses and health care professionals, resource persons, and the community in order to give comfort and emotional support, give care effectively, make decisions with patients and families, protect patients from threats to well-being, coordinate and manage patient care, assist the patient in rehabilitation, and provide patient education.
Compassion is caring in action. Together compassion and patient-centered care guide the nursing curriculum in the context of valuing the quality of life for individuals, families, and communities. Students are expected to blend the most current knowledge and practice standards with an insightful and compassionate approach to all patient care in every nursing course. In addition, faculty models this type of approach in working with patients and students.

Evidence-based practice (EBP) is included in every nursing course as students consider evidence-based practices as a guide to make effective, timely and appropriate clinical decisions about health care for specific clinical circumstances. In NURS 3002, students develop an appreciation and understanding of the role of evidence when caring for patients. In NURS 3007, best practices are introduced in pain management, infection control, patient safety, medication administration, and patient teaching. In NURS 3750 (Nursing Care of the Family) students learn how to select a research article related to some aspect of care in critically ill or injured children and determine if this information has been incorporated into the care on the unit. In NURS 4800 (Nursing Research) students learn how to identify a clinical problem, explore a variety of databases for the best evidence, and complete an evidence-based paper. This incorporates the development of skills in locating knowledge, critical thinking and clinical discernment. In NURS 4900 (Practicum in Nursing) students identify an actual or potential nursing problem from the practicum experience and explore the efficacy of nursing interventions for the identified nursing problem in the institution of their practicum experience.

Quality Improvement is introduced in NURS 3002 as a major responsibility of a registered nurse. The major processes of quality improvement, the quality of improvement process, and Nurse Sensitive Quality Indicators are included in each nursing course. The PDSA cycle of plan, do, study, and act, is introduced as a formal model for exploring and resolving quality concerns. As a member of the nursing team, students may participate in recognizing trends in practice, identify when recurrent problems develop, and initiate opportunities to improve the quality of care in varied clinical settings each semester. In NURS 4010 (Leadership) the RCA (Root Cause Analysis) model is introduced as a process to evaluate problems or near misses and minimize the likelihood of a problem recurring.

Safety, as an essential component of competent nursing practice and a basic human need, is introduced in all first semester nursing courses. The focus on safety is found throughout the curriculum from tailoring safety prevention programs to the needs, preferences, and life circumstances of particular age-groups, to reducing procedure-inherent accidents. As an important aspect of patient-centered care, collaboration is introduced in NURS 3002. Recognition of the contributions and responsibilities of other health team members and patient’s family members to achieve quality patient care is emphasized in NURS 3002. Collaboration with the patient, family and other disciplines, such as social workers and occupational and physical therapy, become an important part of the patient’s plan of care in all clinical courses throughout the entire course of study in the nursing program.

Innovation, including informatics and the use of technology, is introduced in the core courses for all Georgia Southwestern students. The specific use of informatics and technology in nursing is introduced in NURS 3007 with the use of electronic equipment used to collect vital signs. NURS
3007 also requires the use of a variety of data management systems such as EMR-Electronic Medical Records, CPOE-Computerized Provider Order Entry, POES- Provider Order Entry System and computerized medication dispensation systems. NURS 3100 includes the use of electronic IV infusion devices and cardiac telemetry.

Professional nursing is a practice oriented discipline that uses theory and evidence based care in the delivery of care. Encompassed in nursing education is the role development of the nurse as provider of care, designer/manager/coordinator of care, and member of the profession. The roles are introduced to beginning nursing students in three beginning courses: NURS 3002: Concepts of Nursing, NURS 3007: Clinical Therapeutics, and NURS 3200: Health Assessment. These courses focus on the foundational underpinnings of the nursing profession and upon skills acquisition for direct care.

The roles of provider of direct and indirect care and designer/coordinator/manager of care are emphasized in each nursing clinical course thereafter when caring for adult clients, pregnant women, new babies, children, the elderly, and those with mental health problems. In all nursing courses, students are expected to prioritize care. Delegation of care, while introduced early in the curriculum, is emphasized in NURS 4010: Leadership in Nursing. The final practicum experience provides the student with the ability to apply concepts of patient centered care, collaboration, EBP, quality improvement, safety, informatics, and compassion while integrating the three major roles. The community health course prepares the baccalaureate prepared nurse to assess and provide interventions to populations within the community. Students who enroll in an elective course, Transcultural Nursing, also have the opportunity to examine health care from the global health perspective and to provide care to patients in a different health care system through the course’s study abroad experience.

The role of the nurse as member of the profession, while introduced in NURS 3002, is emphasized in all courses either through direct care experiences, projects, or other learning activities. Students explore the concepts of advocacy, respect, human dignity, and social justice for all humans, as well as volunteerism and service. Professional obligations are introduced in NURS 3002 with the inclusion of the ANA’s Nursing Scope and Standards of Professional Practice, Nursing’s Social Policy Statement; Quality and Safety Education in Nursing (QSEN); and IOM Health Professionals Education Core Competencies. In Community Health Nursing, students examine the impact of social, political, and economic issues on health care. Legal and ethical issues of care are included in appropriate areas across the curriculum. For example, issues related to end of life decision making is discussed in NURS 3850: Gerontological Nursing. In NURS 3750: Nursing of the Family, ethical and legal issues related to conception, abortion, and family violence are included. Access to health care, health care financing and delivery of health care as a right are topics explored in Nursing Leadership.
BSN PROGRAM STUDENT LEARNING OUTCOMES (SLOS)

1. **Provide patient-centered care** / with sensitivity & respect for the diversity of human experience. *(QSEN & Essential IX)*
2. **Utilize inter- and intraprofessional collaboration skills**/ to provide holistic nursing care *(QSEN & Essential VI)*
3. **Integrate best current evidence with clinical expertise.** *(QSEN & Essential III)*
4. **Create a safe care environment that results in high quality patient outcomes.** *(QSEN & Essential II)*
5. **Employ emerging technology & information management tools** / to inform decision-making in the delivery of care. *(QSEN & Essential IV)*
6. **Utilize critical thinking** / to provide care for individual & communities. *(Essential VII)*
7. **Analyze the effects of healthcare policy** / on the quality & safety in the practice environment. *(Essential V)*
8. **Assume responsibility for personal & professional behaviors.** *(Essential VIII)*
9. **Integrate knowledge, skills, and attitudes from the sciences, arts, humanities, and nursing science in providing nursing care in a global society.** *(QSEN & Essential I)*

*Student learning outcomes were developed based on AACN 2008 Essentials of Baccalaureate Education for Professional Nursing Practice and the Quality and Safety Education for Nurses Project.*

RULES OF THE GEORGIA BOARD OF NURSING

**Standards of Professional Nursing Practice**
These standards govern professional nursing practice in Georgia upon passage of the National Council Licensing Examination for Registered Nurses. Student nurses must abide by these standards. Failure to abide by the professional standards set forth by the Georgia Board of Nursing may result in dismissal from the program.

1. For purposes of O.C.G.A. Secs. 43-26-4 (a)(6)(B)(v) and 43-1-29 (6), the Georgia Board of Nursing defines the minimal standards of acceptable and prevailing nursing practice as including, but not limited to the following enumerated standards of competent practice.
2. The Georgia Board of Nursing recognizes that assessment, nursing diagnosis, planning, intervention, evaluation, teaching, and supervision are the major responsibilities of the registered nurse in the practice of nursing. The Standards of Registered Professional Nursing Practice delineate the quality of nursing care which a patient/client should receive regardless of whether it is provided solely by a registered nurse in collaboration with other licensed or unlicensed personnel. The Standards are based on the premise that the registered nurse is responsible for and accountable to the patient/client for the quality of nursing care rendered.
The Standards of Registered Professional Nursing Practice shall establish a baseline for quality nursing care; be derived from the law governing nursing; apply to the registered nurse practicing in any setting; govern the practice of the licensee at all levels of competency.

A. Standards related to the registered nurse’s responsibility to apply the nursing process (adapted from American Nurses’ Association *Code for Nurses and Standards of Practice*).

The registered nurse shall:

1) assess the patient/client in a systematic, organized manner;
2) formulate a nursing diagnosis based on accessible, communicable and recorded data (which is collected in a systematic and continuous manner);
3) plan care which includes goals and prioritized nursing approaches or measures derived from the nursing diagnoses;
4) implement strategies to provide for patient/client participation in health promotion, maintenance and restoration;
5) initiate nursing actions to assist the patient/client to maximize her/his health capabilities;
6) evaluate with the patient/client the status of goal achievement as a basis for reassessment, reordering in priorities, new goal-setting and revision of the plan of nursing care;
7) seek educational resources and create learning experiences to enhance and maintain current knowledge and skills appropriate to her/his area of practice.

B. Standards related to the registered nurse’s responsibilities as a member of the nursing profession.

The registered nurse shall:

1) function within the legal boundaries of nursing practice based upon knowledge of statutes and regulation governing nursing;
2) accept responsibility for individual nursing actions and continued competence;
3) communicate, collaborate and function with other members of the health team to provide optimum care;
4) seek education and supervision as necessary when implementing nursing practice techniques;
5) respect the dignity and rights of the patient/client regardless of socioeconomic status, personal attributes of nature of health problems;
6) maintain each patient/client’s right to privacy by protecting confidential information unless obligated, by law, to disclose the information;
7) provide nursing care without discrimination on the basis of diagnosis, age, sex, race, creed or color;
8) delegate and supervise only those nursing measures which the nurse knows, or should know, that another person is prepared, qualified, or licensed to perform;
9) retain professional accountability for nursing care when delegating nursing intervention;
10) respect and safeguard the property of clients, family, significant others and the employer;
11) notify the appropriate party of any unprofessional conduct which may jeopardize patient/client safety;
12) participate in the periodic review and evaluation of the quality and appropriateness of nursing care.

C. Standards related to the registered nurse’s responsibilities in assignment of patient activities to unlicensed assistive personnel (UAP).

The registered nurse shall:

1) Determine that the care and/or activity to be performed would be based upon orders or directions of a licensed physician, licensed dentist, licensed podiatrist or person licensed to practice nursing as a registered professional nurse.

2) Assign only care and activities that do not require the skills and knowledge of a person practicing nursing as a registered professional nurse or licensure of another health care professional. The care and activities to be assigned must meet all of the following criteria:
   a) The care and/or activities do not require complex observations or critical decisions.
   b) The care and/or activities can be safely performed according to exact, unchanging directions.
   c) The outcome and/or results of the activities are reasonably predictable.

3) Verify that the UAP has the necessary knowledge and skills to accept the assignment.

4) Periodically evaluate and review the quality and appropriateness of the care provided by the UAP.

5) Not assign activities which require licensure to an unlicensed assistive personnel.

Authority O.C.G.A. Secs. 43-26-2, 43-26-3, 43-26-5 (a)(b)(c), 43-26-10, 43-26-12(a)(5).


Definition of Unprofessional Conduct 410-11-.02 Amended.
Nursing behaviors (acts, knowledge, and practices) failing to meet the minimal standards of acceptable and prevailing nursing practice, which could jeopardize the health, safety, and welfare of the public, shall constitute unprofessional conduct.

These behaviors shall include, but not be limited to, the following:
   a. using inappropriate or unsafe judgment, technical skill or interpersonal behaviors in providing nursing care;
   b. performing any nursing technique or procedure for which the nurse is unprepared by education or experience,
   c. disregarding a patient/client’s dignity, right to privacy or right to confidentiality;
   d. failing to provide nursing care because of diagnosis, age, sex, race, creed or color;
e. abusing a patient/client verbally, physically, emotionally or sexually;
f. falsifying, omitting or destroying documentation of nursing actions on the official patient/client record;
g. abandoning or knowingly neglecting patients/clients requiring nursing care;
h. delegating nursing care, functions, tasks or responsibility to others when the nurse knows or should know that such delegation is to the detriment of patient’s safety;
i. providing one’s license/temporary permit to another individual for any reason;
j. failing to practice nursing in accordance with prevailing nursing standards due to physical or psychological impairment;
k. diverting prescription drugs for own or another person’s use;
l. misappropriating money or property from a patient/client or employee;
m. failing to notify the appropriate party of any unprofessional conduct which may jeopardize patient/client safety.


Learning Activities and Compensation
Whenever the student is enrolled in the course in which the learning activities with a preceptor occurs, the student shall not be compensated by the practice setting during this time (Georgia Board of Nursing: Rules and Regulations: Students).

Student Employment
Georgia Board of Nursing regulates nursing student employment. According to Section 410-3.07(4): “Unlicensed students shall be employed only as unlicensed nursing personnel. They shall not represent themselves, or practice, as nursing students except as part of a learning activity in a practice setting which is integral to the curriculum.”

Other guidelines pertaining to student employment while a student in this nursing program are found in the General Policies section of this Handbook.
NURSING PROGRAM CONTACTS

Administrative Support Personnel

Lynn Bailey, Administrative Assistant and Secretary to the Dean
Email: lynn.bailey@gsw.edu
Main office: 229.931.2275
SON Fax: 229.931.2288
Office: SON Rm. 146

Jo Ann Davis, Student Services Coordinator
Email: joann.davis@gsw.edu
Tel: 229-931-2239
Office: SON Rm. 126

Faculty and other staff contact information is located on the GSW SON web site.

Appointments with Faculty (Advisor or Course Faculty)
Appointments with faculty should be scheduled in advance. The scheduled office hours for each faculty are posted on his/her office door. If the posted hours are not convenient, the student may request by e-mail an appointment with the faculty member. Please remember faculty members are scheduled in clinical agencies one or two days a week, therefore an e-mail response may take 48 hours (not including weekends).

SCHOOL OF NURSING ORGANIZATIONAL CHART
NURSING PROGRAM - GENERAL POLICIES

Accreditation and Approval
The nursing program has full approval of the Georgia Board of Nursing (237 Coliseum Drive, Macon, GA 31217-3858; 478-207-1300 or 1640.) The program is accredited by the Accreditation Commission for Education in Nursing, Inc., (3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326, 404-975-5000.)

Advisement
Upon enrollment at GSW, students are assigned a nursing advisor. The student is responsible for initiating meetings with the advisor prior to registration each term. Each student is personally responsible for completing all academic requirements established by the University and the School of Nursing.

The student must maintain an institutional grade point average of 2.0. If the average falls below 2.0, the student will not be allowed to continue in the nursing program.

Change of Name, Address, or Telephone Number
Students must complete a change of information form in both the Registrar’s office and the School of Nursing office.

Communication with Faculty
Georgia Southwestern State University encourages the use of electronic mail for communication related to campus and course issues. Each student has an electronic address. Email serves as an official means of sending information to students. Students are expected to check their official GSW email accounts (RADAR) and the GaView Course e-mail (or other platforms utilized by the University) on a frequent and consistent basis (at least 2-3 times per week). Personal email accounts will not be used. Electronic messages are equivalent to a formal letter. Please use appropriate rules of grammar and punctuation and “Dr”, “Professor” or “Dean” to address the person you are emailing. More information can be found at: http://www.gsw.edu/~oiiit/studentemail.shtml

Grading scale
The grading scale for courses in the School of Nursing is:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
</tr>
<tr>
<td>D</td>
<td>65-74</td>
</tr>
<tr>
<td>F</td>
<td>&lt;65</td>
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Faculty determines and documents in their syllabi the criteria for grading in each of their classes. The clinical components of all courses, excluding the Practicum in Nursing (NURS 4900) are graded as satisfactory or unsatisfactory.
Health Insurance Portability and Accountability Act (HIPAA) Notice of Privacy Practices
Student health information is protected under the guidelines of the Board of Regents of the University System of Georgia. The web site for further information is:
http://www.usg.edu/legal/hipaa/policies.phtml

Mandatory Health Insurance
The Board of Regents mandates health insurance for students in the Mandatory SHIP Category. Effective July 1, 2012, the BOR changed the health insurance carrier for Georgia Colleges and Universities to United HealthCare. As of this date, the School of Nursing also elected to change its policy regarding health insurance coverage required for nursing students.

Nursing students registered for nursing courses requiring a lab with an off-site clinical component will automatically be enrolled by Student Accounts in the new Mandatory Plan. (NURS 3200 Health Assessment is exempt as the lab for this class is conducted in-house.) Other nursing students not enrolled in nursing courses with labs and who wish to be covered under the Mandatory Plan (OPT Enrollment) can enroll themselves at https://www.uhcsr.com/gsw as a “voluntary student.”

Regardless of what nursing courses they are taking, students who fall into the Mandatory SHIP Categories listed below must purchase the USG SHIP policy:

- All graduate students receiving a Full Tuition Waiver as part of their graduate assistantship award;
- All undergraduate, graduate and ESL International students holding F or J visas;
- All undergraduate and graduate students enrolled in programs that require proof of health insurance;
- All graduate students receiving fellowships that fully fund their tuition;
- International Scholars

See http://gsw.edu/Campus-Life/CampusLiving/StudentAccount/StudentHealthInsurance/index for rates and https://www.uhcsr.com/gsw for all other information such as login information, ID cards, etc. Students will be charged for spring/summer. However they can receive a waiver for summer term.

Waiver: Nursing students (registered for nursing courses with an off-site lab) who are covered by a policy held by a parent, spouse, company or organization may apply for a waiver of the Mandatory Plan by going to the United HealthCare site https://uhcsr.com/gsw . The student must enter his/her name and date of birth to process a waiver. United Health Care will evaluate the current insurance and will approve or deny the waiver. If a nursing student is not registered for one of the nursing courses requiring the Mandatory Plan and tries to request a waiver, an error message will appear saying “We were unable to find a student record for the submitted information. Please check your information and try again, or contact your school administrator.” This message means you are not required to have the Mandatory Plan for nursing courses the current semester.
Student Nurse Orientation
An orientation to the nursing program is mandatory for both first time nursing students and students repeating a first semester nursing course. Due to the importance of information presented, the orientation may not be repeated for anyone unable to attend.

Nursing Student Expenses
Nursing students will incur expenses throughout the nursing program above the fees identified in the Georgia Southwestern State University Undergraduate Bulletin. These additional expenses may include but are not limited to uniforms, standardized exam fees, specialty textbooks, computer software, medical supplies and equipment, student nursing organization membership dues, licensure preparation review course, application fees for licensure testing, and transportation to and from clinical agencies. Listed below are some of the major additional costs.

Additional Expenses:
- **Lab Fees:**
  - A lab fee of $50.00 will be charged for the following courses: NURS 3007 Clinical Therapeutics and NURS 3200 Health Assessment. This will be charged in addition to tuition costs for the given course as a course fee
  - Clinical Surcharge/Sim Lab Fee: $75.00 for NURS 3100, NURS 3750, NURS 4100, NURS 4200, NURS 4400, and NURS 4900.
- **Testing and Learning Module:** $540 applied to NURS 3007; $100 NAST Assessment fee is applied to NURS 4900;
- **NCLEX Test Review Course:** approximately $275.00 - $350.00 for NURS 4900
- **Transportation and travel-related expenses:** Transportation to and from clinical sites is the responsibility of the student. Travel to some clinical agencies will vary based on location of agency from the student’s home or campus. It may require 1-3 hours or greater. Public transportation is not available. It is necessary that students have (or can arrange for) dependable transportation. Some experiences (e.g. field trips) may be of a distance and time that may require overnight accommodations. All expenses are the responsibility of the student.
- **Specific Equipment:** Students need specific equipment when beginning nursing courses. The kit contains the equipment needed to practice selected nursing skills. The content and cost of the equipment varies, but is estimated to be approximately $150.
- **CPR Certification:** Certification in AHA Basic Cardiac Life Support for Healthcare Providers (BCLS) is required upon admission and must be maintained. The cost of the certification is determined by the agency providing training and currently cost approximately $50.
- **Malpractice Insurance:** Students enrolled in clinical courses must show proof of professional liability insurance, minimum amount of $1,000,000/$6,000,000 (refer to clinical policies for additional information on purchasing). The cost for student insurance is approximately $35/year.
- **GSW Association of Nurses Membership (GSWANS):** $20/year. This is optional but highly recommended for all pre-licensure nursing students.
- The downloadable syllabus and course materials for each nursing course.
• **Nursing student uniforms and appropriate shoes:** $200 estimate (one-time purchase)
• **Criminal background checks:** Required annually for ALL nursing students and conducted through an approved SON vendor (annual cost $55-75).
• **Drug/alcohol testing:** Required annually for ALL nursing students- and conducted through an approved SON vendor (annual cost of approximately $40).
• **Immunization Tracker:** Required for ALL nursing students through an approved SON vendor (one time cost of approximately $35).
• There are costs occurring at the end of the program that is related to graduation and pinning ceremony. These are optional, but all students are encouraged to participate. They are:
  o Graduating seniors may purchase a school pin. Cost of pins will vary. Pins are ordered by the student through the Bookstore.
  o Cap and gown rental, graduation pictures, approximately:$100
  o Pinning Ceremony costs (e.g. refreshments, program printing)

The University provides computer labs; however, for many students the convenience of having a computer outweighs the additional expense of accessing computers on campus.

*These are estimates only. Costs may be more or less and additional expenses for nursing students may be required.*

**Student Employment**
The nursing program is a rigorous program of study. Significant study and preparation is required outside the class and lab times. Classes and clinicals may involve traditional Monday-Friday schedules; however, nontraditional times such as weekends and evenings for classes and/or clinical experiences may be required. Because of these requirements, full-time employment is discouraged.

Students are allowed to seek employment that does not conflict with their academic schedule. Pre-licensure students who wish to work in a nursing setting may be employed only as a nursing assistant or the equivalent. A student is acting outside ethical and legal boundaries if they are employed as a “Student Nurse” or sign “S.N.” when employed. *Students may function as a nursing student only in clinical experiences supervised by a member of the GSW School of Nursing faculty or GSW authorized preceptor.*

**Students Records Policy**
Student folders are maintained as permanent records in the School of Nursing and are the property of the School of Nursing. Students have access to their own records and should follow the procedures published by the Office of Student Affairs.

**Scholarships and Financial Aid**
The School of Nursing annually awards several scholarships. Information and applications for scholarships are distributed by the Student Services Coordinator. Many local health care facilities offer financial assistance. Additional information on scholarships and financial aid may be accessed online at: [http://www.gsw.edu/~finaid/](http://www.gsw.edu/~finaid/)
Student Representatives to Committees
Students are encouraged to participate in nursing faculty meetings, Instructional Resources Committee, Curriculum Committee, and the Testing Committee through a representative elected/appointed by the students from each of the program tracks.

One student representative for each class (Jr & Sr) will be selected by their peers at the beginning of fall semester each year. Membership is for one academic year.

Students will present the general concerns of their classmates, and participate in discussion of non-confidential topics. Students are elected to committees by their classmates.

Student Role in Research
Nursing students may have an opportunity to participate in faculty and other research projects as part of class or clinical experiences.

Written Assignments
The faculty requires that all written assignments conform to the style of the American Psychological Association (APA), latest edition.

Plagiarism
Any act of plagiarism will result in a failing grade for the assignment. The faculty view plagiarism as a serious violation of commonly accepted standards of honesty. When source materials are used in the writing of papers, the student must document such use of sources both by clearly indicating material used as quotations and by giving proper recognition when ideas or information have been paraphrased or summarized. Many faculty use a plagiarism prevention and detection program such as Turnitin to assess the ownership of student work. Both the University Bulletin and the GSWethervane Student Handbook address the consequences of plagiarism. Additional discussion is provided in this Handbook.

Course and Faculty Evaluation
Students have the opportunity to evaluate courses (clinical and class instruction) according to University policy. Evaluations are a part of the overall School of Nursing academic process. Evaluation forms will be distributed to students near the end of the course. Faculty will not be present while students are completing the evaluation. One member of the class, or an alternate faculty member, will be designated to collect the anonymous evaluation forms, place them in the appropriate envelopes, and take them to the Administrative Assistant to the Dean. These are then submitted directly to the Instructional Technology department for data entry. Once completed, forms are returned to the Dean and results are available to faculty during the subsequent semester. All comments will be typed prior to being distributed to faculty. Faculty will consider the student evaluations as a component of curriculum improvements in the course. These evaluations and comments are also reviewed, during the following semester, by the Undergraduate Department Chair and Dean. For GAVIEW courses, an anonymous online evaluation process will be available. The results are available to the faculty after final grades are reported to the Registrar.


**Inclement Weather Guidelines and Emergency Alert System**

In the event of inclement weather, please use the following guidelines; closure of the GSW campus requires approval from the President (or designee). To obtain information on the closing of the campus the following resources should be used: local radio and TV for closing; and GSW home page; and the GSW Emergency Alert System.

Students living outside the area of campus should use their own judgment on travel to the campus or clinical site and contact a course or clinical faculty member regarding their inability to travel. Notification of the inability to travel should be done as early as possible and before classroom or clinical experiences are to begin.

In the event of a campus emergency, an emergency alert system is in place at Georgia Southwestern State University. This system will notify you by cell phone, office phone, home phone, email, and text messaging. Students are responsible for maintaining current information with the SON and registrar. Each person can be notified by six different communication methods. Students are urged to register for this alert system.

**PROGRESSION POLICIES**

**General Progression Policies**

1. All pre- and co-requisites for courses must be met before the student progresses to the next specified course. Rare exceptions may be made at the discretion of the full faculty if it is in the academic best interest of a given cohort of students.

2. Students are required to have a grade of “C” or better in each nursing course. A withdrawal for academic reasons after midterm counts as a course failure in the nursing program. A student may not enroll in nursing courses more than three times. If enrollment occurs the third time then the student must remain registered in the class and earn a letter grade. Even in the event that a student withdraws from a course medically upon the third attempt/enrollment in a nursing course, the student will no longer be eligible to continue in the nursing program. Students may not withdraw from more than three nursing classes in the entire nursing program due to academic problems. This means withdrawal from the same course or three separate courses.

3. Two course failures in any required nursing course will result in program dismissal. The student is not eligible for readmission to the nursing program. This means failure of the same course two times or failure of two individual courses one time.

4. A student failing a course for the first time may repeat it once in the subsequent term that the course is offered, **as space is available**. Failure upon repeating the course is considered two course failures. The student is required to submit a Request to Continue Nursing Program form to the Administrative Secretary for consideration to resume studies.

5. If the average falls below 2.0 then the student will not be allowed to continue in the nursing program.

6. In nursing courses with a clinical component, the student must achieve a satisfactory (or passing) grade in the clinical learning experiences **and a “C” or better in the theory (didactic)**
portion of the course in order to pass the course. If a student must retake a course due to failure of one or both components, the student must retake both components.
7. After admission to the nursing program, the student must take all nursing courses at Georgia Southwestern State University.
8. A student must register for co-requisite courses as required for all nursing clinical courses; however, if a student withdraws from a nursing clinical course at or before midterm of the semester, then completion of co-requisite courses is allowed.
9. A student whose progression is delayed must make a written request to be admitted to a new student cohort. Request for a change of student cohort is not guaranteed. If there is a delay of two or more semesters, including summer semester, the student will require satisfactory completion of a skills proficiency exam prior to the first day of class. The clinical skills proficiency exam will include two randomly selected skills from a basic skills list provided to the student by the Clinical Services Manager. Both skills must be performed satisfactorily. The student will have two attempts on separate days to demonstrate skills proficiency (of 2 skills). If he or she performs the second attempt unsatisfactorily he or she will be withdrawn from the clinical course. It is the student’s responsibility to contact the Clinical Services Manager and arrange the clinical proficiency exam in time to successfully complete the exam.
10. Strict adherence to the Georgia Board of Nursing’s Standards of Professional Nursing Practice is required of all nursing students.
11. Nursing students must submit and maintain current required documents using an approved SON vendor to include:
   - MMR and Varicella immunization
   - Up-to-date tetanus immunization (every 10 years)
   - Hepatitis B series
   - Annual influenza immunization
   - Annual tuberculosis screening
   - Annual Physical examination
   - Current CPR (American Heart Association BCLS for Healthcare Providers)
   - Professional liability insurance (minimum coverage $1,000,000/claim; $6,000,000/aggregate
   - Annual background check and drug/alcohol test

Students who do not comply with the specified requirements will not be allowed to attend clinical and subsequently cannot fulfill the course outcomes in which the clinical experience is incorporated. Students must withdraw from the course and associated lab or receive a failing grade in the course/lab.
12. All non-nursing course requirements must be completed prior to taking NURS 4100 Nursing of Adults II.
13. The University System of Georgia U.S. History and Constitution requirements must be completed prior to taking NURS 4100: Nursing of Adults II.
14. Pre-licensure students must complete the nursing program within eight semesters of successfully passing NURS 3002 Concepts of Professional Nursing.
15. Out of Sequence/Off Track
   A student is out of sequence or off track when an interruption in the progression in the nursing program as noted in the curriculum plan occurs.
Examples include but are not limited to:

- Withdrawal from a nursing course or a required pre-requisite course
- Unsuccessful completion of a nursing course.
- Student fails to take the next offered nursing course in the curriculum sequence due to withdrawal, incomplete, or failure.

Progression of off track students is contingent upon factors such as space availability, remediation efforts made by the student and the time frame for program completion. Students are required to demonstrate previously mastered material and competency in previously learned skills. This may be accomplished by proficiency testing, completion of an independent study and/or examination in the skills lab. A student must submit a Request to Continue Nursing Program form to the Administrative Secretary in order for consideration to resume studies.

16. Students must fully comply with all policies on standardized testing and remediation and the requirement to work under guidance of the Retention Specialist if applicable. Failure to meet requirements of the policy will result in course failure or inability to continue in the nursing program. Refer to applicable policies in this Handbook and course syllabi.
**Program Progression Prerequisites and Corequisites**

Although there is flexibility in the sequencing of some classes, other classes have prerequisites and corequisites. The nursing courses are listed below:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Prerequisite(s)</th>
<th>Corequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3002</td>
<td>Concepts of Professional Nursing 2-0-2</td>
<td>Acceptance to SON</td>
<td>NURS 3007</td>
</tr>
<tr>
<td>3005</td>
<td>Human Pathophysiology 3-0-3</td>
<td>Acceptance to SON</td>
<td>None</td>
</tr>
<tr>
<td>3007</td>
<td>Clinical Therapeutics 3-3-4</td>
<td>Acceptance to SON</td>
<td>NURS 3002</td>
</tr>
<tr>
<td>3050</td>
<td>Health Promotion 2-0-2</td>
<td>Acceptance to SON</td>
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</tr>
<tr>
<td>3100</td>
<td>Nursing of Adults I 4-6-6</td>
<td>NURS 3002, 3007, 3200</td>
<td>NURS 3005/3630</td>
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<tr>
<td>3200</td>
<td>Health Assessment 3-2-4</td>
<td>Acceptance to SON</td>
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</tr>
<tr>
<td>3630</td>
<td>Pharmacology I 2-0-2</td>
<td>NURS 3002, 3007</td>
<td>NURS 3005/3100</td>
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<tr>
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<td>NURS 3100, 3630, 3005</td>
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<td>3850</td>
<td>Gerontological Nursing 3-0-3</td>
<td>NURS 3100, 3630, 3005</td>
<td>None</td>
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<td>NURS</td>
<td>Course Name</td>
<td>Prerequisite(s)</td>
<td>Corequisite(s)</td>
</tr>
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</tr>
<tr>
<td>4010</td>
<td>Leadership</td>
<td>all 3xxx</td>
<td></td>
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<tr>
<td></td>
<td>3-0-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4100</td>
<td>Nursing of Adults II</td>
<td>all 3xxx All core requirements including US&amp; GA History &amp; constitution</td>
<td>NURS 4010 NURS 4630</td>
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<tr>
<td></td>
<td>3-6-5</td>
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<tr>
<td>4200</td>
<td>Psychiatric-Mental Health Nursing</td>
<td>all 3xxx</td>
<td></td>
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<tr>
<td></td>
<td>3-6-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4400</td>
<td>Community and Public Health Nursing</td>
<td>all 3xxx  NURS 4100/4200/4630</td>
<td>none</td>
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<tr>
<td></td>
<td>3-6-5</td>
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<tr>
<td>4630</td>
<td>Pharmacology II</td>
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<tr>
<td></td>
<td>2-0-2</td>
<td></td>
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<tr>
<td>4800</td>
<td>Research in Nursing</td>
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<td></td>
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<tr>
<td>4900</td>
<td>Practicum in Nursing***</td>
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<tr>
<td></td>
<td>1-9-4</td>
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</table>

*** Practicum is taken in the final semester of study.
TOTAL TESTING POLICY

A program of progression testing and evaluation is in place at the School of Nursing to assist students and faculty in identifying areas of student knowledge that require attention in order to successfully complete the nursing program and to assist the pre-licensure students in preparing for the NCLEX-RN licensure exam.

Students are required to participate in the Total Testing Program which consists of: (1) course exams; and (2) external exams and remediation resources. The School of Nursing currently utilizes Assessment Technology Institution (ATI) and HESI for specialized testing and remediation resources.

*Specific guidelines for this policy is found in Appendix A of this document.*

CIVILITY, PROFESSIONAL BEHAVIOR AND ATTENDANCE

Introduction:
Professional behavior is an essential part of each student’s nursing education. The nursing profession holds its members to be responsible, accountable, self-directed, and as exemplars of professional behavior. The process of becoming a professional begins upon entrance to the nursing program. Attendance and punctuality expectations in classes and clinicals are, among others, professional expectations. The University's Student Code of Conduct establishes expected behavior for all students. The School of Nursing adheres to the professional ethics, standards, and behaviors set forth in the ANA Code of Ethics, ANA Standards of Nursing Practice, IOM Core Competencies, National Council of State Boards of Nursing, and the Rules and Regulations of the Georgia Board of Nursing. Professional behaviors are serious concerns that are linked to positive outcomes and patient safety. *Nursing students must adhere to the expected professional behaviors and standards to be successful in this program.* Violation of these expectations is subject to sanctions ranging from counseling to program dismissal.

Nursing students are engaged in a number of professional relationships and therefore have obligations to different individuals and groups. These include patients and their families, health care personnel, fellow students, community partners, nursing faculty and staff, and other university personnel. All students, while in their role as student or representative of the School of Nursing and University are expected to exhibit and practice civil behaviors.

Civility:
All members of the School of Nursing are dedicated to creating and maintaining a civil community that supports and demonstrates an environment of mutual respect, a willingness to listen, compliance with norms of decorum, and respectful communication.
Professional Behaviors:

1. **Effective Communication:** The ability to exchange information between individuals with the use of verbal, non-verbal, and written strategies. Use of effective communication strategies enables students to facilitate professional and therapeutic communication with peers, faculty, patients/clients, families, groups, and other professionals. Nursing students are expected to interact with faculty and staff in a thoughtful and professional manner in all interactions involving faculty/staff, patients/clients and their families, other students, the public, and all members of the health care team. Nursing students shall not condone or participate in incivility towards other professionals, students, or faculty/staff.

2. **Professional Care:** The nursing student has the responsibility to be prepared for the clinical environment and to deliver safe, quality nursing care. Failing to be prepared for clinical experiences, failing to assess and evaluate a patient/client/ status, and failing to institute a nursing intervention for which the student has taken responsibility is a violation of this behavior. Nursing students shall provide care to patients/clients without discrimination based on race, creed, color, sex, age, nationality, sexual orientation, or disability. Students shall demonstrate respect of diverse beliefs held of patients/clients, faculty, staff, and health care professionals. Students will understand and apply the concepts of professional boundaries. As a health care professional, a nurse strives to inspire the confidence of clients, treat all clients and other health care providers professionally, and promote the client’s independence. Clients can expect a nurse to act in their best interest and to respect their dignity. This means that a nurse abstains from obtaining personal gain at the client’s expense and refrains from inappropriate involvement in the client’s personal relationships (NCSBN, 2011, p. 2).

3. **Confidentiality:** Access to and sharing of information that identifies a specific client, their condition, and other information must be guarded with the best interests of the client in mind. Nursing students shall be educated about and adhere to HIPAA policies and institutional policies and procedures, including the National Council of State Boards of Nursing guidelines for use of social media.

4. **Representation:** Nursing students shall accurately represent themselves as being a student to others including, but not limited to peers, faculty and staff members, representatives of the University, patient/client, nurses, and all members of the health care team. Proper representation is essential for any student work regardless of how it is communicated (written or oral).

5. **Assessment of personal competence:** Nursing students shall seek consultation and supervision whenever their ability to carry out patient/client care is inadequate because of lack of knowledge or experience. Failing to obtain instruction or supervision when implementing nursing care for which one lacks the educational preparation, ability, knowledge, or experiences is unethical.

6. **Personal responsibility:** Nursing students must assume personal responsibility for their own actions and set a high standard of self-expectation. The student is responsible for using sound judgment in not going to clinical if doing so would put others at exposure risk. This is particularly important when working with individuals in certain high risk categories (compromised immune systems, newborns, elderly, pregnant
women). If the student has reason to believe they have been exposed to a contagious illness, have active symptoms, or diagnosed with an infectious disease, they must notify their clinical faculty member to determine the best action which may be staying home and arranging make-up of the clinical experience.

7. **Professional demeanor:** Nursing students are representatives of GSW’s School of Nursing and must realize that behavior positively or negatively affects the judgment of others about the School of Nursing and University. When acting as GSW nursing students, professional behavior is required both on and off campus and in “virtual sites” (i.e. online and social media medium).

**Expected students behaviors include, but are not limited to:**

- Demonstrating empathy in the care of others;
- Using critical thinking and clinical reasoning skills in determining one's actions in the clinical setting;
- Taking responsibility for one’s choices and actions;
- Accepting consequences of one’s inappropriate choices and actions;
- Adhering to the School’s dress code and having a neat, clean appearance. This includes responding promptly when feedback is given by a faculty member that your dress, jewelry, or hygiene (including hair and fingernails) is outside the bounds of the dress code;
- Attending orientations, class and clinical/labs, arriving and leaving class and clinical settings as scheduled;
- Taking exams as scheduled and completing assignments on time, including patient/client care;
- Responding appropriately and in a timely manner to constructive criticism and feedback from faculty, clinical site staff, and peers;
- Adhering to professional guidelines regarding use of social media; the GSW Social Networking Policy; and GSW Student Conduct Code;
- Giving prior notification per course syllabus instructions if unable to meet commitments and following up with faculty regarding potential make up requirements, if permitted as an option;
- Dealing with others (peers, faculty, staff, patients/clients and their families) in an honest, respectful, sensitive, and nonjudgmental manner that communicates respect for individual differences to include:
  - Nonuse of inappropriate language, gestures, or remarks;
  - Nonuse of intimidation, coercion, or deception in working with patients/clients, families, staff, other students, faculty, and staff;
- Demonstrating teamwork and helping behavior for colleagues that exemplifies an assertive, rather than aggressive approach;
- Respecting others' space and time through the demonstration of such actions as turning off cell phones, avoiding disruptive sidebar conversations, and refraining from texting others in class and clinical settings;
- Recognizing that nurses and nursing students have professional boundaries and that it is possible to be either over-involved or under-involved with patients/clients. Recognizing
that it is unethical to disparage without sufficient evidence, the professional competence, knowledge, qualifications, or services of a colleague to anyone.

- Adhering to behavior expectations as outlined in the course syllabus and Nursing Student Handbook.

**Unprofessional Clinical Behaviors:**
A student may be removed from the clinical site or lab for any of these behaviors:

- Failure to come to clinical prepared including inadequate knowledge of treatment, medications, or plan of care;
- Tardiness or unexcused absence;
- Leaving clinical without permission during working hours for other than a pre-scheduled rest/break period, or failing to return to work on time after the break period;
- Using inappropriate or unsafe judgment, technical skill, or interpersonal behavior in providing nursing care;
- Performing any nursing technique or procedure for which the nurse is unprepared by education or experience;
- Disregarding a patient/client's dignity, right to privacy, or right to confidentiality; including inappropriate use of social media;
- Failure to provide nursing care because of diagnosis, age, sex, race, creed, or color;
- Unprofessional communication behaviors (examples: personal texting, Facebook, Twitter, using profane language with patients, visitors, staff, or faculty);
- Incivility: Failure to treat others with respect, honesty and dignity;
- Inappropriate professional dress and appearance (includes not being appropriately dressed and ready to go on time);
- Inability to implement empathetic care;
- Inattentiveness to clinical work as exhibited by being unavailable for patient/client care, engaging in personal discussions, texting, loafing or sleeping, etc.;
- Failure to implement appropriate action to ensure safety of patients/clients;
- Additional behavior(s) deemed unprofessional by faculty including being disruptive and/or insubordination by refusing to follow faculty or preceptor directions or accept an assignment;
- Arriving at clinical setting under the influence of alcohol or other substance that can impair judgment;
- Misrepresentation of physical presence or participation in clinical experience;
- Misuse or unauthorized use of computer resources or information;
- Purposefully destroying property at the clinical site;
- Falsification of records, omitting, or destroying documentation of nursing actions on the official patient/client record;
- Signing in, or reporting time of arrival or departure for another student or requesting another student to do so for him/her;
- Unauthorized attendance at any clinical or lab setting;
- Smoking in unauthorized areas;
• Soliciting, accepting tips or gratuities, or conducting private enterprises on health facilities premises;
• Violation of any rule, regulation, or practice of the hospital or clinical facility/University/Georgia Board of Nursing;
• Stealing supplies or drugs;
• Demonstrating unsafe clinical practice that places patient/client/family/staff/faculty/students in physical, verbal, or emotional jeopardy, including neglect, abuse, or purposefully injuring others;

Removal from Class
A student may be asked to leave class for any of these behaviors;
• Tardiness
• Disruptive or disrespectful behavior
• Inattentiveness to classroom work
• Cheating (refer to Academic Integrity Policy)

Consequences of Unprofessional Behavior
Major infractions are behaviors which jeopardize the health or safety of clients, families, students, or faculty in any clinical or lab setting. Such behaviors may result in unsatisfactory clinical evaluation, clinical/course failure, or immediate program dismissal with a first violation.

If a major infraction occurs concerning a classroom, clinical, or lab course, the involved faculty/instructor:
• May suspend the student from the ability to attend the class/lab/clinical(s) until a meeting with the student, involved instructor/faculty, and Undergraduate Chair or other designated administrative personnel can take place.
• If the student is allowed to continue in the course or the nursing program, the student will be counseled verbally and documentation placed in the file of the sanction, professional behavioral change expected, expected response, and timeframe for meeting the expectations.
  o The student will be placed on Unprofessional Conduct Warning in the School of Nursing
  o A written Professional Intervention Plan (PIP) will be developed by the course faculty, the department chair, and/or dean.
  o A meeting involving the student, faculty member(s), chair, and/or dean will be scheduled to discuss the behavior and PIP expectations for student’s continuation in the nursing program. The PIP will be read and discussed by the student during the meeting. The faculty member, chair, and/or dean will sign the PIP and the original will be placed in the student’s permanent file.
  o It is the nursing student’s responsibility to arrange meetings to evaluate their progress and satisfactory completion of the PIP.
  o If the terms of the PIP are met, the Unprofessional Conduct Warning will be removed. A file copy will be maintained.
If the PIP is not satisfactorily met within the given timeframe, additional sanctions may be taken at this time with consultation with the Undergraduate Chair and Dean, to include program dismissal.

If any subsequent violation of the same behavior or additional major unprofessional conduct behaviors occurs, the undergraduate Chair and Dean will evaluate the situation and determine a course of action to include dismissal from the nursing program.

**NOTE: The University's Student Conduct Code policy will be followed in all cases.**

**Consequences of other unprofessional behavior(s):**

For other unprofessional behaviors that occur, the involved faculty member will:

- Counsel the student on the unacceptable behavior indicating the type of behavioral change that is expected and within what time frame; and
- Document behavior, consequences, expected response, and timeframe for meeting professional behavior expectations;
- Document successful meeting of the expectations;
- If the behavioral expectations are not met, a written *Professional Intervention Plan* (PIP) must be developed by the course faculty, department chair and/or dean.
  - A meeting will be scheduled with the student to read and discuss the PIP for continuation in the nursing program. The faculty, student, chair, and/or dean will sign the PIP.
  - It is the nursing student's responsibility to arrange meetings with the nursing faculty member or designee to evaluate their progress and satisfactory completion of the PIP.
  - If the terms of the PIP are met, the Unprofessional Conduct Warning will be removed. A file copy will be maintained.
  - If the PIP is not satisfactorily met within the given timeframe, additional sanctions may be taken at this time with consultation with the Undergraduate Chair and Dean, to include program dismissal.
  - If any subsequent violation of the same behavior or additional unprofessional conduct behaviors occur, the undergraduate Chair and Dean will evaluate the situation and determine a course of action to include dismissal from the nursing program.
  - If the student does not meet or complete the expectations of the PIP, the department chair and faculty member will determine a course of action.
  - The minimal sanction will be to place the student on Unprofessional Conduct Warning and to file a written report filed with both the Vice President of Academic Affairs and the Associate Dean of Students.
    - Subsequent violations of the same behavior or additional unprofessional behaviors may result in program dismissal.
### Professional Intervention Plan (PIP)

**Georgia Southwestern State University**  
**School of Nursing**

Nursing students at Georgia Southwestern State University are expected to demonstrate professional behaviors throughout the nursing program as described in the Professional Behaviors Policy. This Professional Intervention Plan (PIP) provides students with feedback when behavior is inconsistent with professional qualities and expectations. The following list reflects non-compliant behaviors of concern to faculty. Please select applicable items from the list below to discuss with the nursing student in an effort to improve teaching skills and performance. This is not a substitute for the Clinical Evaluation Tool (CET) if this is a clinical evaluation matter but may, if applicable, be utilized in conjunction with the CET. (mark applicable items with an X)

<table>
<thead>
<tr>
<th>EFFECTIVE COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks ability to communicate effectively verbally, non-verbally, or written</td>
</tr>
<tr>
<td>Demonstrates lack of respect or incivility towards professionals, students, faculty, and staff</td>
</tr>
<tr>
<td>Uses unprofessional communication behaviors (examples: personal texting, Facebook or other social media; profane language with patients, visitors, staff, and faculty)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL BEHAVIORS &amp; DEMEANOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate professional dress and appearance</td>
</tr>
<tr>
<td>Arrives late, has unexcused absence, and/or irregular in attendance to class/clinical setting</td>
</tr>
<tr>
<td>Arrives at clinical setting or attends class under the influence of alcohol or other substances that can impair judgment</td>
</tr>
<tr>
<td>Places patient/client/staff/faculty/students in physical, verbal, or emotional jeopardy, including neglect, abuse, or purposefully injuring others</td>
</tr>
<tr>
<td>Late in submitting assignments (class or clinical)</td>
</tr>
<tr>
<td>Smoking in unauthorized area</td>
</tr>
<tr>
<td>Steals supplies, or property of University or clinical agency</td>
</tr>
<tr>
<td>Leaves clinical area without permission during working hours for other than prescheduled rest/break period, fails to return to setting on time after the break time, or leaves clinical setting early</td>
</tr>
<tr>
<td>Violates rules, regulation, or practice of clinical agency/University/Georgia Board of Nursing</td>
</tr>
<tr>
<td>Solicits or accepts tips, gratuities, or conducts private enterprises on health facilities premises</td>
</tr>
<tr>
<td>Interactions reflects a lack of compassion in responding to others</td>
</tr>
<tr>
<td>Lacks professional behavior patterns exhibited through dependability, empathy, attentiveness, enthusiasm</td>
</tr>
<tr>
<td>Interactions with patients and their family members, staff, students, faculty show a lack of respect for human diversity, values, dignity, and culture</td>
</tr>
<tr>
<td>Disruptive behavior and/or insubordination by refusing to follow faculty or preceptor directives or accept assignments</td>
</tr>
<tr>
<td>Has difficulty accepting constructive feedback</td>
</tr>
<tr>
<td>Difficulty engaging in individual collegial and collaborative relationships</td>
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<table>
<thead>
<tr>
<th>CONFIDENTIALITY</th>
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</thead>
<tbody>
<tr>
<td>Disregards a patient/clients dignity, right to privacy, or right to Confidentiality (HIPAA Act, Institutional policies, social media)</td>
</tr>
</tbody>
</table>
REPRESENTATION
Misrepresentation of physical presence or participation in clinical experience
Misuse or unauthorized use of computer resources or information
Unauthorized attendance at any clinical or lab setting
Falsification of records, omitting, or destroying documentation or nursing actions on the official patient/client record
Signing in or reporting time or arrival or departure for another student or requesting another student to do so for him/her
Violation of Academic Integrity Policy

ASSESSMENT OF PERSONAL COMPETENCE
Does not seek consultation or assistance when needed

PERSONAL RESPONSIBILITY
Fails to accept personal responsibility for own actions, including preparation for class and clinical learning experiences
Places others at risk for disease exposure by attending clinical with a diagnosed illness or has active symptoms of an infectious disease.
Fails to accept responsibility for one’s own actions, including preparing for class and clinical/lab learning experiences
Fails to respond appropriately and in a timely manner to constructive criticism and feedback from faculty, clinical site staff, and peers.

Name of Person Initiating Personal Intervention Plan: ____________________________________________
Position: _________________________________________________
Date: _________________________________________________
Student: _________________________________________________
Student ID Number: _______________________________________
Program: _______________________________________________
Course(s) _____________________________________________
Names of Other Faculty if applicable: ____________________________________________________________
Reason(s) for Intervention:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Intervention Plan Outline:
1. __________________________________________________________________________________
2. __________________________________________________________________________________
3. __________________________________________________________________________________
4. __________________________________________________________________________________
5. __________________________________________________________________________________

Date of future follow-up/discussion of Professional Intervention Plan: _______________________________

Summary of Intervention Planning Session:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Signatures of Individuals in attendance for PIP
**Dismissal Policy**

Students enrolled in the School of Nursing at Georgia Southwestern State University are held to the high standards expected of a Registered Nurse. To this end, any student who violates the American Nurses Association Code of Ethics for Nurses and/or the Rules of the Georgia Board of Nursing may be dismissed from the School of Nursing. Examples of ethics or rule violations include but are not limited to:

- Failure to maintain confidentiality for all clinical experiences including simulation (posting client information on social networks, texting, cell phone use or any other form of unsecured communication regarding patient information)
- Unsafe practices (failure to prepare for clinical experiences as deemed appropriate by the clinical instructor, inattentive or not alert at times during the clinical and simulation experiences)
- Failure to care for equipment (intentional destruction of equipment, simulators, BP cuff, etc.)
- Falsification of identity: Permitting anyone to pose as self while engaging in any course/program activity or falsely identifying yourself as another student
- Breach of security
  - Maintaining test taking practices that aid or hinder fellow students during, before, or after an examination
  - Making threats
  - Verbal or physical acts of violence toward fellow students, faculty or staff
  - Theft of school property or equipment from any clinical setting including simulation lab

**Classroom Attendance Policy:**

In the event a class will be missed or there is a need for the student to leave class early, the student must notify the instructor in advance. If a student is late for class, the faculty member has the right not to permit the student to enter class until the break session.

If a student misses class, it is the student’s responsibility to obtain announcements, notes, and handouts from another student. A student may be administratively withdrawn for absences accounting for more than 20% of the course.

A faculty member has the right to publish in the syllabus a more detailed attendance policy.
**Clinical Attendance Policy:**
Attendance at any scheduled clinical day that is part of a clinical course is mandatory. Tardiness or absences may result in unsatisfactory clinical performance.

If a student is late for a clinical assignment, it is at the clinical instructor’s discretion as to whether the student will be allowed to participate on that date. If the student is not allowed to participate on that date in clinical activities, this will result in an unsatisfactory clinical grade for that experience and is a component of the total clinical grade for the course.

In the event of illness, other problems, or an emergency, students are required to notify their clinical instructor/preceptor and the clinical agency that they will be absent prior to the start of clinical or as specified in the course syllabus. A message sent with another student or left on an instructor’s answering machine is insufficient. The student must speak directly to the clinical instructor unless otherwise specified in the syllabus.

Faculty may publish in their syllabi a more detailed policy for clinical attendance.

The course faculty will make the decision to grant or deny the request based on a case-by-case review of individual circumstances. If permission to take a make-up exam is granted, the time and type of examination will be determined by the course instructor(s). Make up exam items may be of any type including short answer and essay. Students who arrive late for an exam may or may not be admitted to the exam, BUT if admitted, will have only the remaining time to complete the exam.

**Extreme, Extenuating Circumstances:**
Occasionally, unforeseen, uncontrollable extenuating circumstances cause tardiness or absence from class or clinical experiences; however, a pattern of tardiness shows a lack of respect for others, irresponsibility, and is unacceptable.

Below are listed some circumstances which might lead to an isolated incident of absence or tardiness. If such a circumstance should occur, the student may submit a written request for an exception to policy with supporting documentation:

- Illness of student or immediate family member requiring the student’s care.
- Documentation will consist of medical statement with date, letterhead, and signature of care provider.
- Death of a family member. Documentation will consist of the newspaper obituary, death certificate, or funeral home documents.
- Unforeseen emergencies preventing the student from attending class or lab (e.g. house fire, vehicle collision, jury duty). Documentation will consist of a signed statement from the appropriate agency or office.
GRADUATION

Students in the School of Nursing must meet the graduation requirements and application for graduation deadlines found in the Georgia Southwestern State University Undergraduate Bulletin at the following web link: http://gsw.edu/academics/bulletin/index.html. It is the student’s responsibility to submit the completed Application for Graduation to the academic advisor by the first two weeks of the semester proceeding the graduating semester and pay the graduation application fee to the Office of the Registrar by the required date. Students are expected to be aware of and meet all deadlines for graduation.

U.S./Georgia History Requirements
The baccalaureate student must meet the U.S. Georgia History and Constitution requirements as stated in the Georgia Southwestern State University Bulletin. These requirements MUST BE MET BEFORE entering into NURS. 4100: Nursing of Adults II. U.S. Georgia History and Constitution requirements by the state of Georgia may be met by passing an examination or successfully completing BOTH POLS 1101 and HIST 2110. Students must schedule their own tests and times by contacting the History Department. It is the student’s responsibility to obtain information on study guides and recommended resources.

Preparation for Licensure:
All pre-licensure students are required to attend an external NCLEX review course offered by the GSW School of Nursing during the final semester of the nursing program. Students are required to attend ALL review sessions made available by the School of Nursing to satisfactorily meet one component of the NURS 4900: Practicum requirements. Other requirements related to readiness testing apply to this course. Refer to course syllabus for details.

Application for Licensure by Examination:
Each student is responsible for preparing adequately to take the licensing examination. The School of Nursing will provide information to graduating seniors in preparation for licensure and the procedures to follow for application to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN). A list of all Jurisdictions offering the licensure examination is available on the National Council of State Boards of Nursing web site. Candidates should read the NCLEX Candidate Bulletin published by the National Council of State Boards of Nursing before registering and taking the NCLEX. This and other important information is found at <https://www.ncsbn.org/index.htm>

During the final term of the senior year, designated faculty will meet with students to discuss the NCLEX-RN process. Students planning to take the licensure exam in Georgia will find instructions for online application procedures at the Georgia Board of <Nursing website: http://www.sos.ga.gov/plb/rn/> Graduation from a nursing program is only one required component of eligibility consideration for taking the licensure exam in a given state.
Permission to sit for national licensure examination after program completion “Students with a prior conviction of a felony, crime involving moral turpitude, DUI or DWI offense during enrollment in the nursing program or within twelve months prior to enrollment, or violation of the controlled substance act or substance abuse related disorder, or who has had a license encumbered in the past may not be allowed to sit for the national licensure examination upon graduation. Graduation from an approved nursing program is but one requisite for applying for licensure. The jurisdictional Board of Nursing makes the final decision on eligibility” (Retrieved from Georgia Board of Nursing: Frequently Asked Legal Questions at: http://sos.georgia.gov/plb/rn/faqs_legal.pdf)

Pinning Ceremony
A pinning ceremony will be held prior to or immediately after graduation exercises. A nursing faculty member will be appointed to serve as faculty-student liaison.
ACADEMIC INTEGRITY

http://www.gsw.edu/academics/bulletin/contents/reg.htm#POLICY%20ON%20ACADEMIC%20

POLICY ON ACADEMIC INTEGRITY
Students at Georgia Southwestern State University are expected to conform to high standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct that students be honest and that they submit for credit only the product of their own efforts. Scholastic ideals and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from all forms of dishonorable conduct in the course of their academic careers.

Dishonest work will be treated as a serious offense by the faculty and administration of Georgia Southwestern. Multiple infractions may be cause for permanent expulsion from the University. An instructor who receives dishonest work from a student has several options. At a minimum, the work should be rejected as a basis for academic credit. At the discretion of the instructor, the student may be given a score of zero on the assignment in question, may be required to rewrite the assignment, may be given a grade of F in the course, may not be recommended for admission to Teacher Education or the Nursing programs, or may be penalized in some intermediate way. If a violation occurs before the last day to withdraw without penalty for the term, students in a course where the instructor's policy calls for a grade of F as the final grade will receive a grade of F for the class regardless of whether they attempt to withdraw. A student found guilty of submitting dishonest work will have this information and the instructor's course of action placed on file in the Office of Academic Affairs so that if future instructors receive dishonest work from that same student, the student may be penalized by the institution, resulting in possible expulsion. Academic integrity violations may be placed on the student's academic transcript. In the event that a student is suspended from the University for violations of academic integrity, courses taken at other institutions while a student is on Academic Suspension from Georgia Southwestern will not be accepted in transfer.

Given the serious nature of infractions of this policy, students have a right to know what constitutes academic dishonesty and have a right to a fair and consistent procedure before severe penalties are imposed. The examples given below are intended to clarify the standards by which academic integrity is judged. They are meant to be illustrative and are not exhaustive. There may be cases which fall outside of these examples and which are deemed unacceptable by the academic community.

Definitions and examples of dishonest behavior

Plagiarism
It is a violation of academic honesty to submit plagiarized work. Plagiarism includes, but is not limited to, asking someone to write part or all of an assignment, copying someone else's work (published or unpublished), inadequately documenting research, downloading material from
electronic sources without appropriate documentation, or representing others' works or ideas as the student's own.

The student is responsible for understanding the legitimate and accurate use of sources, the appropriate ways of acknowledging and citing academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

**Cheating on Examinations**
It is a violation of academic integrity to cheat on an examination. Cheating on an examination includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class or out-of-class examination. Examples of unauthorized help include using unauthorized notes during an examination, viewing another student's exam, and allowing another student to view one's exam. Refer to Policy on Testing and Exam Review and Policy on Post Exam/Test Review section of this document.

**Unauthorized Collaboration**
It is a violation of academic honesty to submit for credit work, which is the result of unauthorized collaboration. It is also a violation to provide unauthorized collaboration. Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of any academic or clinical laboratory assignment.

**Falsification**
It is a violation of academic honesty to falsify information or misrepresent material in an academic work. This includes, but is not limited to, the falsification of citations of sources, the falsification of experimental or survey results, and the falsification of computer or other data.

**Multiple Submissions**
It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the instructor in advance to discuss necessary revisions. The faculty member may require a copy of the original document for comparison purposes.

**Obligations to Report Suspected Violations**
Members of the academic community (students, faculty, administration, and staff) are expected to report suspected violations of these standards of academic conduct to the appropriate authority: the instructor, department chair, academic dean, or Vice President for Academic Affairs.

**Evidence and Burden of Proof**
In determining whether or not academic dishonesty has occurred, the standard which should be used is that guilt must be proven by the instructor with a preponderance of evidence. That
is, it should appear to a reasonable and impartial mind that it is more likely than not that academic dishonesty has occurred.

**Procedures for Resolving Matters of Academic Dishonesty**

When an instructor believes that academic dishonesty has occurred, the instructor will inform the student that academic dishonesty is believed to have taken place. The instructor will explain to the student what the penalties will be should the guilt be proven by a preponderance of evidence. If the student maintains that academic dishonesty did not take place, the student should discuss the matter with the instructor and present evidence (if possible) demonstrating that the work was done in an honest manner. Should the instructor and student not resolve the matter, then they will bring the matter to the Department Chair. If the matter is not resolved at this level, then the matter will be brought to the Academic Dean. If the matter is still unresolved, it will be brought to the Vice President of Academic Affairs. The decision of the Vice President may be appealed to the President, who would then refer it to the Committee on Academic Grievance for its recommendation before rendering a decision. The President’s decision is final and binding.

**All acts of plagiarism are reported to the Dean and to the Vice-President for Academic Affairs.**

**ETIQUETTE: Web Etiquette or “Netiquette”**

All students communicating electronically via Radar e-mail and/or GAVIEW courses should adhere to standard and professional behavior. Some rules to remember:

1. Always address your e-mail to someone: For example, an e-mail to your professor should begin as Professor or Dr. Jones or to a classmate John.
2. Always sign your e-mail so the receiver knows who you are. Frequently the e-mail address does not easily disclose who you are.
3. All electronic correspondence should be written in a professional manner
4. Be very judicious when copying (using the C.C. function at the top of your e-mail routing) an e-mail you are sending to someone. It may be improper to copy or forward another e-mail or correspondence to another party without the permission of the sender or receiver. Remember, copying or forwarding a memo to another party is very different than forwarding an article you read off the Internet.
5. Avoid profanity and remember neither the Internet nor e-mail are entirely secure. What you write is often not easily deleted—especially by the party who received your e-mail.
6. Reply to important e-mails that are sent to you in a timely manner. E-mail has supplanted phone calls in many cases, and ignoring an e-mail is similar to ignoring a phone call.
7. Avoid SPAMMING—that is mass forwarding of items of interest to you that may NOT be of interest to all your classmates.
8. Avoid SLAMMING—that is the use of harsh words to others in a public forum. This is sometimes referred to as FLAMES- abusive or heated messages. If you receive a flame, it is best to ignore it.
9. Avoid use of caps as much as possible. THE USE OF ALL CAPS (LIKE THIS) IS EQUATED WITH YELLING. It is much softer to use small letters and use CAPS only for emphasis.

10. Remember; only write in an e-mail what you would put on the door of your office—for the world to see.

Additionally, specific course syllabi may address web etiquette issues.

**CLINICAL POLICIES**

**Pre-Clinical Requirements**

A major component of the curriculum is the clinical experience that provides the student with the opportunity to apply learned concepts and skills in actual patient situations. These clinical experiences are made available through contracts with a variety of health care agencies. Therefore, in order to be able to provide patient care, students must meet the following requirements (details of these requirements provided in this section):

- Meet the School of Nursing Health Requirements and Essential Technical Standards
- Utilize www.certifiedbackground.com to enter immunization document verification and other required clinical documents via the internet. **All requirements must be kept current to include:**
  - Completion of all pre-clinical, clinical, and post clinical requirements
  - AHA BCLS for Health Care Providers Certification (PEDS 2000 Does not satisfy this requirement).
  - Background Check (utilize certifiedbackground.com)
  - Drug Screen (utilize certifiedbackground.com) Annual renewal
  - Physical Exam and Student Statement of Health
  - Professional liability insurance, minimum coverage $1,000,000/$6,000,000
  - Health Insurance coverage as specified by the University System of Georgia
  - Online clinical orientation if required by a clinical agency

**IMMUNIZATION TRACKER COMPLIANCE**

The Clinical Services Manager must submit verification of currency of all required clinical requirements (refer to Pre-Clinical Requirements in Handbook) several weeks in advance to the clinical agency where students will be assigned the following semester. Students who do not complete requirements by the deadline established by the Clinical Services Manager will be removed from all clinical courses in which they are registered for the following semester. The student will not be permitted to enroll in any clinical course the following semester. This will negatively impact the student’s progression in the program. Students who become non-compliant with any clinical requirement during the course of a term will not be able to attend
clinicals and thus will be required to withdraw immediately from all clinical courses. If this occurs prior to the last day to withdraw without academic penalty the student may withdraw from the course without academic penalty. If this occurs after the last day to withdraw without academic penalty it will result in a clinical unsatisfactory and failure of the course.

- CertifiedBackground ordering & tracker information
- Physical Exam Form
- Immunization Chart for CB tracker
- TB Questionnaire form for CB tracker
- Liability/Malpractice Insurance Information (These are one and the same with different names-they are not health insurance.)

**Submission of Signed forms:** Confidentiality Statement and Student Applied Learning Experience Agreement, Infectious Disease Risk, and Authorization for Release of Records and Information.

- Completion of any School of Nursing and clinical agency requirements (e.g. criminal background check and drug screening) by a preset deadline (which at a minimum will be two weeks before the University declared first day of class for the upcoming term)
- Notify in writing the Clinical Service Manager, GSW Health Services, and clinical instructors each semester of any severe sensitivity (latex, peanuts)
- Review Universal Blood and Body Fluid Precautions

Students who do not comply with the specified requirements will not be allowed to attend clinical and subsequently cannot fulfill the course outcomes in which the clinical experience is incorporated. Students must withdraw from the course and associated lab or receive a failing grade in the course/lab.

**Immunization Requirements (Certificate of Immunization Form)**

- MMR: One of the following is required: two (2) vaccinations or positive titers for all three (3) components (with lab report).
- Varicella/Chickenpox: One of the following is required: Medically documented date of illness or positive titer (with lab report) or two (2) vaccinations
- Td/Tdap: Documentation of the completed primary series and a booster within past ten (10) years.
- Hepatitis Series: Requires three (3) vaccinations to be complete, with the second injection being administered one month after first injection, and the third one being administered six (6) months after first injection.
- Annual Influenza Immunization

**Tuberculosis Screening**

TB/PPD skin test must be done annually. If test result is positive, an annual Screening Questionnaire is required. If the Screening Questionnaire is positive then a Chest X-ray is required.
CPR Certification
CPR certification must be American Heart Association for Healthcare Providers BCLS card. The card must show an expiration date and must be renewed every two (2) years.

Physical Exam
Physical Exam Form must be updated annually. The form must be signed by a physician, nurse practitioner, or physician’s assistant.

Professional Liability Insurance
Students enrolled in clinical nursing courses must show proof of professional liability insurance, minimum amount of $1,000,000/$6,000,000, on the first day of each clinical nursing course. The student must provide verification of coverage to the faculty member in the clinical course and to the Student Services Coordinator or Administrative Secretary for the student file.

The student may purchase such liability insurance from a carrier of his/her choice. The School of Nursing has some plan information that is available on request. The School of Nursing does not endorse any particular carriers. Any student without insurance, or without the required proof, will not be allowed to attend clinical, including mandatory orientation, until the requirement is met. The missed time will be counted as a clinical absence. It is the responsibility of the student to maintain coverage throughout the nursing curriculum and to have the documentation available upon request of any authorized person.

Clinical Agency Mandate for Criminal Background Check and Drug/Alcohol Screening
Most clinical agencies utilized for clinical placements through the School of Nursing at Georgia Southwestern State University requires students to have an annual criminal background check and drug/alcohol testing and may condition acceptance into the clinical facility based on the results of those tests. Therefore the School of Nursing requires all students to have an annual background check and an annual drug/alcohol screen through an approved School of Nursing vendor. Each clinical affiliate will independently review student’s background check and drug/alcohol screen and make the final decision, based on its own criteria, as to whether each student will be allowed to participate in clinical activities at the affiliate clinical site. Georgia Southwestern State University does not assume any responsibility for performing or evaluating the background check and drug/alcohol screen, delivering the documents to the facility, or maintaining the records. Decisions as to whether a student is ineligible for placement at a particular clinical site based on results of the check are those of the clinical site alone. (All students must complete the annual criminal background check and annual drug/alcohol screen.) Students who cannot be placed in clinical experiences because of clinical agency rejection (i.e. related to criminal background check, drug/alcohol screen) will not be able to complete program requirements. The GSW School of Nursing will NOT seek additional areas for clinical placement.

Licensure (LPN Students)
Students must provide documentation of current licensure as a practical nurse in Georgia at least 3 weeks prior to the start of clinical learning experiences.
CLINICAL REQUIREMENTS

Applied Clinical Learning Experiences
In order to provide appropriate learning experiences, nursing classes may be scheduled during the day or evening hours, on weekday and weekends. Likewise, clinical experiences may be scheduled any day of the week and any time (days/evenings/night). Students are responsible for making suitable arrangements for childcare, transportation, and employment. In the event that the clinical experiences require the student to return to the clinical setting at times other than scheduled laboratory times (i.e. to review patient charts prior to the next day's clinical experience), it is the responsibility of the student to be there as requested for the duration of the learning experience. The student’s personal schedule must be flexible to meet all requirements and expectations.

Clinical sites and schedules may not be established prior to the semester beginning. Students registering for classes should anticipate that changes may occur any time during the semester.

Standards of Professional Nursing Practice
Strict adherence to the Georgia Board of Nursing’s Standards of Professional Nursing Practice is required of all nursing students. Failure to comply with these professional standards will result in review and action by the School of Nursing faculty and could result in the student’s dismissal from the nursing program.

Confidentiality and Access to Medical Records
Students enrolled in the School of Nursing must hold in confidence all patient related information. Specific instruction on confidentiality within the health care setting is provided in the initial nursing courses. Failure to protect any patient’s right to confidential treatment may result in a failing grade in the course and dismissal from the School of Nursing.

Signed copies of the following forms are required of each student and placed in the student’s folder: (1) Confidentiality Statement, (2) Student Applied Learning Experience Agreement, (3) Infectious Disease Risk, and (4) Authorization for Release of Records and Information. The forms are signed one time only unless an assigned agency requires the forms to be signed at more frequent intervals.

In general, students are prohibited access to clients medical records after clients have been discharged from a host facility. An exception may be made for the student who has received permission from the facility’s administration. Students are prohibited from photcopying any part of a client’s medical chart or other facility documents that pertain to the client. Any student who goes to medical records to retrieve information, who photcopies a chart, or who leaves the facility with any part of a client’s record, will be dismissed from the nursing program.

Change in Health Status Policy
Nursing students are expected to complete all assigned academic and clinical activities. If a student develops a change in health status (including but not limited to pregnancy and illness) that requires restrictions on his/her academic or clinical activities, the student must notify the
course faculty and provide the program Chair with written confirmation of the restriction from
the health care provider. The restrictions must include the duration and the specific
restrictions.

If the restrictions affect the ability of the student to meet program or course outcomes, the
Chair, in consultation with the appropriate faculty, will determine whether to assign a grade of
“incomplete” or to support an administrative withdrawal. A release form from the health care
provider responsible for the ongoing care of the student is required when the restrictions are
no longer necessary and the student can return to full participation.

**Infectious Disease Risks**

It is the policy of this University to provide academic programs, support services, and social and
recreational activities to all qualified individuals. In the event that a student is diagnosed with,
or shows signs of, an infectious disease or condition, the student may not be arbitrarily
excluded from enrollment or otherwise restricted from classroom or clinical activities. The
student may be excluded IF medically-based judgments in each individual case establish that
exclusion or restriction is necessary to the welfare of the individual, other members of the
University community, or clients under the student’s care.

The University has the responsibility to balance the right of an ill student to an education
against the rights of other individuals to function in a protected environment.

Any student with patient-care responsibilities who knows, or has reason to believe that he/she
has human immunodeficiency virus (HIV), Hepatitis, Tuberculosis, or any other infectious
disease, has the professional responsibility to report the information to the Dean of the School
of Nursing. Students must also inform clinical instructors. The School of Nursing conforms to
state and federal regulations regarding HIV status disclosure and discrimination toward
students with HIV infection. All information disclosed by a student or faculty member regarding
HIV status will be considered as: AIDS Confidential Information (O.C.G.A 24-9-47).

School of Nursing students are also obligated to follow the policies and procedures of the host
facilities regarding infectious diseases disclosure and/or practice restrictions. If a clinical agency
has no policy for a specific disease or condition the current Centers for Disease Control (CDC)
*Guidelines for Infectious Control in Health Care Personnel* will be utilized. It is the policy of the
School of Nursing that standard precautions must always be utilized by all students.

**HIV and Hepatitis B work restrictions:**

- Do not perform exposure-prone invasive procedures until counsel from an expert
  review panel which recommends procedures that may be performed (CDC Guidelines
  for Infection Control in Health Care Personnel)

- If an expert panel is not available at the specific clinical agency or the local health
department, the Dean of the School of Nursing (or designee) will consult the CDC and
obtain an expert recommendation from them for any procedure/practice restrictions.
Tuberculosis work restrictions (CDC):
- Active-exclude from duty until proved noninfectious
- PPD converter-no restriction
Exposure-prone procedures are those which present a recognized risk of percutaneous injury to the health care worker, and, if such an injury should occur, the health care worker’s blood is likely to come in contact with the patient’s body cavity, subcutaneous tissue, and/or mucous membranes (CDC). Whenever a healthcare worker’s fingers and a sharp instrument, such as a needle or scalpel, are simultaneously in a poorly visualized or confined anatomic site, the procedure is considered “exposure-prone.”

Universal Precautions
Hepatitis B and C, human immunodeficiency virus (HIV) infections, and other infections are significant and growing risks in the U.S. Health care workers are especially at risk for developing these diseases due to exposure to needle-sticks and splashed blood/body fluids. By consistently following UNIVERSAL PRECAUTIONS to prevent exposure to these diseases, exposure to these diseases can be prevented or minimized. Universal precautions must be followed by students and faculty in the clinical settings.

If a student is exposed to an actual or potential infectious agent, the student must follow the guidelines of the host facility for reporting the incident and for laboratory testing. Students understand and agree that (1) testing is at the expense of the student; and (2) any testing results must be forwarded to the Dean of the School of Nursing.

The student understands that the clinical aspects of the nursing program represent medical risks even though correct procedures are followed. Students understand that they are entering the clinical aspect of this program at their own risk and will not hold the University or the clinical facility liable for any illnesses resulting from these clinical experiences.

Hepatitis B Vaccination
All students in the School of Nursing are required to have completed the Hepatitis B immunization series. The vaccination consists of three (3) injections, with the second injection being administered thirty (30) days after the first injection, and the third one being administered six (6) months after the first injection. It is the nursing student’s responsibility to initiate the series of three vaccines prior to entering the nursing program and complete the series

Compliance with Policies of the Host Facility
Georgia Southwestern State University is privileged to maintain memoranda of understanding with clinical facilities across Georgia. The students and faculty are guests in these facilities and must abide by their rules and regulations. When present in a host facility, a student must:
- follow the administrative policies, standards, and practices of that facility;
- provide the necessary and appropriate uniforms and supplies where not provided by the facility;
- report to the facility on time;
• conform to the standards and practices established by the University while in the facility;
• keep in confidence all medical and health information;
• not publish any material that identifies patients, facilities, or institution without specific permission from the appropriate parties; and
• Comply with the host facility policy on cell phone usage during an assigned clinical experience. In all cases, the student MUST notify the clinical instructor prior to using a cell phone during the assigned period.

*Failure to comply with any of these policies may lead to dismissal from the nursing program.*

Clinical Preparation
Students are expected to prepare for all hospital clinical experiences prior to the clinical day. At the beginning of the course, the instructor will notify the class members of specific expectations and requirements.

Student Responsibilities When Working with a Preceptor
**Pre-licensure students** may be assigned a preceptor for selected clinical experiences. It is the responsibility of the student to familiarize themselves with, and to utilize the objectives/requirements established for the experience. A daily log that records activities and incorporates evaluation of achievement of course/clinical/individual objectives may be required by the faculty. Students are expected to maintain communication between the preceptor and faculty about any unusual circumstances. Students are to meet the responsibilities assigned by the preceptor, to maintain prompt and consistent attendance, and to keep the preceptor fully informed of all clinical activities. Students may not work in the clinical area if the preceptor is not available. The faculty member is responsible for evaluating the experience and will consider input from both the student and the preceptor. Students need to complete an evaluation of the preceptor, agency evaluation form, and clinical evaluation form.

Dress Code Policy
For safety, infection control, and patient comfort there are specific requirements related to adornment and appearance in all clinical experiences on campus (labs) and off campus. These include:
• Maintaining good personal hygiene including cleanliness and neatness of uniforms and shoes;
• Wearing the appropriate uniform according to the dress code policy for that clinical experience (see approved attire below). The instructor’s judgment will be the criterion for acceptable clinical appearance for students. The student must change into street clothes at the earliest opportunity following clinical experiences.
• Hair must be neat, clean, and off the collar; beards and mustaches must be trimmed neatly. Hair must be a color of which one could be born (i.e. no colors such as purple or blue). Large hair bows, jewelry, or other adornment may not be worn in the hair;
• Jewelry wear is limited to a wedding band, and one pair of small stud earrings (limited to less than ½ inch stud) and a required watch. Earrings may only be worn with one
earring per an ear lobe. Males are not allowed to wear earrings. No other face or tongue jewelry is allowed.

- Tattoos and body piercings must be covered;
- Light makeup; no colognes, aftershaves, or other scented products are to be used. Nails must be kept clean and free of polish; no artificial nails, tips, or any additional items applied to the nail surface; Nails must be < ¼ inch beyond tip of finger.
- Clothing of appropriate lengths, style, and fit and appropriate undergarments (e.g. no visible thong or brightly colored undergarments). No stretch pants or cuffs dragging on the floor will be allowed;
- Chewing gum or tobacco use is not allowed.

A student who reports to clinical and is not in compliance with dress code policy will be given an opportunity to comply or be dismissed from clinical for the day with an unsatisfactory clinical grade.

Uniforms
The required uniform, name badge, watch, and optional lab coat must be worn for all clinical experiences. The University insignia and name badge may only be worn on lab coats and uniforms when the individual is involved in a GSW SON clinical experience or sponsored event.

The following constitutes general policies regarding professional attire.
For in-hospital, simulation, and campus lab experiences (exception NURS 3200):

- GSW School of Nursing uniform from designated vendor (Meridy’s as of 2015)
- Shoes must be white, navy, black, or gray. Shoes must be clean, neat, and have a closed toe with no additional holes (i.e. Crocs).
- Neutral, solid colored socks or hose must be worn.
- White or navy turtlenecks and t-shirts may be worn under uniform tops.
- Name Badge: The Georgia Southwestern State University Student ID will be utilized as the identification badge in clinical facilities.

For other clinical experiences:

- Polo shirt with style consistent with the GSW bookstore product*
  - Color: butter or true navy
  - Logo on left front: Georgia Southwestern State University School of Nursing
- Pants: choice of navy or khaki
- Closed-toe shoes; heels no higher than 1 ½ inch
- Neutral, solid colored socks or hose must be worn.
- Name badge: The Georgia Southwestern State University Student ID will be utilized as the identification badge in clinical facilities.
- Lab coat (optional):

If a coat is worn in the clinical setting (including simulation lab) it must be a lab coat meeting the criteria below.

- White, hip-length
• GSW SON insignia patch on left (L) sleeve, centered, and two inches from the top seam of the sleeve
• Name badge:
  The Georgia Southwestern State University Student ID will be utilized as the identification badge in clinical facilities.

*Items are available in the GSW Bookstore.*

Items Needed for Clinical Experience
Students must obtain equipment for clinical laboratory experiences within the first two weeks of the semester in which they enter nursing. These include:
• Watch with a second-hand;
• Stethoscope with 18” tubing and head with both diaphragm and bell;
• Bandage scissors
• Penlight

Drugs, Alcohol, and Tobacco Use
The University policies on alcoholic beverages and drugs are described in the *Weathervane/Student Handbook.* In accordance with these policies, the School of Nursing has adopted the following policy for nursing students in the clinical setting:

*An impaired student constitutes a potential threat to faculty, staff, students, and client safety. The inappropriate use of drugs or alcohol is not condoned.*

• Any student reporting to the class or any clinical setting exhibiting signs/ symptoms of alcohol or substance abuse will not be allowed to remain in the clinical setting that day. The student will be asked to submit to a blood and/or urine test at the student’s expense.
• A detailed written narrative of the behavior and action taken will be written by the clinical faculty member and submitted to the School of Nursing Dean. Reasonable suspicion of inappropriate use of alcohol or drugs may come from supervisory observation, agency staff, or classmate reports. Suspicion must be verified by at least two witnesses.
• The course faculty, clinical instructor, and School of Nursing Chair will tell the student when the student can return to clinical, if the student has been asked to leave class or the clinical setting due to being under the influence of drugs/alcohol.
• Any student using illicit drugs or under the influence of illicit drugs during class or clinical experiences is subject to immediate dismissal from the Georgia Southwestern State University nursing program.
• Any student charged with a drug violation by law enforcement authorities will be suspended from class and clinical experience sites. If the charges are dropped or the involved individual is ruled innocent, the individual may return to class and clinical experiences sites as appropriate.
• If deemed necessary by the School of Nursing Chair, Dean, course faculty, and the clinical instructor, the student will be referred to a certified addiction counselor for evaluation at the student’s expense. Further action will depend on the recommendation of the counselor.
• If the addiction counselor feels treatment is necessary the student may have the option of returning to the nursing program upon completion of treatment. A random drug/alcohol screening must be performed with negative results within one week of returning to clinical and as required by the aftercare contract.
• If the student does not comply with the above recommendations, he/she will be referred to the School of Nursing Chair and Dean for further action, including the possibility of being dismissed from the nursing program.
• Any student violating the tobacco policy of the host facility is subject to immediate dismissal from the nursing program.

Medication Administration
Pre-licensure nursing students are prohibited from administering certain drugs and certain classifications of drugs. Examples are given below. Nursing students are prohibited from administering any drug during a cardiopulmonary resuscitation.

Pre-licensure nursing students are prohibited from administering the following classifications of drugs:
  Thrombolytic Agents
  Vasoactive Drugs
  Paralytic Agents
  Anticonvulsants IV Administration
  Uterine Stimulants
  Conscious Sedation Agents

Practicum – Clinical Placement
All pre-licensure baccalaureate nursing students will complete the clinical portion of the Practicum course (NURS 4900) on a medical/surgical unit, Emergency Room, or intensive care unit of an acute care facility. Requests for practicum experiences may be made a minimum of three months in advance of the practicum course to the course faculty member and the Clinical Services Manager. The request will be considered; however, the faculty member, in collaboration with the Clinical Services Manager will make the final assignment.

Skills Check List
Throughout the program, clinical faculty and preceptors will assess and evaluate student performance of basic skills. Students are expected to be competent in their performance of these nursing skills. The current check list skills will be posted on GaView School of Nursing.

Transportation
Students must be able to provide their own transportation to classes, to and from clinical agencies, and to other clinical experiences such as home visits. Clinical sites generally are
located within a 65-mile radius of the University; however site locations may be at greater distances. Clinical hours may vary by term and course.

**Home Visit Safety Precautions**

Some courses will have clinical assignments involving home visits to clients and families in the community. In order to provide maximum safety for students and their community clients, the School of Nursing has developed the following policies:

a. Faculty or agency personnel will pre-screen home care clients who are not associated with a home care agency when making student assignments. Pre-screening will consist of (a) reviewing the client's record for a history of violence, violence in the home and drug abuse; (b) identifying if location of home is in an unsafe area; (c) making an initial visit to the home either before the student or with the student if safety is deemed an issue. Students will be re-assigned if a home is deemed unsafe.

b. At the beginning of each semester when students make home visits, faculty will provide an orientation on personal safety factors student should be aware of when making home visits.

c. Students are advised not to make home visits after 5 pm, Fridays, or weekends and to not give out their phone number to clients. Students will inform their clinical instructor of the days and times they will be making home visits. Clinical instructors will have the addresses and phone numbers of the student’s home care client.

d. An instructor must agree to be available to the student by phone during the hours that the student is making the home visit. The student must call the instructor prior to going to the home and after the home visit is complete.

e. Students must schedule a time for the home visit that is mutually convenient for client and student. The student should arrive promptly for the visit and if this is not possible must notify the client. If a client does not want the student to make home visits, the student should notify the clinical instructor and not coerce the client into agreeing to a home visit.

f. When making home visits, students must wear a lab coat and name tag that will identify them as nursing students from Georgia Southwestern State University.
Technical Standards for Students with Disabilities

Georgia Southwestern State University (GSW) School of Nursing has a responsibility to educate competent nurses to care for their patients/clients, families, and/or communities with critical judgment, broadly based knowledge, and well-honed technical skills. The School of Nursing has academic as well as technical standards that must be met by students in order to successfully progress in and graduate from its programs.

Technical Standards: The School of Nursing provides the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing their nursing science curriculum. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of this nursing program. The standards are not requirements of admission into the programs and the examples are not all-inclusive. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; and, (5) incorporating appropriate professional attitudes and behaviors into nursing practice capabilities.

GSW’s School of Nursing wishes to insure that access to its facilities, programs and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008) and all students can study and practice nursing with or without reasonable accommodation. GSW’s School of Nursing provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program. To be eligible for accommodations, a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) be regarded as having such a condition.
### GSW School of Nursing Technical Standards Requirements

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<tr>
<th>Requirements</th>
<th>Standards</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Acquiring fundamental knowledge</td>
<td>1. Ability to learn in classroom and educational settings</td>
<td>• Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations</td>
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<td>2. Ability to find sources of knowledge and acquire the knowledge</td>
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<td>3. Ability to be a life-long learner</td>
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<td>4. Novel and adaptive thinking</td>
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<tr>
<td>Developing communication skills</td>
<td>1. Communication abilities for sensitive and effective interactions with patients (persons, families and/or communities)</td>
<td>• Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a client or patient's condition</td>
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<td>2. Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members)</td>
<td>• Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted (such as TTY) and/or electronic) to patients and the health care team</td>
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<td>3. Sense—making of information gathered from communication</td>
<td>• Effectively communicate in teams</td>
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<td>4. Social intelligence</td>
<td>• Determine a deeper meaning or significance in what is being expressed</td>
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<td>• Connect with others to sense and stimulate reactions and desired interactions</td>
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<td>Interpreting data</td>
<td>1. Ability to observe patient conditions and responses to health and illness</td>
<td>• Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.</td>
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<td>2. Ability to assess and monitor health needs</td>
<td>• Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients</td>
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<td>3. Computational thinking</td>
<td>• Observe and interpret for evaluation information about responses to nursing action</td>
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<td>4. Cognitive load management</td>
<td>• Translate data into abstract concepts and to understand data-based reasoning</td>
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<td>• Obtain and interpret information from assessment of patient’s environment and responses to health across the continuum</td>
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<td>• Obtain and interpret for evaluation information about responses to nursing action</td>
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<td>• Accomplish, direct or interpret assessment of persons, families and/or communities across the health continuum and within (or managing or improving) their environments – in one or more environments of care</td>
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<tr>
<td>Integrating knowledge to establish clinical judgement</td>
<td>1. Critical thinking, problem-solving and decision making ability needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments – in one or more environments of care</td>
<td>• Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate of plans of care or direct the development, implementation and evaluation of care</td>
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<td>2. Intellectual and conceptual abilities to accomplish the essential of the nursing program (for example, baccalaureate essentials)</td>
<td>• Critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication</td>
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<td>3. Media literacy</td>
<td>• Literacy in and ability to understand concepts across disciplines</td>
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<td>4. Transdisciplinary</td>
<td>• Represent and develop tasks and work processes for desired outcomes</td>
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<td>5. Design mindset</td>
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| Incorporating appropriate professional attitudes and behaviors into nursing practice | 1. Concern for others, integrity, ethical conduct, accountability, interest and motivation  
2. Acquire Interpersonal skills for professional interactions with a diverse population of individuals, families and communities  
3. Acquire Interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members  
4. Acquire the skills necessary for promoting change for necessary quality health care  
5. Cross-cultural competency  
6. Virtual collaboration | • Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances  
• Make proper judgments regarding safe and quality care  
• Function effectively under stress and adapt to changing environments inherent in clinical practice  
• Demonstrate professional role in interactions with patients, intra and inter professional teams  
• Operate in different cultural settings (including disability culture)  
• Work productively, drive engagement, and demonstrate presence as a member of virtual team |

To be qualified for Georgia Southwestern State University School of Nursing, individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations. For further information regarding services and resources to students with disabilities and/or to request accommodations please contact the Georgia Southwestern Office for Disability Services and Testing Center.
NURSING PROGRAM - EVALUATION OF CLINICAL LEARNING

GSW SON BSN Program
CLINICAL EVALUATION TOOL (CET)

Student: _____________________________  Semester: _____________________________

Faculty: _____________________________  Clinical Site: ___________________________

Formative clinical evaluation will be an ongoing process during the semester. The Clinical Evaluation Tool (CET) will be used to assess clinical competence in the clinical nursing courses at the Junior, Senior, and Practicum levels. A CET will be completed on each student at midterm and at the end of the semester; however, students will receive feedback on clinical performance each week. If a student earns a “Level 2” or below from the faculty on any behavior at the mid-point evaluation, a corrective action plan will be initiated. At the end-point evaluation, a “Level 3” or higher must be achieved on all behaviors in order to successfully complete clinical.

This decision will be evaluated on the following areas:

I. Patient Centered Care
II. Teamwork and Collaboration
III. Evidence Based Practice
IV. Quality Improvement
V. Safety
VI. Innovation
VII. Compassion
VIII. Professionalism

Ratings:
Level 5= student always or nearly always performs behaviors with minimal supporting cues
Level 4= student usually performs behaviors with minimal supporting cues
Level 3= student fluctuates in performance of behaviors, requires occasional supporting cues
Level 2= student rarely performs behaviors, requires continuous supporting cues
Level 1= student consistently does not perform behaviors, requires continuous supporting cues
N/A= not applicable

SATISFACTORY: rating of Level 3 or above in each behavior of each competency
UNSATISFACTORY: rating of Level 2 or below in any behavior of each competency
Criteria for Dismissal from the Nursing Program

The nursing faculty members believe that the habits and work patterns which are established when an individual is a student will be carried over into the work setting when the transition is made to a graduate nurse.

Every effort should be exerted to establish positive patterns of professional behavior, which include arriving on time for each clinical assignment, notifying the instructor if tardiness or absence is expected, and when indicated, contacting the appropriate instructor concerning make-up work missed during an absence.

The following criteria may be used for the immediate dismissal of any nursing student from the Georgia Southwestern State University Nursing Program. These behaviors are not in accord with the standards that this faculty has established for their students and graduates:

1. Unprofessional conduct which shall include but is not limited to:
   a. performing acts beyond the limits of practice;
   b. assuming duties and responsibilities without adequate preparation or when competency has not been achieved;
   c. diverting supplies, equipment, or drugs for personal or other unauthorized use;
   d. falsifying or otherwise altering client or agency records;
   e. abusing, neglecting, or abandoning clients;
   f. conduct unbecoming a nursing student, or detrimental or dangerous to the health and welfare of clients or of the public; and
   g. demonstrating an inability to progress and/or master the clinical skills and competencies as evaluated by the clinical instructor.

2. Willful commission of any act which is a felony under the laws of the State or of the United States or any act which is a misdemeanor under such laws and involves moral turpitude.

3. Failure to abide by the Georgia Southwestern State University Nursing Program policies.

4. Grade Point Average which falls below 2.0 overall.

5. Inability to practice (student) nursing with reasonable skill and safety to clients by reason of illness, excessive use of alcohol, drugs, narcotics, chemicals, or other material, or as a result of any mental or physical condition.

6. Any violation of the Georgia Southwestern State University academic dishonesty policy. The student will be counseled and advised of unacceptable behavior. Evidence of the conference will be documented and signed by the instructor, the student, and a faculty or staff witness.

Appeals Process

A student may appeal dismissal from the Georgia Southwestern State University nursing program. Students must follow the procedure listed in the most current issue of the GSWweathervane/Student Handbook.
**ADDITIONAL INFORMATION**

**Professional Nursing Organizations**

**Georgia Nurses Association/American Nurses Association**
The GNA/ANA serves the diverse needs of nursing professionals while strengthening the standing of nurses in the health care community. Membership in the GNA/ANA allows for all nurses to have an active role in the decisions made in practice, reform, legislation, and economic arenas. The Georgia Southwestern State University nursing faculty support membership in this organization. All registered nurses are eligible for membership.

**Georgia Southwestern Association of Nursing Students (GSWANS)**
All students registered as pre-nursing or nursing majors are invited and encouraged to become members in GSWANS. The local organization works to promote community service and professional involvement in nursing at the local, state, and national level. Students may become members at the state (Georgia Association of Nursing Students [GANS]) and national (National Association of Nursing Students [NANS]) levels by completing a membership form and submitting the appropriate dues. The students select local officers who work with GSWANS faculty members to conduct the business of the organization.

**Mu Pi Chapter/Sigma Theta Tau, International**
Sigma Theta Tau, International, is committed to fostering excellence, scholarship, and leadership in nursing to improve health care worldwide. The Society promotes the use of nursing research in health care delivery and makes its resources available to all people and institutions interested in the latest knowledge in nursing care. Membership is by invitation only.

* Membership Criteria for Undergraduate BSN students must:
  - have completed ½ of the nursing curriculum;
  - have at least a GPA of 3.0 (based on a 4.0 grading scale based on all college courses taken);
  - rank in the upper 35 percentile of the graduating class;
  - meet the expectation of academic integrity.

http://www.nursingsociety.org/Membership/FAQ/Pages/faqs.aspx)
STATEMENT OF AGREEMENT

Each nursing student is required to sign and return the Statement of Agreement included with the Nursing Student Handbook at the time of mandatory nursing orientation.

Should it be necessary to otherwise return signed form, send to:
School of Nursing
Student Services Coordinator
Georgia Southwestern State University
800 Georgia Southwestern State University Drive
Americus, GA 31709
FAX: 229-931-2288

The Nursing Student Handbook provides information regarding policies for students in the nursing program. Additional sources of information related to student policies are published in the Georgia Southwestern State University Bulletin and the GSW Weathervane/Student Handbook. Students are expected to be knowledgeable about these policies and procedures. Policies specific to the School of Nursing are included here. Course specific policies may be found in the individual course syllabi.

HANDBOOK DISCLAIMER

While the provisions of the Nursing Student Handbook are as accurate and complete as possible, the School of Nursing reserves the right to change any provision listed in this Handbook, without actual notice if circumstances so warrant. Every effort will be made to keep students advised of such changes. However it is the responsibility of each student to know what changes have been made to the Nursing Student Handbook and to successfully complete the program.
APPENDIX A:

School of Nursing Total Testing Policy
Course Exam Grading Criteria
The pre-licensure student must achieve an overall weighted average of 75% or greater on all exams, including the final exam, before other graded items will be included in the final course grade. No quizzes will be included in the calculation. If the exam average percent is lower than 75%, then the weighted exam average percent becomes the final grade. ATI’s proctored Standardized exams are NOT included in the averaging of exam grades in a course (Refer to Policy on Standardized Exams.

Online Courses and Testing
It is the policy of the School of Nursing that Pre-licensure traditional and 2\textsuperscript{nd} degree students take all nursing courses in the traditional classroom environment. Rare exceptions may be necessary as a result of program necessity. If this occurs, exams will be proctored utilizing an online proctoring service. Costs for this service will be the responsibility of the student.

Policy on Testing and Exam Review
1. Security cameras are installed in classrooms to deter cheating in the testing environment. Testing sessions are monitored, recorded, and reviewed to detect cheating in the classroom.
2. Electronic devices are prohibited in the classroom – this includes watches and cell phones (exception: calculators with permission of instructor for drug calculations).
3. Any student who exhibits suspicious behavior while taking an exam may be warned by the faculty member or proctor to stop the behavior. If the suspicious behavior continues after the warning, then the Proctor shall take the exam away from the student and he/she will receive a zero for the exam. If the faculty or proctor directly observes cheating, the exam will immediately be taken away from the student and he/she will receive a zero for the exam (no prior warning need be given). Once an exam is taken away, the incident will also be reported to the Dean and VP for Academic Affairs for further disciplinary action.
4. There will be no food allowed in the room during an exam.
5. All personal items, including papers, books, notes, purses, electronic devices, caps, scarves, and jackets will be placed in the front of the room.
6. Students will not be permitted to go to the bathroom once the exam has started except in an emergency. Students taking bathroom breaks do not receive additional time to complete the exam.
7. Students who arrive late to an exam, if permitted to enter by faculty member, will not receive additional time to complete the exam. Course syllabi have specific information concerning late or missed exams.
8. Once distribution of the exam begins, no speaking is allowed except individually and quietly to the faculty or proctor.
9. Faculty members are not obligated to provide a pre exam review.
Policy on Post Exam Viewing and Review

Faculty are not obligated to permit students to view the exam after it is submitted for grading or to provide a post exam review. The decision on whether or not to permit either of these options is the individual faculty member's decision.

If either viewing of the exams or a test review is permitted, the following procedures apply:

1. The exam viewing and/or post exam review will take place at a time and location designated by the instructor. If a review is offered, it may take place outside of the scheduled class time.
2. Work areas will be clear of all items as required for taking the exam prior to exam review.
3. Test questions and answers may not be copied during the review.
4. Any recording (video or audio) of exam review is prohibited and will result in a failure of the course and program dismissal.
5. Individual (one on one) exam review will be at the discretion of the course instructor.
6. Exam viewing will be brief (in most cases no more than 5-7 minutes)
7. Exam viewing, if permitted, will take place in silence. Violation of this by any student in the course will result in immediate curtailing of this privilege for that session. The decision on whether to resume this option for subsequent exams will be at the discretion of the instructor.
8. If a post exam review is provided, the exam questions and answers will not be read or viewed during the review. The faculty member may permit questions from students about a specific concept missed on the exam or needing clarification. Exam review is a time to enhance learning and must not be a time of challenge or debate. If this occurs the faculty member will cease the entire review process for all students. Further reviews will be at the discretion of the instructor.
9. Any dispute of exam content must be submitted in writing with a minimum of two supportive references—within 24 hours of the exam or review session. The faculty member has final authority on exam item dispute decisions.

Policy on Exam Absences:

Attendance for all examinations is expected. Students missing an examination will receive a zero (0) for that exam. In extreme extenuating circumstances, a student may submit a formal written request for exception to this policy as follows:

- Submit formal letter of request to course faculty;
- Include in letter of request the specific exam and a detailed rationale for the request;
- Attach official documentation of extenuating circumstances.

The course faculty will make the decision to grant or deny the request based on a case-by-case review of individual circumstances. If permission to take a make-up exam is granted, it will be administered at the end of the semester during the week of final exams. The date and time of the exam as well as the type of examination will be determined by the course instructor(s).
Make up exam items may be of any type including short answer and essay or other formats.
Students who arrive late for an exam may or may not be admitted to the exam, BUT if
admitted, will have only the remaining time to complete the exam.

**Policy on Obligatory Supplementary Instruction**
During the term, whenever a student has a C (75) exam average or below the student is
required to schedule a meeting with the course instructor and also meet with the Retention
Specialist to discuss matters of academic concern and to develop an academic success plan. The
Retention Specialist will maintain records of meetings, academic plans, and communicate with
the faculty regarding the student’s academic progress.

Additionally, the student MUST attend supplemental instruction sessions until the minimum
grade of above 75 exam average is achieved. These services may be provided by the School of
Nursing, if available in certain courses, OR through the Academic Resource Center (ARC)
pending tutor availability. The Center pays for tutors and the School of Nursing pays for any
other supplemental instruction offered. If tutoring or supplemental instructional classes are
not offered in the subject area, the student will be required to continue to meet with the
Retention Specialist until the exam average increases above 75 or the remainder of the
semester IF that average is not achieved.

Failure to attend the Obligatory Supplemental Instruction (OSI) sessions and meet with the
Retention Specialist as scheduled will result in points deducted from the final grade: One point
per required session missed.

**ATI and HESI Utilization Policy**

A program of progression testing and evaluation is in place at the School of Nursing to assist
students and faculty in identifying areas of student knowledge that require attention in order to
successfully complete the nursing program and to assist the pre-licensure students in preparing
for the NCLEX-RN licensure exam.

Students are required to participate in the Total Testing Program which consists of: (1) course
exams; and (2) external exams and remediation resources. The School of Nursing currently
utilizes Assessment Technology Institution (ATI) and Health Education Services, Inc. (HESI) for
specialized testing and remediation resources.

**Assessment Technologies Institution (ATI)/ Health Education Services, Inc. (HESI) Testing:**

Assessment Technologies Institution (ATI) and/or Health Education Systems, Inc. (HESI)
standardized testing will be used throughout the nursing program as a measure of program
outcomes and student evaluation (see individual course syllabi). Costs for these tests are
included in nursing student fees. A satisfactory score must be achieved on these exams.
Students that do not achieve a satisfactory score will be required to complete remediation
activities as assigned by the retention specialist. The student will be required to meet with the
retention specialist and sign a contract that includes specific instructions for remediation activities. Remediation activities will be monitored according to time recorded on the testing website during remediation. Remediation time in any other manner will not count towards the required remediation. More detailed requirements may be stipulated in the syllabus or by the remediation specialist to include, for example, “directly monitored remediation by the faculty or remediation specialist”. After completion of the remediation requirements, a second meeting will be held to discuss student progress. The retention specialist may assign further activities as appropriate (see remediation contract). **Failure to complete all assigned remediation will affect progression in the nursing course sequence. A grade of Unsatisfactory will be assigned for the course. If remediation activities are not completed prior to the first class day of the following semester, the grade of Unsatisfactory will revert to an F and the student will not progress in the nursing course sequence.**

The specific requirements for testing will be explained in each course syllabus. Students achieving a score of **900** on the second attempt of the HESI exam or level three on the second attempt of the ATI will have the option to exempt the final exam for the course. The first attempt will be given around midterm and the second attempt will be given the week before final exams. If the student opts to exempt the final exam, the unit exam average will be recorded as the final exam grade. The student must have an average of **75%** on unit exams to be eligible to exempt the final exam. If the student does not have an average of **75%** on unit exams and does not achieve a HESI score of **900** or level three on the ATI; the student must take the final exam and complete all remediation activities. See remediation requirements for HESI and ATI. The score on the final exam will be calculated as a portion of the course grade (Grading scale will be specified in each course syllabus) A minimum course grade of **75** is required to pass all courses. **Grades will not be rounded.**

**HESI Remediation Requirements**

<table>
<thead>
<tr>
<th>HESI Score</th>
<th>Remediation Requirements</th>
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<tbody>
<tr>
<td>900 or above</td>
<td>A minimum of two (2) hours HESI Remediation and two (2) hours Adaptive Testing each week.</td>
</tr>
<tr>
<td>850-899</td>
<td>A minimum of four (4) hours HESI Remediation and four (4) hours Adaptive Testing each week.</td>
</tr>
<tr>
<td>750- 849</td>
<td>The retention specialist/course faculty will initiate a contract to include a minimum of ten (10) hours weekly remediation activities. Students are required to complete all remediation activities specified in the contract.</td>
</tr>
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<td>749 and below</td>
<td>The retention specialist/course faculty will initiate a contract to include a minimum of twelve (12) hours of weekly remediation activities. Students are required to complete all remediation activities specified in the contract.</td>
</tr>
<tr>
<td>ATM Active Learning/Remediation Protocol: Content Mastery Exams</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td><strong>ATI Assigned Practice Assessment (proctored)</strong></td>
<td><strong>Remediation (Active Learning) after Practice Exam</strong></td>
</tr>
</tbody>
</table>
| Practice Assessment A or B assigned by faculty* | Level 3 | • 4 hour Focused Review  
• 3 critical points to remember for each question topic to review | No retake |
| Scored 90-100% | • Minimum 8 hr. Focused Review  
• Remediation (Active Learning) Template completed for each topic to review | Level 2 | • 8 hour Focused Review  
• 3 critical points to remember for each question topic to review | No retake |
| Scored 80-89% | • Minimum 10 hrs Focused Review  
• Remediation (Active Learning) Template completed for each topic to review | Level 1* | Under guidance and supervision of Retention Specialist:  
• 10 hour Focused Review  
• 3 critical points to remember for each question topic to review | Proctored Assessment Retake |
| Scored 70-79% | • Minimum 12 hrs Focused Review  
• Remediation (Active Learning) Template completed for each topic to review | Below Level 1* | Under guidance and supervision of Retention Specialist:  
• 12 hour Focused Review  
• 3 critical points to remember for each question topic to review | Proctored Assessment Retake |
| Scored below 69% | • Minimum 16 hrs Focused Review  
• Remediation (Active Learning) Template completed for each topic to review | | |

*Student required to take a second proctored exam if first proctored exam score is Level 1 or below.
The HESI/ATI exam schedule is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>HESI Exams/ATI Exams</th>
</tr>
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<tbody>
<tr>
<td>NURS 3007 - Clinical Therapeutics</td>
<td>HESI Fundamentals Specialty Exam</td>
</tr>
<tr>
<td>NURS 3100 - Adult Health I</td>
<td>HESI Custom Med/Surg Exam</td>
</tr>
<tr>
<td>NURS 3750- Nursing of the Family</td>
<td>ATI RN Maternal Newborn/RN Nursing Care of Children Su 15 HESI OB/Peds Specialty Exam effective Sp 16 forward</td>
</tr>
<tr>
<td>NURS 4100- Adult Health II</td>
<td>ATI RN Adult Medical Surgical Fa 15 HESI Medical/Surgical Specialty Exam effective Sp 16 forward</td>
</tr>
<tr>
<td>NURS 4200- Psychiatric Mental Health Nursing</td>
<td>HESI Psychiatric Mental Health Specialty Exam effective Sp 16 forward</td>
</tr>
<tr>
<td>NURS 4630 – Pharmacology II</td>
<td>ATI RN Pharmacology Fa 15</td>
</tr>
<tr>
<td>NURS 4900- Practicum in Nursing</td>
<td>HESI Exit Exams</td>
</tr>
</tbody>
</table>

**HESI Exit Examination Requirement:** Students enrolled in NURS 4900 will be required to take the HESI Exit Examination. The examination will be given twice during the semester. The first attempt will be used to guide remediation activities. All students will be required to complete remediation activities prior to taking a second version of the Exit exam. If a score of 900 is not achieved on the second attempt, the student must complete remediation activities as outlined below. **Failure to complete all remediation requirements will result in a course grade of F for NURS 4900.** Refer to the course syllabus for a detailed description of the grading policy.

**NURS 4900 HESI Exit Remediation Plan:**
Based on the HESI RN Exit Exam score, weekly remediation will be required. The weekly remediation will be monitored by the Retention Specialist/faculty.

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**Student Remediation Agreement**

Name: _________________________________________ Course: NURS_________

Faculty/Retention Specialist: _______________________

*Retention Specialist and Student should each retain a copy of this agreement after each meeting.*

The acceptable score on the HESI Exam is 900 or higher and level two on the ATI Exam.

**Initial assessment:** HESI Exam Score: __________ ATI Exam Score: __________

Faculty and student will jointly review HESI/ATI Exam score and identify remediation recommendations to be completed by or on ____ / ____ / ____

**Remediation requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Proof of Completion</th>
<th>Faculty signature/date</th>
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Continuing remediation recommendations which faculty will review by or on ____ / ____ / ____

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**Final assessment:** HESI Exam (attempt #2) Score: __________ ATI Exam Score: __________

**Failure to complete the assigned remediation activities will result in a course grade of F.**

(Retain copy of this completed form for Course book.)
Revised Drug Calculation Proficiency Examination

1. Each semester, in which the student has a clinical course, all pre-licensure students must pass a drug calculation proficiency exam at the level of 100% with a maximum of 3 attempts. **The tests will be administered on campus beginning 4 weeks prior to the university final examination schedule to test for the next immediate semester.** The test will determine the student’s eligibility to register for courses for the semester immediately following the test(s). This testing will begin with students completing NURS 3100 and entering NURS 3750. Students who are out of sequence after the completion of NURS 3007 and entering/re-entering NURS 3100 will also be required to pass the drug calculation proficiency exam.

2. If a score of 100% is not earned on the first attempt, the student will be allowed two (2) additional attempts. There will be a minimum of seven (7) days between attempts. If a student does not pass on any attempt he/she must attend mandatory face to face remediation with the identified instructor prior to taking each retake of the drug calculation exam. If the student misses the remediation, he/she will receive a zero for that attempt. If a student misses the test or is late for the designated testing time, the student will not be allowed to test and a zero will be given for that attempt.

3. Students utilizing testing services through Student Support Services will be allowed to test with Student Support Services for the drug calculation proficiency test(s).

4. **If the student does not meet the requirement after 3 attempts the student must drop all clinical courses for the following semester.** The three attempts count for all clinical courses for the following semester.

5. If a student is not successful in three attempts, the student will remediate for the next semester using assigned drug calculation tutorials each week and report to a designated instructor with progress of tutorials.

6. Each test will be comprised of 10 items. Students will have 30 minutes to complete each test. Students may use basic, non-programmable calculators during the exams. No food, drinks, pagers or cell phones are allowed during the examination.

7. Students may also use any tutorial dosage and calculation source available to them as additional resources.

8. **All tests given for each clinical nursing course except NURS 3007 will contain a minimum of two drug calculation problems.**