I acknowledge being informed that a copy of the WellStar School of Nursing Student Handbook is on the WellStar School of Nursing website:


I realize I am responsible for being familiar with the policies and procedures addressed in this Handbook while I am a student enrolled at Kennesaw State University.

Print Name
________________________________________________

Signature
________________________________________________

Date
________________________________________________

Please sign form and return to instructor.
Preface

You will find a variety of supportive information in this handbook. The suggestions for the contents came from students and faculty. The handbook was researched and compiled with student and faculty input, and by the Bylaws Committee of the WellStar School of Nursing. It is the hope of the Graduate Faculty Bylaws Committee that this Student Handbook will be a valuable resource for you. Your input will assist us in improving future editions.
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AMERICAN NURSES ASSOCIATION
CODE OF ETHICS FOR NURSES

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

3. The nurse promotes, advocates for, and protects the rights, health and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

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Professional and Ethical Behavior of Nursing Students

As a student in the WellStar School of Nursing it is an expectation that all will abide by the following principles and precepts. Students are expected to conduct themselves in ways consistent with the American Nurses Association Code of Ethics for Nurses (Student Handbook, p.9) and for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs.

The following principles of ethics are core values held by those in the nursing profession: (Kozier & Erb, 9th edition, 2011)

- Beneficence- the doing of good
- Justice- fair, equitable, and appropriate care
- Autonomy – freedom to make choices
- Veracity- telling the truth
- Fidelity- keeping one’s promises
- Respect- for self and others
- Nonmaleficence- duty to “do no harm”

A. Professional Behavior

The KSU faculty expects students to conduct themselves in a professional and respectful manner at all times.

1. Abide by the classroom rules regarding testing and test review
2. Be considerate of others
3. Be respectful of diverse ideas and opinions
4. Receive constructive feedback and utilize the feedback for enhanced learning
5. Be punctual for appointments, meetings, class, and clinicals. Notify appropriate faculty in a timely fashion if late or unable to attend
6. Refrain from using slander (malicious, false or defamatory statement or report), or libel (defamation by written or printed word), and profanity
7. Treat others with civility, kindness, and intellectual engagement
8. Promote the highest level of moral and ethical standing, accepting responsibility for actions rendered
9. Be ready and prepared for class/clinical. Arriving unprepared can cause potential harm to patients and liability to the health facility and university. Being unprepared is grounds for immediate dismissal from the clinical site and will be counted as a clinical absence
10. Adhere to the WellStar School of Nursing Dress Code. Dress professionally in clinical and in all professional encounters. (Student Handbook, page 46)
11. Adhere to the WellStar School of Nursing Chemical Abuse Policy (Student Handbook, pages 49-72). **No smoking or use of any tobacco products is allowed at clinical agencies.** KSU is a restricted smoking campus. Smoking is prohibited in all campus buildings.

12. Contribute to upholding the reputation and community values of your educational program in all areas locally and abroad.

13. Avoid personal use of technology during class or clinical. Do not take pictures at clinical without permission of instructor.

**B. Academic Integrity**

The KSU faculty seeks to encourage student intellectual and moral development in the nursing program. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, and misrepresentation/falsification of University records or academic work. Incidents of alleged academic misconduct will proceed through established procedures of the University Judiciary Program including informal resolutions, formal hearing procedures, and suspension as indicated. Academic misconduct is viewed as a serious matter and is in violation of the National Student Nurses Association and American Nurses Association Code of Ethics. Examples include but are not limited to:

1. Engaging in plagiarism
2. Not recording/reporting honestly. Falsifying information on patient records or any student documents is unacceptable
3. Buying, selling, soliciting, possessing, transmitting or using any quiz, test, or exam material that has not been approved by faculty
4. Collecting and/or transmitting information without faculty consent via phones, cameras, computers, recorders, or other electronic devices in the classroom or clinical setting.
5. Maintain patient confidentiality and abide by the WellStar School of Nursing and clinical agency regulations, as well as HIPAA laws. Using social networking sites to post any information or pictures concerning clinical experiences is prohibited and a HIPAA violation.
6. Submitting any work/assignment completed by another student
7. Cheating on exams or any course assignment

*If a student has a question as to whether certain material, activity or behavior is a violation of this code, the student has a responsibility to seek guidance from a faculty member before proceeding to act or use the material. Students are encouraged to report infractions of this standard to a faculty member or Director of the Graduate Program. Not abiding by the above principles, or any other unethical or unprofessional behavior on the part of the student, may be grounds for course failure or immediate dismissal from the classroom, clinical site and/or the nursing program.*

Revised: 04/23/2012
Reviewed 7/13
Mission of the WellStar School of Nursing

The Mission of the WellStar School of Nursing is in accordance with the missions of the WellStar College of Health and Human Services and the University. The commitment delineated in the School’s mission statement is threefold:

1. to create and sustain exemplary undergraduate and graduate nursing programs that promote academic excellence;

2. to serve as leaders and as a community resource in the provision of services to consumers and agencies in collaboration with other disciplines; and.

3. to participate in research and other scholarly pursuits.

This commitment seeks to promote an environment that is consistent with quality teaching significant service, and meaningful scholarship programs.

Adopted 10/22/01,
Reviewed Spring 2011, 7/13, 2/14
Faculty members of the WellStar School of Nursing are in agreement with the mission statements of the University and the WellStar College of Health and Human Services, and accept the rights and responsibilities to provide professional nursing education. The WellStar School of Nursing contributes to the purpose of the University by preparing students within a liberal and democratic educational environment to achieve their personal and professional goals, and become responsible citizens and lifelong learners. Faculty members of the WellStar School of Nursing believe that the statement of philosophy and purpose of the programs in nursing are supportive of that of Kennesaw State University. The WellStar School of Nursing's philosophy reflects the faculty's beliefs about nursing, health, human beings, and the environment. In addition, the philosophy reflects the faculty’s beliefs about the teaching-learning process, nursing education, and the roles of the baccalaureate nurse and master’s prepared nurse.

Nursing is the art and science of caring. The focus of nursing is to provide a caring presence and to create an environment that facilitates healing of individuals, families, groups, communities, and populations. Caring, as the essence and central focus of nursing, is what makes persons, their environments, and interpersonal concerns meaningful. Caring in action consists of philosophical, interpersonal, and technical components that interface to facilitate caring interactions and caring environments. Professional nurse caring combines cognitively and culturally learned behaviors, actions, and techniques that enable the creation of healthy, healing environments for nurses, patients, and colleagues. The ethics of care and responsibility involves moral agency, interdependence, and professional integrity. This focus is research and evidence-based to enhance the science of nurse practice.

Nursing is committed to the promotion of holistic health of individuals, families, groups, communities and populations. Holistic health is encouraged through health promotion, disease prevention,
education, advocacy, and facilitation of behaviors and lifestyles that support well-being. Health is a dynamic, evolving process that encompasses an ongoing integration of mind, body, and spirit in interactive harmony with the environment. This holistic process is individually perceived, multidimensional in focus, and behaviorally unique to each human being throughout the life span, including end-of-life.

Humans are unique thinking, feeling, sensing, social beings who are motivated toward meeting human needs; they are complex, multifaceted persons, who embody physical, mental, emotional, social, and spiritual dimensions. Humans exist as individuals and as members of families, groups, communities, and populations sharing commonalities yet maintaining diversity. Human diversity includes, but may not be limited to, considerations of age, gender, religion, race, ethnicity, culture, lifestyle, socioeconomic class, and sexual orientation. A patient is a person who is in need of nursing care and may be vulnerable either as an individual or as a member of a group(s). Patients possess rights and responsibilities and are entitled to autonomy, privacy, dignity, respect, and justice.

All humans influence and are influenced by the political, social, cultural, economic, technologic, genetic, and ecologic conditions that constitute their internal and external environments. The environment affects one's ability to maintain a healthy lifestyle and to cope with episodes of illness. Environmental concerns are no longer restricted by regional, national, or international boundaries. Heightened global consciousness, increased international mobility, advanced information and communication technologies, and changing relationships among persons impact the health and welfare of the world's citizenry. Cognizant of this global responsibility, nurses have the potential to positively influence the environments of individuals and communities. Nursing education prepares nurses to understand health care delivery systems as shaped by health care policy, financial and regulatory environments, and societal norms and expectations.
As society and the health needs of humans evolve, the role of the professional nurse must also evolve and expand. These changes influence the educational needs of undergraduate and graduate nursing students. Critical examination of health care issues and practices encourages reasoning, reflection, intuition, application, creativity, and the consideration of alternatives with respect for differing points of view. The ability and freedom to make independent and interdependent judgments and to evaluate experiences in a variety of health care situations is essential to the development of competent, caring professionals prepared to meet the challenges of the future.

Faculty members believe that undergraduate nursing education prepares nurse generalists and is best accomplished in an institution of higher learning where the natural sciences, social sciences, arts, and humanities form a foundation that supports and enriches nursing education. These various disciplines provide a theoretical knowledge base necessary for understanding the meaning of experiences for human beings. In addition, liberal education promotes critical thinking, and encourages the effective articulation of ideas in written and spoken forms.

Baccalaureate nursing education provides a broad, diversified knowledge base on which to build a safe, comprehensive professional practice. The nurse prepared at the baccalaureate level uses critical thinking, clinical judgment, and communication skills to assist patients to achieve an optimal level of health in a wide variety of health care settings. In order to achieve this, the faculty identified six interrelated roles or processes of the baccalaureate degree nurse as adapted from The Essentials of Baccalaureate Nursing Education for Professional Nursing Practice (AACN, 2008), Nursing: Scope and Standards of Practice (ANA, 2010), and Nursing’s Social Policy Statement (ANA, 2010). These six processes include provider of care, communicator, educator, manager, researcher, and member of a profession. Based upon nursing and related principles, concepts and theories, baccalaureate education also provides the foundation for graduate study.
Graduate education builds on the knowledge and competencies of baccalaureate education in nursing and provides for the attainment of advanced knowledge and advanced practice of nursing. Graduate education expands on the broad, diversified knowledge base of baccalaureate nursing education and is distinguished from basic nursing practice by “autonomy to practice at the edges of the expanding boundaries of nursing’s scope of practice” (ANA, 2010, p. 125), greater complexity of decision-making, and greater skill in managing organizations, and environments. In order to achieve this, the faculty adhere to the graduate nursing core and the specialty curriculum focus in *The Essentials of Master’s Education in Nursing* (AACN, 2011) to provide the organizing framework and serve as the foundation for learning opportunities appropriate to the master’s level nursing student. The *Domains and Competencies of Nurse Practitioner Practice* as defined by the National Organization of Nurse Practitioner Faculties (2006) adds further delineation for the master’s level nurse practitioner student. The domains are clusters of competencies and reflect the scope and practice of the nurse practitioner. Specific competencies are embedded within each domain. These domains describe the performance of the nurse practitioner as the following: manager of the patient health/illness status; facilitator of the nurse-patient relationship; enabler of the teaching-coaching function; a professional; manager and negotiator of health care delivery systems; monitor and insurer of the quality of the health care practice; and, provider of culturally sensitive nursing care.

Master’s prepared nurses use critical thinking and clinical judgment to make interdependent and independent clinical decisions as they transition into the advanced practice role. As advocates, leaders, and direct providers of care, they are accountable to the patient, themselves, and the profession for their practice. The nurse prepared at the master’s level employs therapeutic and professional communication techniques in consultation, care management, and other practice situations. Emphasis is placed on the promotion of health, the prevention of disease, and the facilitation of appropriate self-care. Nursing
actions are culturally congruent, holistic, and are intended to guide master’s prepared nurse practice to facilitate beneficial outcomes for the patient, family, and/or identified populations.

Doctor of nursing science (DNS) education builds upon Master’s level education and is designed to prepare scholars for leadership roles in nursing education, health policy related to vulnerable populations, and research. DNS graduates function as nurse leaders with expertise in nursing and healthcare phenomena related to evidence-based practice, the investigative skills of a nurse researcher, and the leadership skills for influencing health care systems, particularly related to population-based health disparities. The curriculum focuses on nursing education and health policy within the context of health disparities and population based healthcare. Doctor of nursing science education prepares graduates to systematically evaluate and influence nursing practice and healthcare delivery systems, and to educate the next generation of nurses through various faculty roles.

Faculty members of the WellStar School of Nursing believe that learning is an active, dynamic and lifelong process, and are committed to providing educational mobility for all levels of professional nursing. This can be accomplished in part by offering flexible and innovative instructional modalities and strategies. Personal and professional growth is enhanced through the experience of learning and exposure to various peoples, information, cultures, modes of thought, ways of being, and ideas. The learning process encourages the emergence of and respect for diverse perspectives, attitudes and feelings, and promotes change in behavior and thought. Learning is individualistic: persons learn in a variety of ways that are responsive to creative, diverse, and participant-engaging activities. These activities include the student as teacher and the teacher as learner as they strive for increasing immersion into the knowledge, information, and wisdom of the theory and practice that is nursing. Learning is encouraged in an atmosphere of interpersonal interaction fostered by a trust relationship between the teacher and learner. Faculty functions as facilitators, planners, supervisors, communicators, role models, mentors and colleagues. The environment of education is enhanced by a mutually supportive, caring, and respectful
atmosphere where the participants guide each other toward increasing independence, self-knowledge, and knowledge of the art and science of nursing. Learning is enhanced by a climate of shared responsibility and ongoing personal and collective evaluation, which fosters individual and professional growth.
References


Revised Spring 2011

Reviewed 7/13, 2/14
Kennesaw State University
WellStar College of Health and Human Services

WellStar Primary Care Nurse Practitioner Program
Program Outcomes

The WellStar Primary Care Nursing Program builds upon the competencies established during Baccalaureate Nursing education.

The WellStar Primary Care Nursing Program at Kennesaw State University enables graduate to:

1. Synthesize knowledge from nursing, related sciences, and humanities, including culturally appropriate concepts, in the implementation of advanced practice nursing to improve health care outcomes in primary care settings.
2. Integrate social, economic, ethical, legal, and cultural influences in the planning, delivery, management, and evaluation of potential and actual health care problems for individuals and families across the lifespan.
4. Apply professional and collaborative communication skills to improve patient self-care and to expedite the coordination of services and interprofessional referrals across a variety of settings.
5. Employ informatics and healthcare technologies in the delivery, integration, and coordination of care for individuals and families.
6. Employ leadership and advocacy skills in the implementation of ethical and critical collaborative decision-making to improve quality and safety outcomes for individuals and families in a variety of settings.
7. Translate evidence-based knowledge into practice by applying research outcomes to influence health care policy health care delivery, and care outcomes in a variety of practice settings.

Approved by faculty 2015.
Student Learning Outcomes: Upon completion of the ACML program, students will be able to:

1. Synthesize knowledge from nursing, related sciences, and humanities in the implementation of advanced nursing roles.
2. Integrate social, economic, organizational, ethical, legal, and cultural influences in the planning, delivery, management, and evaluation of care for individuals, families, and populations.
3. Employ organizational and systems leadership skills in the implementation of quality improvement change processes to improve care outcomes for individuals, families, populations, and organizations.
4. Translate evidence-based knowledge into practice by applying research outcomes within educational and practice settings.
5. Employ advocacy strategies at the systems levels to influence health policy processes for the improvement of care for individuals, families, populations, and organizations.
6. Employ informatics and healthcare technologies in the delivery, integration, and coordination of care for individuals, families, populations, and organizations.
7. Apply inter-professional collaboration, communication, and leadership skills in the management and coordination of care to improve outcomes for patients and populations.

Approved by faculty 2015.
AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION
(University System of Georgia schools only)

To: The Board of Regents of the University System of Georgia or any of its member institutions (hereinafter referred to as the "Institution"), and any facility where I may participate in an educational training program, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the "Facility").

Re: ________________________________

(Print Name of Student)

As a condition of my participation in an educational training program and with respect thereto, I hereby waive my privacy rights, including but not limited to any rights pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (b) (2) (B), and grant my permission and authorize The Board of Regents of the University System of Georgia or any of its member institutions to release any and all of my records and information in its possession, including but not limited to academic record and health information to any Facility where I may participate in an education training program, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the "Facility"): I further authorize the release of any information, relative to my medical history, physical and mental condition to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the educational training program. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and about my performance in an educational training program.

I further agree that this authorization will be valid throughout my educational training program. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law. I understand that this authorization shall continue in force until revoked by me by providing written notice to the Institution and the Facility, except to the extent of any action(s) that has already been taken in accordance with this. ("Authorization for Release of Records and Information.")

In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this "Authorization for Release of Records and Information" may be done in lieu of the original.

By signing this "Authorization for Release of Records and Information," I hereby indemnify and hold harmless The Board of Regents of the University System of Georgia, its members, agents, servants, and employees, The Board of Regents of the University System of Georgia member institutions and their respective members, agents, servants and employees, and the Facility and its members, agents, servants and employees (each of the foregoing being hereinafter referred to individually as the "Indemnified Party") against all claims, demands, causes of action, actions, judgments, or other liability including attorneys' fees (other than liability solely the fault of the Indemnified Party) arising out of or in connection with this "Authorization for Release of Records and Information."
I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older; suffer under no legal disabilities, and that I have freely and voluntarily signed this "Authorization for Release of Records and Information."

This the _____________ day of ________________ year ________________

________________________________________________________
Signature

________________________________________________________
Witness Signature

________________________________________________________
Name (Please Print)

________________________________________________________
Witness Name (Please Print)
EDUCATIONAL TRAINING PROGRAM AGREEMENT
(University System of Georgia schools only)

In consideration for participating in an educational training program at any Georgia Hospital
Association member Facility or any other Facility where I may participate in such a program (hereinafter
referred to as the "Facility"), I hereby agree to the following:

1. To follow the administrative policies, standards and practices of the Facility when in the Facility.

2. To report to the Facility on time and to follow all established regulations of the Facility.

3. To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular patients or patients.

4. To not publish any material related to my educational training program that identifies or uses the name of the Institution; the Board of Regents of the University System of Georgia, the Georgia Hospital Association, the Facility or its members, patients, students, faculty or staff, directly or indirectly; unless I have received written permission from the Institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association and the Facility.

5. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.


7. To arrange for and be solely responsible for my living accommodations' while at the Facility.

8. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.

9. To wear a name tag that clearly identifies me as a student or faculty member.

Further, I understand and agree that I will not receive any monetary compensation from the Board of Regents of the University System of Georgia, the Institution, or the Facility for any services I provide to the Facility or its patients, students, faculty or staff as a part of my educational training program.

I also understand and agree that I shall not be deemed to be employed by or an agent or a servant of the Institution, the Regents or the Facility; that the Institution, Regents and Facility assume no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance; and that I am not entitled to any benefits available to employees. Therefore, I agree not to in any way to hold myself out as an employee of the Institution, the Regents, or the Facility.
I understand and agree that I may be immediately withdrawn from the Facility's educational training program based upon a perceived lack of competency on my part, my failure to comply with the rules and policies of the Institution or Facility, if I pose a direct threat to the health or safety of others or, for any other reason the Institution or the Facility reasonably believes that it is not in the best interest of the Institution, the Facility or the Facility's patients or patients for me to continue.

I understand and agree to show proof of liability insurance in amounts satisfactory to the Facility, and covering my activities at the Facility, and to provide evidence of such insurance upon request of the Facility.

I further understand that all medical or health care (emergency or otherwise) that I receive at the Facility will be my sole responsibility and expense.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, suffer under no legal disabilities, and that I have freely, and voluntarily signed this "Educational Training Program Agreement."

This the ________________ day of ________________________ year ________________

__________________________________________  ______________________________________
Signature                                      Witness Signature

__________________________________________  ______________________________________
Name (Please Print)                          Witness Name (Please Print)
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing  

BLOODBORNE PATHOGENS POLICY

This policy is necessary for the education and prevention of the spread of bloodborne pathogens to students. These recommendations are based on the most current information from the Center for Disease Control (CDC), the Georgia Department of Human Resources (GDHR), the American Hospital Association (AHA), and the Occupational Health and Safety Administration (OSHA).

The American Nurses Association (2015) code of ethics for nurses with interpretive statements. Washington, D.C. American Nurses Publishing states, "The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems." In accordance with the Code, the Kennesaw State University WellStar School of Nursing believes nursing professionals, including faculty and students, have a fundamental responsibility to provide care to all patients assigned to them and that refusal to care for patients with infectious diseases is contrary to the Code of Ethics of the nursing profession especially in light that strict adherence to isolation of blood and body fluids is considered sufficient to substantially reduce patient/patient nurse and nurse patient/patient transmission.

Just as nursing professionals have a moral commitment to care for all patients, faculty members have a special responsibility to exemplify the standards of ethical behavior and compassion as role models for their students. In addition, faculty members have an obligation to stay informed about new developments in infectious disease.

No prospective student, faculty member, or staff member will be refused admission or employment solely because of positive results on diagnostic tests for a bloodborne infectious disease. Further, no screening of potential candidates will be required for either admission or employment.

The primary goal of bloodborne pathogens education is prevention; therefore, it is expected that each faculty member and student will complete, upon entry into the WellStar School of Nursing and annually thereafter, the Bloodborne Pathogens Safety Self-Study Modules: Part 1: Bloodborne Infections; Part 2: Exposure controls and PPE; Part 3: Work Practice Controls.

In the event of an exposure to a bloodborne pathogen by faculty or student, the Blood and Body Fluid Post-exposure Plan will be stringently followed. Situations which arise will be handled individually in order to provide maximum support to the affected individual.

There are certain situations that may warrant the relief of student and or faculty responsibility from working with a patient with an infectious disease, they are as follows:

1. A student with an infection that can be communicated to an immunosuppressed patient;
2. An immunosuppressed student, or;
3. Other unforeseen situations not covered by the above. In such a case, the faculty and student will determine the assignment.
The Blood and Body Fluid Postexposure Management guidelines included in this Bloodborne Pathogens Policy will be adhered to when working in a clinical facility and the University laboratory setting for students.

The above policy will be reviewed and or revised annually.

Guidelines for the Management of Exposures to HBV, HCV, and HIV and Recommendations for Post-exposure Prophylaxis

The guidelines for this policy were developed using Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Post-exposure Prophylaxis, published in the MMWR, June 29, 2001.

Bloodborne pathogens are potentially life threatening. The primary way to prevent transmission of hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV) through occupational blood exposures in healthcare settings is prevention. Standard precautions should be employed when caring for all patients. Additionally, immunization for hepatitis B is an integral component of a complete program to prevent infection following bloodborne pathogen exposure and is required of all nursing students.

"An exposure that might place healthcare provider (HCP) at risk for HBV, HCV, or HIV infection is defined as a percutaneous injury (e.g., a needlestick or cut with a sharp object) or contact of mucous membrane or non-intact skin (e.g., exposed skin that is chapped, abraded, or afflicted with dermatitis) with blood, tissue, or other body fluids that are potentially infectious" (MMWR, 2001). All body fluids except sweat are considered potentially infectious.

The Center for Disease Control (CDC) has documented low numbers of infections due to occupational exposures to potentially infectious body fluids that occur annually in the health care settings. “HCV is not transmitted efficiently through occupational exposures to blood. The average incidence of anti-HCV seroconversion after accidental percutaneous exposure from an HCV-positive source is 1.8%. The risk of HBV infection is a well-recognized occupational risk for healthcare personnel. The risk of HBV infection is primarily related to the degree of contact with blood in the work place and also the hepatitis B e antigen (HBeAg) status of the source person. In studies of healthcare personnel who sustained injuries from needles contaminated with blood containing HBV, the risk of developing clinical hepatitis if the blood was both hepatitis B surface antigen (HBsAg)-a and HBeAg-positive was 22-31%; the risk of developing serologic evidence of HBV infection was 37-62%. By comparison, the risk of developing clinical hepatitis from a needle contaminated with HBsAg-positive, HBeAg-negative blood was 1-6%, and the risk of developing serologic evidence of HBV infection, 23-37%. The average risk of HIV transmission after a percutaneous exposure to HIV-infected blood has been estimated to be approximately 0.3%...and after a mucous membrane exposure, approximately 0.09%.”

Prompt post-exposure prophylaxis intervention reduces the risk of infection following an exposure. Guidelines for immediate action are contained in this Policy. Additional interventions for postexposure prophylaxis for HBV, HCV, and HIV are at Kennesaw State University Health Clinic.

In the event of exposure the health care provider in the Kennesaw State University Health Clinic will call the National Clinicians’ Post-exposure Prophylaxis hot line at 1-888-448-4911. This hot line is available from 6:00 AM to 11:00 PM Pacific Standard Time, 7 days a week.
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

BLOOD AND BODY FLUID POST-EXPOSURE MANAGEMENT

Blood or body fluid exposure is defined as any of the following:

- Percutaneous inoculation (needle stick or sharp injury).
- Non-needle percutaneous exposure (open cuts and/or abrasions).
- Direct mucous membrane contact (accidental splash).
- Direct contact with large amounts of blood and body fluids without glove protection (hands frequently have small nicks or cuts, which act as a portal of entry for microorganisms).

In the event of an exposure to blood and or body fluid the affected STUDENT will:

1. **Immediately** wash the exposed area. Use soap and water. Flush exposed mucous membranes or eyes with tap water for 15 minutes. Remove contacts if eyes are exposed.

2. **Immediately** report the incident to the clinical faculty. In addition, the student will notify the charge nurse or nurse manager on the unit to which she/he has been assigned for clinical.

3. **Immediately** receive a confidential medical exam (can be provided by the facility if feasible, the student may use private family MD at student's own expense, or the medical exam can be done at the Kennesaw State University Health Clinic). If the student does not have a usual source of medical care she/he may choose a physician from the Kennesaw State University's listing of Workers Compensation Physician Panel. As part of this medical exam, the student will be tested for Hepatitis B and Hepatitis C antibodies and HIV.

4. **Immediately** notify the Kennesaw State University Health Clinic (KSUHC) of the exposure and report to the KSUHC for further evaluation and/or treatment on the next Clinic workday. The Clinic is located on Campus Loop Road, House 52, Kennesaw, GA. The telephone number is 770-423-6644. The KSUHC will provide ongoing counseling and follow up.

5. **Immediately** cooperate in an investigation of the incident with the clinical facility and complete an incident report within 24 to 48 hours. The report and all subsequent information will be kept in a confidential file in the WellStar School of Nursing Director's office.

6. Follow through with any additional testing and investigations as directed by Kennesaw State University Health Clinic.
When a student reports an accidental exposure, the **FACULTY** will:

1. Access the **Checklist: Blood and Body Fluid Post-exposure Management** contained herein and guide student through activities and completion of document.

2. Verify that the exposed site has been washed or flushed as appropriate.

3. Determine the extent of exposure by asking the student to describe the incident thoroughly. Details that should be included: date and time of exposure; where and how exposure occurred; exposure site on the student’s body; severity of exposure; any other details deemed relevant by faculty member or clinical agency.

4. Assist the student in securing immediate medical follow up and blood tests.

5. Immediately, or as soon as feasible, investigate the source's status (usually a patient) related to bloodborne pathogens. If this information is NOT available from a previous laboratory study, the faculty will follow the individual agency procedures for obtaining the necessary testing.

6. Inform affiliating agency representatives of the Department's policies and procedures related to pathogen exposure.

7. Complete Kennesaw State University Health Clinic’s Incident Report within 24-48 hours and submit to Clinic personnel. A copy of this form is found at the end of this Bloodborne Pathogens Policy. Submit copy of this report to WSON Director for filing.

8. Maintain confidentiality regarding the incident.

Revised 7/13
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

CHECKLIST: Blood and Body Fluid Post-exposure Management

Name: ____________________________  Date of Exposure: ____________

Student ID Number: ____________________  Telephone #: ________________

Date/Initials

________  1. Exposed area washed or flushed as appropriate.

________  2. Received immediate medical examination, including testing for HBV, HCV, and HIV.

________  3. Reported incident to Charge Nurse or Nurse Manager of assigned area.
   Name of Person____________________________________________
   Title:_____________________________________________________
   Institution: _______________________________________________
   Location in Institution: _____________________________________
   Phone Number: ___________________________________________

________  4. Completed necessary hospital documentation (e.g. hospital Incident Report) and obtained a copy if possible.

________  5. Notified Kennesaw State University Health Clinic.

________  6. Completed Kennesaw State University Health Clinic Incident Report. Submitted Incident Report to KSUHC.

________  7. Counseled student regarding the need for ongoing evaluation, treatment, and/or counseling.

________  8. Submitted copy of completed KSU Health Clinic Incident Report to Director, WSON for filing.

Revised 7/13
INCIDENT REPORT

Date of Incident: ________________________________
Type of Incident: ___________________________________________

Public Safety Notified?          Yes    No        N/A
Worker’s Comp Issue?            Yes    No        N/A

Employee Name: ________________________________  KSU ID: _____________
Patient Name: ________________________________  KSU ID: _____________
Supervisor on Duty: ________________  KSU ID: _____________

Was incident reported to supervisor?          Yes        No          N/A

Details surrounding incident:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Today’s Date: _______________________________
Person filling out incident report: ________________________________
Signature: ________________________________

Has a copy of this report been placed in student’s file in WSON?    Yes
The following form will be completed by the healthcare provider who sees the patient in the Kennesaw State University Health Clinic. The initial healthcare provider will provide all follow up contacts.

Student Name ________________________________________________

Today's date ________________________________________________

Date of exposure ____________________________________________

Explanation of exposure (please be as specific as possible)
____________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Initial</th>
<th>3-months</th>
<th>6-months</th>
<th>12-months</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIV</td>
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<tr>
<td>HbsAB</td>
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<tr>
<td>HCV</td>
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</tbody>
</table>

CRNP Signature ______________________________________________

Source Patient Initials __________________________

HIV Antibody __________________________

HbsAB __________________________

HCV Antibody __________________________
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing

REQUIREMENTS FOR CLINICAL PARTICIPATION

WELLSTAR SCHOOL OF NURSING HEALTH FORM

- Health History Form and Physical (within the last year) and Immunizations signed by a Physician or Nurse Practitioner.

- Student forms will be reviewed by WSON staff. Each semester a random number of student health forms will be selected to verify the completion and signature of physician or nurse practitioner.

*Health Forms will be on the KSU Nursing Website or you can contact WellStar School of Nursing Office @ 470-578-2030.*

PROOF OF HEALTH INSURANCE

Please submit proof of current health insurance coverage. A copy of your card is acceptable (front and back).

*For information on insurance plan(s) offered through the University please refer to [http://www.uhcsr.com/kennesaw](http://www.uhcsr.com/kennesaw)*

PROOF OF CPR CERTIFICATION

Every Nursing Student is required to have their current CPR Certification on file in the Nursing Department Office. A copy of your **signed** CPR card, front & back is required. Your American Heart Association Certification **must** state “BLS for Health Care Provider.” Contact the Administrative Associate – Specialist in Student Records for a list of providers (470-578-2890).

TUBERCULOSIS TESTS (PPD) or Chest X-Ray

Proof of negative PPD (Purified Protein Derivative) or if PPD is positive or prohibited for other reasons, a Quantiferon Gold test or a chest x ray is required. PPD’s and Quantiferon Gold tests must be updated **annually**, however, some clinical agencies may require more frequent testing.

When necessary to submit a **chest x-ray**, a copy of the written report **IS** required. X-Rays with report are good for 1 year. The written report **must** state the date the test was given, the date the results were read, and the results.
Students with recently converted PPD’s will be referred to the Health Department, Personal Physician or KSU Health Clinic for follow up.

**TETANUS/DIPHTHERIA/PERTUSSIS (Tdap)**

Proof of a Tetanus/Diphtheria/Pertussis booster immunization received within the last 10 years. **Proof must** include month, day and year. **Please note: A two year time period is recommended between tetanus/diphtheria and tetanus/diphtheria/pertussis. If your tetanus/diphtheria booster (Td) is older than two years, the tetanus/diphtheria/pertussis (Tdap) is required.**

**VARICELLA**

Laboratory evidence of immunity, (reactive) Titer.

If you are in the process of getting the immunization please show documentation.

**MEASLES, MUMPS & RUBELLA ~ MMR**

Laboratory evidence of immunity, (reactive) Titer.

If you are not immune, show documentation that the series of immunizations is in progress will be accepted.

**HEPATITIS B SERIES & TITERS**

Laboratory evidence of immunity, (reactive anti Hep B) Titer.

Documentation of appropriate immunization, i.e., 3 injections at prescribed intervals to include reactive anti Hep B. Documentation that the series is in progress will be accepted when you first enter the program.

Refusal form is available upon request at WellStar School of Nursing Office, however clinical sites may refuse to allow student access if student has not shown documentation of immunity to above mentioned diseases.

**PROOF OF BLOODBORNE PATHOGENS CERTIFICATION**

Every nursing student is required to have their current bloodborne pathogens certification on file in the Nursing Department Office. Certification must be updated annually.

**LICENSURE**

If you are currently licensed by any board in the State of Georgia, the WellStar School of Nursing **must** have a copy of your license. (i.e. RN, Respiratory Therapist, etc.)
Health records are due **annually**. If any of your credentials (ie PPD, Physical, Tetanus, Quantiferon Gold Test, X-Ray, CPR and Bloodborne Pathogen Certifications) are due to **expire during a semester (regardless if done within the year)**, you are required to update it before the listed deadlines for that semester. **It is the student’s responsibility to find out what Medical information is pending.** If you are not sure, contact Jerryl Morris. These records are required by our clinical agencies prior to KSU nursing students attending clinical. You will **NOT** be allowed into the clinical site without this documentation. Use the WellStar School of Nursing Health Form to record the above information. Fill in all blanks on the form, and **do not** write, “see attached”. Even though we require documentation, you need to complete the form. Be aware that clinical agencies may request a copy of any or all student health records in certain situations. From time to time a KSU Health Care Provider will review all information provided to the WellStar School of Nursing. Students are required to make copies of all medical forms for themselves before bringing form to WellStar School of Nursing Office.

**MALPRACTICE INSURANCE**

**NOTE:** Malpractice insurance is required but is carried by the institution and paid via student fees assessed at registration.

**CRIMINAL BACKGROUND CHECK and DRUG SCREEN**

All students beginning the graduate nursing program will be required to complete a criminal background check and a drug screen in the first semester of the program by a company designated by the WellStar School of Nursing. Results will be submitted directly by the student to the clinical agency assigned each semester. A clinical agency has the right to refuse a student’s clinical placement. If this circumstance arises, the student will be contacted by the Program Associate Director regarding the matter.

If clinical placement continues to be denied or as a result of students background history that the meeting of course clinical objectives cannot be accomplished then the student will be dismissed from the program.

**ALL RECORDS MUST BE IN WRITTEN FORM IN THE DEPARTMENT OFFICE.**

**ALL STUDENTS WHO DO NOT HAVE APPROPRIATE RECORDS WILL BE ADMINISTRATIVELY DROPPED FROM THEIR PRACTICUM COURSE.**

Revised 7/13
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

NURSING PRACTICUM REQUIREMENTS

Formal documentation of the preceding requirements MUST be on file with WellStar School of Nursing BEFORE DEADLINE DATE. This applies to ALL Graduate students.

If any of your credentials (CPR/Health Requirements) are due to expire during any given semester, you are required to update it before the established "deadline" for that semester. It is the student's responsibility to find out what Medical information is pending. Graduate students contact Jerryl Morris @ WellStar School of Nursing office (470) 578-2030 or by email jmorr132@kennesaw.edu.

**If you miss the deadline, you will be administratively dropped from your practicum classes ~ no exceptions.**

For Graduate students please submit all documentation to:

Mr. Jerryl Morris, Coordinator, Graduate Student Services
Kennesaw State University
WellStar School of Nursing ~ Room #1007
Ph: (470) 578-2030  E-mail: jmorr132@kennesaw.edu
RESOURCES FOR MEETING HEALTH REQUIREMENTS

Kennesaw State University Student Health Services:

1000 Chastain Road
Kennesaw, GA 30144-5591
Phone #: 470-578-6644

Services offered:
  Physical Exam
  Adult Immunizations
  Women's Health
  Laboratory Testing
  Health Education

Public Health Department:

Cobb-Douglas Public Health Department
1650 County Services Parkway
Marietta, GA 30060 - 4009
Phone #: 404-514-2300

Directions: Powder Springs Road (behind the Marietta Square), take a left on County Services Parkway. The Health Department is the second building on the right.

Services offered:
  MMR         Polio Vaccine
  Tetanus     Typhoid
  HIB         Hep B - (need series of 3)
  Rabies      AntiHB
  TB Skin Test

Reviewed 8/12, 7/13, 2/14
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing  

Admission and Progression Policies

General Requirements for Admission to the Graduate Programs

WellStar Primary Care Nurse Practitioner Program admission requires:

Admission decisions for acceptance into Kennesaw State University’s WellStar Nurse Practitioner program are based on the overall evaluation of the following components:

1. Baccalaureate degree in nursing from a nationally accredited institution with a satisfactory GPA of at least 3.0.

2. A minimum of three years full-time professional experience as a Registered Nurse, documented in a professional résumé. (Experience must have occurred within the last five years and have involved direct patient care.) Preference will be given to those candidates with a greater amount of professional experience.

3. Current unencumbered RN licensure in the state of Georgia (submit copy).

4. Acceptable scores on the General Test of Graduate Examination (GRE) are required.

5. Written statement of personal program goals.

6. Undergraduate physical assessment course.

7. Undergraduate research course.

8. Undergraduate statistics course.


The Application Deadline is March 1st of each year.

Grades

Students must earn a grade of B (80) or better in all course work throughout the program of graduate study.

Petition to Graduate

MSN candidates must petition to graduate at least one semester prior to completion of their degree requirements. Petition to graduate forms are now available online.

International applicants have additional requirements. See Graduate Admission section of the KSU Graduate Catalog.

Reviewed 7/13, 2/14
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing  

Admission and Progression Policies

General Requirements for Admission to the Graduate Programs

MSN in Advanced Care Management and Leadership Program – Nursing Administration and Transformational Leadership Program admission requires:

Admission decisions for acceptance into Kennesaw State University’s MSN in Advanced Care Management & Leadership Program are based on overall evaluation of the following components:

1. Baccalaureate degree in nursing from a nationally accredited institution with a satisfactory GPA of at least 3.0.

2. Current unencumbered RN licensure in the state of Georgia (submit copy).

3. Acceptable scores on the General Test of the Graduate Record Examination (GRE) is required.

4. A formal statement of personal goals for the program.

5. Undergraduate research course.

6. Two professional letters of reference.

The Application Deadline is March 1st of each year.

Grades

Students must earn a grade of B (80) or better in all course work throughout the program of graduate study.

Petition to Graduate

MSN candidates must petition to graduate at least one semester prior to completion of their degree requirements. Petition to graduate forms are now available online.

Reviewed 7/13, 2/14
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing
Admission and Progression Policies

General Requirements for Admission to the Graduate Programs

MSN in Advanced Care Management and Leadership Program - Nursing Education
Leadership in the Digital World Program admission requires:

Admission decision for acceptance into Kennesaw State University’s Advanced Care Management and Leadership Program Masters of Science in Nursing are based on overall evaluation of the following components:

1. Baccalaureate degree in nursing from a nationally accredited institution with a satisfactory GPA of at least 3.0.
2. Minimum one year of full-time professional experience as a Registered Nurse, documented in a professional resume. (Experience must have occurred within the last five years and have involved direct patient care.)
3. Current unencumbered RN licensure in the state of Georgia (submit copy).
4. Acceptable scores on the General Test of the Graduate Record Examination (GRE) is required.
5. A formal statement of personal goals for the program.
6. Undergraduate research course.
7. Undergraduate statistics course.
8. Undergraduate physical assessment course.

The application deadline is March 1st of each year.

Grades

Students must earn a grade of B (80) or better in all course work throughout the program of graduate study.

Petition to Graduate

MSN candidates must petition to graduate at least one semester prior to completion of their degree requirements. Petition to graduate forms are now available online.

Reviewed 7/13, 2/14
Performance Standards
Core Performance Standards for Admission and Progression

For successful completion of the WSON nursing programs, the student must possess certain cognitive, sensory, affective, and psychomotor performance requirements. Students interested in applying to the WSON nursing programs should review these core performance standards and understand that students must be able to perform these essential eligibility requirements in an independent manner. The University complies with the Americans with Disabilities Act and will endeavor to make reasonable accommodations for qualified individuals with disabilities. If a student believes that he or she cannot meet one or more of these standards without accommodations or modifications, the student must self-identify, provide documentation of the disability, and request accommodation. The nursing program will determine, on an individual basis, whether or not the necessary accommodations or modifications can be made reasonably.

These Core Performance Standards are based on guidelines established by the Southern Regional Education Board (SREB) Council on Collegiate Education for Nursing Education.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Some Examples of Necessary Activities (not all necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Relationships</td>
<td>Interpersonal ability sufficient to interact professionally with individuals, families, and groups from a variety of social, cultural, emotion, and intellectual backgrounds.</td>
<td>Establish rapport with patients and colleagues. Capacity to engage in successful conflict resolution with patients, families, colleagues, and faculty members. Demonstrate respect for cultural diversity and rights of others. Ability to develop and maintain therapeutic relationships with patients and colleagues.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for professional interaction with others in verbal, written, and computer-assisted forms.</td>
<td>Speak and write English sufficiently to be understood by patients and families. Explain treatment procedures, health teaching, and plan of care. Document and interpret patient, data, nursing actions and patient responses completely and accurately. Proficient use of electronic medical charting.</td>
</tr>
<tr>
<td>Issue</td>
<td>Standard</td>
<td>Some Examples of Necessary Activities (not all necessary)</td>
</tr>
<tr>
<td>------------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room and maneuver in small spaces.</td>
<td>Move around patient’s rooms, work spaces, and treatment areas. Administer rescue procedures - cardio-pulmonary resuscitation.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care and to maintain safety and security standards.</td>
<td>Calibrate &amp; use equipment, position patient therapeutically. Provide and/or assist with patient activities of daily living, including bathing, toileting, and positioning patient. Ability to correctly administer oral, IM, IV, SC, and other parenteral medications correctly and safely.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor, assess, and respond to health needs.</td>
<td>Ability to hear monitoring device alarm, emergency signals, auscultatory sounds, and cries for help.</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation, assessment, and responding to patient care needs.</td>
<td>Observes patient condition and responses to treatment. Ability to perform nursing interventions, such as insertion of IV, insertion of Foley catheter, and preparing and administering medications. Ability to read thermometers, measuring cups, syringes, gauges, other equipment and read small print. Ability to visualize written words and information on paper and/or computer screen correctly. Ability to discern changes in skin/wound colors. Ability to read drug labels and packages with accuracy.</td>
</tr>
<tr>
<td>Tactile Sense</td>
<td>Tactile ability sufficient for physical assessment.</td>
<td>Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g., insertion of a catheter.</td>
</tr>
</tbody>
</table>
POSITION STATEMENT ON NURSING STUDENT EMPLOYMENT

The Nursing faculty recognizes the economic constraints that students face necessitating the need for employment. However, it is an educator's responsibility to encourage the student to view education as a priority. It is with this viewpoint then, that students are encouraged to seek a balance between employment and attainment of education goals.

Reviewed 6/2012, 7/13, 2/14
Student Rights and Grievance/Complaint Procedure

Students of Kennesaw State University are guaranteed all of the rights, privileges, and freedoms granted to a citizen of the United States. [(Refer to the Kennesaw State University Graduate Catalog and the Kennesaw State University Student Handbook.)] In addition, nursing students not only have the right to open communications with nursing faculty, but also have the RESPONSIBILITY to keep these communication lines open. Methods of facilitating communication between students and faculty are: student/faculty dialogues, student/advisor meetings, and faculty evaluations, representation on committees, Graduate Nursing Student Organizations, course evaluations, student evaluations, and electronic communications.

Grade Appeal Procedure

If a complaint arises involving a course grade and the student believes that the instructor has violated his/her stated grading policy, the Grade Appeal Procedure outlined in the Kennesaw State University Graduate Catalog will be followed.

Discrimination and Sexual Harassment

Student grievances or complaints alleging action of discrimination or sexual harassment should follow the established Kennesaw State University procedures outlined in the Kennesaw State University Graduate Catalog.

Other complaints

Other complaints against a faculty member should be resolved at the lowest level possible. When a student has a complaint, he/she should follow the procedures below in the order stated. Attempts to circumvent the procedure will be redirected to the appropriate level of resolution.

- **Step 1**
  Whenever a student has a complaint against a faculty member, he/she should first talk with the faculty member and attempt to reach a solution.

- **Step 2**
  If the student has attempted to resolve the complaint with the faculty member and fails to reach a resolution or if he/she feels uncomfortable discussing his/her problem with the faculty member because of the highly sensitive nature of the complaint, he/she may bring the complaint to the undergraduate or graduate associate program director.

- **Step 3**
  If the issue is not resolved at the level of the program associate director, the student may direct his/her complaint, in writing, to the Director of the School of Nursing.
• **Step 4**  
  If the issue is not resolved at the level of the Director of the School of Nursing, the student may direct his/her complaint, in writing, to the Dean of the College of Health and Human Services.

• **Step 5**  
  If the issue is not resolved at the level of the Dean, the student may direct his/her complaint, in writing, to the Vice President for Academic Affairs.

• **Step 6**  
  If the issue is not resolved at the level of the Vice President, the student may direct his/her complaint, in writing, to the President of the University. The President's decision is final as far as institutional grievance procedures are concerned.

  Just as students may file a written appeal of a decision to the next level, faculty may also appeal a decision, in writing, to the next level of review. The faculty member will receive copies of any written documents produced during the complaint resolution (at any level) and will be given the opportunity to respond to each document. The faculty member will be informed at any point at which written documents concerning the complaint are placed into his/her personnel file and will be allowed to respond, in writing.

(Source: Kennesaw State University Faculty Handbook, Section 4.4.2 Procedures for Handling Student Complaints against Faculty Members.

**Alternative Conflict Resolution**

The Ombuds Office is available to offer informal assistance in resolving University-related problems, especially those that students believe are not being adequately addressed through usual procedures. The Ombuds is independent of the University's formal administrative structure and provides a forum in which all sides of an issue can be discussed in an objective manner.

The Ombuds Office is located in the English Building, Suite 201, and is open Monday through Friday, 8 a.m. - 5 p.m. To schedule an appointment with the Ombuds for Students, telephone 470-578-7773 or 470-578-2640.

Reviewed 7/13, 2/14
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing  

GENERAL INFORMATION

Nursing students follow all rules and regulations as specified in the Kennesaw State University Student Rules and Regulations Handbook with certain additions. The demands of nursing include not only intellectual attainment, but also qualities such as reliability, integrity, and the ability to relate to patients and colleagues. The progress of nursing students will be reviewed periodically and students evaluated by the nursing faculty and found not to possess these qualities will be counseled to consider appropriate action, with the possibility of withdrawal. Prime consideration is given to the development of the student and the well-being of the patient. These rules and regulations apply to all nursing courses. If exceptions are to be made, they will be explained for that particular course.

Readmission to the nursing sequence is not guaranteed. Eligible students who drop out of the nursing sequence for any reason will be admitted to the sequence on a space-available basis. Students will be accommodated in rank order according to their GPA. Students interested in re-entry must notify the program director in writing of their interest at least one semester prior to the re-entry date.

I. CLASSROOM INSTRUCTION

A. CLASS ATTENDANCE
   Refer to the Kennesaw State University Graduate Catalog and the Kennesaw State University Student Handbook. To maximize your learning experiences, students are encouraged to attend all classes.

B. LEARNING RESOURCES
   The following resources are available to students, including but not limited to: KSU library, computer programs, videos, interactive videos, simulators, nursing skills laboratory and the main campus library. Students must provide their own headsets for computer and VCR use.

PAPERS AND TESTS
   Tests may be reviewed at designated times and arrangements for further review may be made with the instructor. Papers will be returned to students at designated times. Students will receive feedback on all graded written work.
GRADES
In the MSN program, practica are separate courses, except for 7735/6.

The final course grade is computed by assigned percentage weights of the course requirements. All MSN nursing courses assign letter grades based on the following numerical grades:

**GRADUATE**
- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = < 60

**All Graduate students** - Grades and Candidacy for Graduation
Students must earn a course grade of **B (80)** or better in every course in order to progress in the program.

**Course Repeat Policy for MSN Curriculum**

A student may repeat any individual course in the MSN curriculum only once. Earning a grade of less than **B (80)** in a course the second time it is taken will result in being dropped from the program.

C. **CONFIDENTIALITY OF PATIENT INFORMATION**

**WellStar School of Nursing**
**Policy on Compliance with Patient Privacy Rules**

Compliance with the HIPAA Privacy Rule is required by all health care facilities and programs including those with which KSU has contracts for student clinical experience.

Protected Health Information (PHI) is health information that identifies or can be used to identify an individual patient. PHI includes written, spoken, and electronic information and images.

For the purpose of compliance with these rules:

In all clinical experience nursing students are allowed to transcribe information from private health information documents but are not allowed to remove any patient documents or copies thereof from the clinical setting. If any student violates this policy KSU Judiciary Charges may be brought against that student. All information about patients and their families must be treated as privileged communication. This means that the information is confidential and can only be released to authorized persons. Occasionally students with access to information about
patients may be approached by others in the community for information. If this should occur, students cannot provide any information, which is not available to everyone (i.e., diagnosis of patient, detailed account of progress, type of surgery, etc.). Therefore, students must not discuss patients in the presence of outsiders (i.e., in the coffee shop, elevator, hall of clinical agencies or on campus). Unauthorized persons may make use of information, which would harm the patient or the family.

D. **APPEARANCE**

1. Graduate students are to wear office-professional dress with a white lab jacket and name pin, as previously described, to practicum sites.

2. Black and white name pin (white background with black lettering) that include the following:
   a. Name
   b. Kennesaw State University
   c. Graduate Nursing Student

**NAILS:** Fingernails should be clean and short to avoid injuring the patient or collecting microorganisms. Nail polish should be neutral in color. **ARTIFICIAL AND WRAPPED NAILS ARE PROHIBITED.**

**HAIR:** If hair length is below the collar, in most practicum settings it must be worn pinned up or tied back. Barrettes and hair combs in neutral colors may be worn. Faddish hair color (e.g. bright colors) is unacceptable and not permitted. Beards and mustaches are acceptable if neatly trimmed.

**MAKE-UP:** Make-up should be conservative and well applied.

**JEWELRY:** Since jewelry may collect microorganisms, students should not wear necklaces, rings, and earrings (other than one pair of small studs, less than one inch in diameter, in the ear lobe, one earring per ear). Wedding rings and wrist watches may be worn. No other body jewelry may be visible. Tongue jewelry is prohibited.

**BODY ART:** Tattoos must be covered and should not be visible at any time.

**SCENTS:** Scents are a highly subjective substance and may be allergenic to some individuals; therefore they are to be avoided in any form (perfumes, scented deodorant, body lotion, cigarette smoke, etc.).

**CELL PHONES:** All cell-phones must be off or switched to vibrate during class. The student can use a cell-phone during breaks from nursing classes. Most of the clinical facilities prohibit the use of cell-phones.
Definition of Unsafe Practice
Nursing students are legally responsible for their own acts, commission or omission, in the clinical area. It is the responsibility of the nursing faculty to evaluate unsafe student behavior and initiate dismissal from the clinical setting when appropriate. Unsafe clinical behavior is any act, practice, or omission that fails to conform to the accepted standards of nursing care which result from a disregard for the health and welfare of the public and of the patient under the student's care, and includes, but is not limited to, the following offenses:

I. Violation of safety in patient care:
   a. Falsification of patient records or any other documentation related to the course or nursing program.
   b. Commission or omission of patient care that endangers a patient's life or negatively impacts a patient's recovery and or well being

II. Violation of confidentiality

III. Physical/Verbal abuse of patient, peer, faculty, or clinical staff

IV. Evidence of substance abuse (under the influence or alcohol or drugs, possession, use, sale or delivery).

V. Theft from patient, clinical sites, or school

VI. Any violation of the WellStar School of Nursing Policy on Professional and Ethical Behavior of Nursing Students or the ANA Code for Nurses.

A student who is considered to be unsafe in nursing practice by a panel of nursing faculty may be subject to, but is not limited to, the following outcome(s):

   a. Counseling
   b. Remediation
   c. Academic withdrawal
   d. Dismissal from the clinical agency, course, nursing program, or Kennesaw State University.

Procedure
When a student's behavior endangers the safety of a patient, peer, staff member, clinical agency, or clinical faculty, the instructor or clinical agency will immediately dismiss the student from the clinical setting. The student will not be allowed to continue in the clinical component of the program until a decision is made by a panel of nursing faculty within five working days of dismissal from the clinical setting.

Appeals Process
The student has the right to appeal any ruling according to the procedure outlined in the Kennesaw State University Catalogue.
Adapted From: Rule 217.13 of the Board of Nurse Examiners Rules and Regulation when defining unprofessional nursing conduct, Grayson Community University, Sherman, Texas.

Revised: 11/12/07
Reviewed: 7/13, 2/14
Chemically Impaired Student Nurse Policy/Procedures

Policy Statement

The Faculty of the WellStar School of Nursing (WSON) believes they have an ethical and professional responsibility to provide a safe and effective educational environment to students and to patients who receive nursing care from students. Students are expected to participate in any learning experience, including classroom, campus laboratory, clinical settings, and other WSON sponsored functions, free of chemical impairment. Based on the assumption that addiction is an illness that can be successfully treated, the Faculty is committed to assisting students with recovery from substance abuse. In developing the policy and procedures for intervening with a student who displays symptoms of substance abuse, the Faculty has adopted the following basic assumptions of the American Association of Colleges of Nursing Policy and Guidelines for Prevention and Management of Substance Abuse in the Nursing Education Community (1998):

- substance abuse compromises both the education process and patient safety and must be addressed by schools of nursing.
- academic units in nursing have a commitment to and a unique role in the identification of abuse, intervention, referral for treatment, and monitoring of recovering individuals;
- addicted individuals need to recognize the consequences of their substance abuse.
- addiction is a treatable illness, and rehabilitative and therapeutic approaches are effective in facilitating recovery;
- individuals with addictive illnesses should receive an opportunity for treatment in lieu of, or before disciplinary action (p.2).

Definitions and Assumptions

- The WSON Faculty define the chemically impaired student as a person who, while in the academic or clinical setting, is under the influence of, or has abused, either separately or in combination, mind-altering substances including alcohol, over-the-counter medications, prescribed medications, illegal drugs, inhalants or synthetic designer drugs.
- Chemical abuse is a disease process with physical, social, emotional and spiritual aspects that can have either episodic or chronic presentations.
- Chemical abuse is a condition that can be treated successfully and that individuals can be returned to a productive level of functioning.
- A student known to be chemically impaired places a legal and ethical burden on WSON Faculty and administration. Legal ramifications of a chemically impaired...
nursing student are injury to patients and potential malpractice, implicating the student, faculty, clinical agency, and educational institution.

- WSON Faculty has a responsibility to intervene when patient safety and clinical performance are compromised by a student who is chemically impaired. When chemical impairment is suspected, the WSON Procedure for Faculty Intervention with the Chemically Impaired Nursing Student will be implemented.

The policy on the chemically impaired student nurse incorporates the following components:

- Prevention and education to WSON students, faculty, and staff regarding substance abuse and addiction.
- Procedure for drug testing
- Identification of suspected chemically impaired nursing students during the time the student is enrolled in the nursing program.
- Intervention whereby student is confronted with his or her reported behaviors and is asked to seek evaluation of a possible substance abuse problem.
- Provisions for re-entry to WSON upon successful rehabilitation.
- Disciplinary procedures for a chemically impaired student who is unable or unwilling to be rehabilitated.

**Prevention and Education**

Education is a crucial component in the management of substance abuse. WSON students, faculty, and staff will be provided information about substance abuse, along with the consequences of impairment due to abuse and addiction. During the WSON orientation process, the Chemically Impaired Student Nurse Policy and Procedures will be disseminated and reviewed, along with information on services and programming offered by the Student Success Services at Kennesaw State University (KSU), the Collegiate Recovery Center at KSU and the Kennesaw State University Student Health Services.

**Procedure for Drug Testing**

Drug and breathalyzer testing must be conducted by a qualified laboratory using established methods and procedures. Cost associated with drug and breathalyzer testing is the responsibility of the student. The procedure for urine collection, as determined by the collection site, will involve a witness to the voiding of the urine sample, securable urine containers, and chain of custody procedures. The urine sample will be screened for drugs as identified in Appendix B of this document. A drug test will be deemed positive if any of the drugs listed in Appendix B are identified. If a urine test is positive, a second test will be conducted on the original urine specimen. If the test is positive, the available evidence, including health history, will be used to determine the presence or absence of drug abuse. The testing laboratory will notify the Director of the WSON with test results. The WSON will ensure confidentiality of results by making the information available only
to the student and appropriate WSON Administrators, Faculty, and clinical agencies (when needed).

**Procedures for Faculty Intervention with the Chemically Impaired Student Nurse**

The WSON Faculty will follow the University’s policy prohibiting the illegal possession, use, or distribution of drugs and/or alcohol by students on University property or as part of any University affiliated academic activity, including off-campus learning activities, such as clinical. Violators will be prosecuted in accordance with applicable laws and ordinances and will be subject to disciplinary action by the University in conformance with University policy (See KSU Student Handbook and Daily Planner regarding Student Code of Conduct—Use and Possession of Drugs, Including Alcohol).

**Identification**

- Indicators suggesting chemical impairment of a student’s ability to meet standards of performance, competency, and safety are gathered and documented (See Appendices D and E).
- While an isolated incident may not indicate substance abuse directly, the occurrence of several incidents should be documented on the Reporting Form for Alleged Chemically Impaired Student (Appendix E).
- If impairment is observed, the student must submit to random drug testing as described in the section on Drug Testing Procedure and in Appendix C. Refusal of a student to submit to testing may result in disciplinary action, including dismissal from the nursing program in accordance with the WSON policy.
- Faculty who suspect student impairment are to notify the WSON Director of their concern.
- Faculty is advised to keep detailed, anecdotal notes that describe the events involving the students. Identification of impairment should be based on a pattern of observable, objective, and quantifiable behaviors. Notes should document the date, time of day, location of the event, persons present, and a description of what took place.
- If the student demonstrates impaired behaviors (see appendices D and E for examples of such behaviors) that compromise patient safety and/or academic performance, remove the student to a private area. With a neutral party present (i.e., clinical manager, KSU Faculty) discuss with the student behaviors observed and allow the student to provide a verbal explanation. Question the student regarding the use of substances and, if used, what, when, how much was used, and by what route consumed.

If symptoms or other indicators of impairment are observed in a student, the student will be informed of the faculty’s responsibility to dismiss a student who is physically or mentally unable to meet the standards of performance, competency, and safety. The student is to be relieved of further clinical/laboratory/classroom responsibilities for the day. Inform the student that she/he is suspected to be in violation of the KSU WSON Chemically Impaired Student Nurse Policy Procedure Statement. It is the student’s
responsibility to arrange safe transportation to the nearest Advantage Testing facility for immediate testing. Faculty may assist in making the transportation arrangements and will document how the student left.

**Intervention**

**Phase I**

- Faculty completes a report of the alleged chemically impaired student nurse with observed behaviors indicative of chemical impairment (see Appendix D).
- Faculty informs student of observations indicative of chemical impairment. Student must submit to drug testing at the time of the reported behaviors. The test will be conducted by a qualified laboratory using established methods and procedures.
- The student is to be relieved of further clinical/laboratory/classroom responsibilities until a comprehensive professional evaluation of chemical abuse can be completed.
- A copy of this report is given to the student and the WSON Director. The student is informed that a copy of this report will be placed into the student’s file.
- WSON Director informs all other appropriate faculty members also involved with the student during the semester on a “need to know” basis.
- WSON Director reviews the procedural requirements of the KSU WSON Chemically Impaired Student Nurse Policy.
- Refusal of a student to submit to immediate testing or to any other requirement of this Chemically Impaired Student Nurse Policy/Procedures may result in disciplinary action, including dismissal from the nursing program in accordance with the WSON policy.

**Phase II**

Within five working days of the filing of a report of alleged student chemical impairment, a conference is scheduled with the student, involved faculty member, committee member of the Advisory Committee to Faculty on Clinical Performance, and WSON Director. In addition, a Counselor from Student Success Services at KSU will act as a neutral party, but not enforce nursing policies. The WSON Director will take the lead in conducting the conference.

- Purposes of conference are to:
  - convey concern for the student as caregiver as well as concern for the patients;
  - explain how the behavior interferes with the student’s performance in the course;
  - explain academic consequences resulting from the student’s chemical impairment identification;
secure student agreement to a comprehensive chemical abuse evaluation for the purpose of professional evaluation of chemical abuse status and the determination of a treatment plan.

- A written contract for the chemically impaired student nurse (see Appendix F) is reviewed and the student is requested to agree to the terms set forth. WSON Director asks the student to sign the contract and the Agreement for Monitoring the Chemically Impaired Student (see Appendix G) confirming that the student understands the terms of the contract and academic consequences. If the student refuses to sign the contract, the student may be administratively dismissed from the nursing program in accordance with the WSON policy. (see Policy on Unsafe Practice in KSU WSON Student Handbook).

- WSON Director provides student with a list of state licensed agencies that provide chemical abuse evaluation services (see Appendix A). WSON Director also reviews with student that he/she is responsible for the cost of the chemical abuse evaluation and any prescribed treatment.

Other issues to be considered when obtaining treatment:

- Realize the potential of suicidal risk upon intervention/confrontation of an issue of concern, and the time lapse to have an evaluation.

- There are options on campus at KSU for the student to obtain evaluation, counseling and treatment services: The Collegiate Recovery Center, the KSU Health Clinic and Student Success Services

- Have student/parent check insurance plan to see what providers are in network.

- Utilize county mental health facilities if the student does not want to use services available on campus and insurance or finances are an issue.

- Many treatment centers will do an initial triage for free, to at least evaluate for any risk of self-harm, and will provide resources for students.

Evaluation

Upon completion of a comprehensive professional evaluation of chemical abuse status, one of four courses of action may be taken by the WSON with the student:

- Non-validation of the Violation of the KSU WSON Chemically Impaired Student Nurse Policy (i.e., the comprehensive chemical abuse evaluation does not support/substantiate the alleged report of student behaviors indicative of chemical impairment). In the event of a non-validation of violation, all documentation will be removed from the student’s file. Upon receipt of a negative drug test and written recommendations of the chemical abuse evaluator that there is no evidence of substance abuse, the student may return to all courses in progress with no academic penalty related to chemical impairment.

- Validation of the Violation Without Implementation of the KSU WSON Chemically Impaired Student Nurse Policy (i.e., the comprehensive chemical abuse evaluation supports/substantiates the alleged report of student behaviors
indicative of chemical impairment and the student refuses to follow the policy regarding treatment and monitoring). If the student refuses to sign the contracts for monitoring and return to the nursing program (See Appendices F & G), then the student may be administratively dismissed from the nursing program by the WSON Director. WSON Director will point out that it is in the student’s interest to accept the outlined treatment and monitoring for chemical abuse.

- **Validation of the Violation With Implementation of the KSU WSON Chemically Impaired Student Nurse Policy** (i.e., the comprehensive chemical abuse evaluation supports/substantiates the alleged report of student behaviors indicative of chemical impairment and the student agrees to follow the policy regarding treatment and monitoring). Student signs the contracts for monitoring and return to the nursing program (See Appendices G & H), and is allowed to continue in the nursing program as long as the student is in compliance with his/her substance abuse treatment program.

- **Mixed or Inconclusive Results of the Chemical Abuse Evaluation.** The student will be given the option to seek another mental health assessment. The monitoring and treatment agreement will then depend on the outcome of the second evaluation. If the student requires professional treatment, the student will sign a written plan of action for correcting the behavior, with a realistic time frame for meeting the recommendations of the action plan. The student will be allowed to continue in the nursing program as long as the student is in compliance with the negotiated action plan.

### Academic Outcome

- The academic consequences required with the implementation of the KSU WSON Chemically Impaired Student Nurse Policy is contingent upon the completion of the substance evaluation or follow up mental health assessment, and agreement of the treatment/action plan if indicated. A semester grade of “W” (Withdrawal), “I” (Incomplete), or “F” (Failure) will be assigned to courses dependent upon factors related to grade determination as outlined in the KSU Undergraduate and Graduate catalogs. If no treatment for chemical abuse or mental illness is required, the student may return to all courses in progress upon receipt of the written recommendation from the professional evaluator.

### Other

- All students must be aware that the state examining board has the right to refuse to grant a registered nurse license to any individual regardless of educational credentials under circumstances of (1) falsification of application for licensure; and/or (2) conviction of a felony or crime of moral turpitude; other moral and legal violations specified in the Georgia law.
Re-entry to WSON

- Upon successful completion of a treatment program as outlined according to the written plan by the chemical abuse evaluator or mental health counselor, the student can apply for re-entry to the nursing program for the semester the student desires to return or if there is an opening on a space available basis.
- The student will be expected to provide written documentation of the course of specialized treatment together with the treatment or mental health counselor’s written assessment of the student’s ability to perform the academic/clinical requirements of the nursing program following treatment to the WSON Director. In addition, any restrictions of the student’s activities (i.e., limiting access to narcotics, schedule for counseling and self-help group meetings) are to be addressed in the written counselor’s assessment.
- Participation in support programs for recovery from chemical dependence is a lifelong process. The cornerstone to this process is ongoing participation in twelve-step and other support program meetings. Students will be encouraged to attend such meetings and be given necessary time to do so when possible.

Noncompliance/Relapse

If additional or continuing chemical impairment occurs subsequent to the implementation of these procedures, the WSON faculty will recommend that the student be administratively dismissed from the nursing program by the WSON Director. The student has the right to grieve and appeal the procedure according to the University guidelines.

Appendices

Appendix A: List of Treatment Centers in Metropolitan Atlanta
Appendix B: List of Drugs Included in Drug Screening Test
Appendix C: Consent for Drug Testing Upon Admission to WSON
Appendix D: Indicators of Chemical Dependence
Appendix E: Reporting Form for Alleged Chemically Impaired Student Nurse
Appendix F: Contract for the Chemically Impaired Student Nurse
Appendix G: Agreement for Monitoring the Chemically Impaired Student Nurse
Appendix H: Contract for Return to Nursing Program
Appendix I: Chemically Impaired Student Withdrawal Letter
Appendix J: Chemically Impaired Student Nurse Letter for Returning to the Nursing Program
Appendix K: Chemically Impaired Student Dismissal Letter


Policy developed by Advisory Committee to Faculty on Clinical Issues. Members included: Janice Flynn; Christina Horne; Troy Spicer; Cecilia Tiller; Jamie Lee

Policy approved and accepted by the School of Nursing Faculty on May 5, 2003

Policy revised 5/27/09 by Advisory Committee to Faculty on Clinical Issues with the assistance of Dr. Flora Devine, Legal Counsel for KSU. Members included: Barbara Blake, Jamie Lee, and Astrid Wilson

Policy revised 7/21/09 by Advisory Committee to Faculty on Clinical Issues with the assistance of Anne Nichols, Director of KSU Health Center, and Teresa Johnston, Director of KSU Collegiate Recovery Center. Members included: Barbara Blake, Jamie Lee and Astrid Wilson.
Appendix A

Kennesaw State University
WellStar School of Nursing

List of Treatment Centers Providing Chemical Abuse Evaluation Services in Metropolitan Atlanta

- There are many options and small residential facilities, as well as out-of-area treatment, some with a sliding scale. Most local treatment facilities can provide resources to patients that may fit their financial needs, geographies and insurance situation.

Evaluation and Treatment Centers:
- Collegiate Recovery Center at KSU
- Counseling and Psychological Services at Student Success Services at KSU
- KSU Health Clinic
- Talbott Recovery Campus Impaired Professionals Program & Aftercare, Atlanta
- Ridgeview Institute, Smyrna – Impaired Professional’s Program and Aftercare Program
- Metro Atlanta Recovery Residence (M.A.R.R.), Atlanta – Impaired Professional’s Program and Aftercare Program
- Talbot Marsh, Jonesboro – Impaired Professional’s Program and Aftercare Program
- Peachford Hospital, Dunwoody – General Treatment
- Anchor Hospital, Jonesboro – General Treatment
- Summit Ridge Hospital, Lawrenceville – General Treatment
- Winnwood Hospital, Rome – General Treatment
- Laurelwood Hospital, Gainesville – General Treatment

Low-Cost Outpatient Treatment:
- St. Judes Recovery, Atlanta
- Georgia Recovery Center, Marietta
- County Facilities i.e.: Fulton Co. Community Services Board, Cobb/Douglas Community Services Board, etc.

Low-Cost Counseling Resources:
- The Link
- The Verdery Center & Clinic
- Phoenix Program
Residential Programs:
- St. Judes Recovery, Atlanta
- Atlanta Woman’s Mission – My Sister’s House, Atlanta
- Breakthru House Inc., Decatur
- Turnaround Recovery Residences
- Salvation Army

Evaluations may also be done by mental health professionals in their private practices.
Appendix B

Kennesaw State University
WellStar School of Nursing

List of Drugs Included in Drug Screening Test

The Medical Professional Panel Drug Screens includes common street drugs and those drugs that health care workers have access to and abuse. Drugs monitored may include:

- Alfentanil
- Butorphanol (Stadol)
- Fentanyl
- Ketamine
- MDMA (ecstasy)
- Nalbuphine (Nubain)
- Sufentanil
- Tramadol
- Alcohol
- Amphetamines
- Barbiturates
- Benzodiazepines
- Cannabinoids
- Cocaine
- Methadone
- Opiates
- Phencyclidine
- Propoxyphene

Other drugs may also be detected
Appendix C

Kennesaw State University
WellStar School of Nursing

Consent for Drug Testing Upon Admission and for the Duration of Enrollment in the WellStar School of Nursing

I understand that as a requirement for admission to the WellStar School of Nursing (WSON), I must submit to a drug test at a designated laboratory, which will provide the result of the test to the Chair of the WSON and to clinical agencies when requested. The course coordinator and other faculty supervising the student may also be notified as needed. I understand that if the test result is positive, I may be denied the opportunity to complete the required clinical rotations for graduation.

I further understand that I will be subject to random drug tests while enrolled in the WSON. A positive drug test or refusal to submit to testing may result in dismissal from the WSON.

BY SIGNING THIS DOCUMENT, I INDICATE THAT I HAVE READ, I UNDERSTAND, AND I AGREE TO THE WSON DRUG TESTING POLICY. I UNDERSTAND THAT A NEGATIVE DRUG TEST IS REQUIRED FOR PROGRESSION IN THE SCHOOL OF NURSING.

THIS NOTORIZED DOCUMENT CONSTITUTES MY CONSENT FOR DRUG TESTING BY WSON DESIGNATED LABORATORY. IT ALSO CONSTITUTES CONSENT FOR THE LABORATORY TO RELEASE THE RESULT OF MY DRUG TESTS TO THE WSON.

In Witness Whereof, this statement is executed this the ____ day of ___________, 20___.

WITNESS:

________________________________   ________________________________
Witness #1 Signature     Student’s Signature

________________________________   ________________________________
Witness #1 Printed Name    Student’s Printed Name

STATE OF _____________  COUNTY OF _____________

On ____ the ____ day of _____________, 20__, before me appeared ____________________________ to be known to be the person described in and who executed the foregoing instrument, and acknowledged that ____________________________ executed the same as ______________ free act and deed.

Given under my hand and seal on the day and year above written.

SEAL

NOTARY PUBLIC
My commission expires: ____________________

Adapted from the University of South Alabama College of Nursing Drug Testing and Procedure Policy
Appendix D

Kennesaw State University
WellStar School of Nursing
Symptoms and Other Indicators of Substance Abuse or Dependence

Physiologic
- Slurred or rapid speech
- Blackouts
- Trembling hands
- Agitation or restlessness
- Persistent rhinorrhea
- Sweating
- Altered pupil dilation or constriction
- Flushed complexion
- Swollen face
- Bloodshot or glassy eyes
- Odor of alcohol
- Unsteady/staggering gait
- Declining health
- Dramatic changes in weight
- Changes in mental status or cognition
- Palpitations or tachycardia
- Withdrawal symptoms or hangover

Behavioral
- Deterioration in personal appearance
- Rapid mood swings
- Increased irritability
- Paranoia
- Rage or anger
- Frequent tardiness
- Increased absenteeism
- Difficulty in meeting deadlines
- Frequently leaves clinical unit or makes self sparse
- Frequent trips to the restroom
- Eats alone, long coffee breaks, long lunch breaks
- Isolation/withdrawal from the group
- Decreased classroom and clinical productivity
- Fluctuating clinical and academic performance
- Making poor clinical decisions
- Errors in judgment
- Forgetfulness, confusion, decreased alertness
- Sleeping in class or clinical
- Inappropriate responses
- Elaborate excuses for behavior
- Blaming others for problems
- Patients complain of ineffective pain relief
- Excessive use of PRN medications or frequent medication errors
- Frequent un-witnessed medication wasting or loss
- Complaints from fellow students, nursing staff, patients, family members
- Self-disclosure of drug or alcohol abuse
- Other behaviors or symptoms of impairment not listed above
Appendix E
Kennesaw State University
WellStar School of Nursing

Reporting Form for Alleged Chemically Impaired Student

Date: ______________________________________________________________

Faculty: ______________________________________________________________

Student: ______________________________________________________________

Observed Behaviors: (see attached checklist)

Faculty Comments:

Student Comments:

Faculty Recommendations:

Conference date with student, faculty member filing report, WSON Director, and a representative of the KSU Counseling, Advising and Program Services Center (CAPS) set for _____________ (Date and time).

Faculty Signature: ____________________________________________________

Student Signature: ____________________________________________________

(Adapted from Clark, C. Boise State University, Boise, Idaho College of health Sciences, Department of Nursing Policy Statement Regarding the chemically Impaired Nursing Student)
Checklist of Specific Observations to Support Reporting Form for Alleged Chemically Impaired Student Nurse

Review the following list of overall behaviors of chemically impaired student nurse and make a check mark next to each situation that applies to the student about whom you are concerned.

**Appearance**

_____ Decreasing attention to personal appearance and hygiene
_____ Odor of alcohol on breath
_____ Glassy, red eyes
_____ Altered pupil dilation or constriction
_____ Tremors
_____ Flushed complexion
_____ Slurred or rapid speech
_____ Diaphoresis
_____ Unsteady/staggering gait
_____ Persistent rhinorrhea
_____ Altered mental status
_____ Other (please describe): ______________________________________________________

**Absenteeism**

_____ Instances of leaving without permission
_____ Excessive sick days
_____ Frequent Monday and/or Friday absences
_____ Repeated absences, particularly if they follow a pattern
_____ Lateness to clinical/class, especially on Monday morning; and/or returning from lunch/break
_____ Leaving clinical/class early
_____ Peculiar and increasingly unbelievable excuses for absences or lateness
_____ Absent more often than other students for colds, flu, gastritis, etc
_____ Frequent unscheduled short-term absences (with or without medical explanation)

**Clinical Absenteeism**

_____ Continued absences from the clinical area more than job requires
_____ Long coffee breaks, lunch breaks
_____ Repeated physical illness while in the clinical area
_____ Frequent trips to the restroom
_____ Unexplained absences during clinical shift

**High Accident Rate**

_____ Accidents while on the clinical unit
_____ Accidents off the clinical unit (but affecting job performance)
_____ Horseplay, which causes unsafe conditions
Difficulty in Concentration

- Work requires greater effort
- Jobs take more time
- Repeated mistakes due to inattention
- Making bad decisions or poor judgment
- Errors in charting
- Forgetfulness
- Blackouts
- Inappropriate responses

Confusion

- Difficulty following instructions
- Increasing difficulty handling complex assignments
- Altered mental status or cognition

Problems with Memory

- Difficulty in recalling instructions, details, conversations, etc
- Difficulty recalling one’s own mistakes

Poor Relationships In the Clinical/Class Area

- Failure to keep promises and unreasonable excuses for failing to keep promises
- Over-reaction to real or imagined criticism
- Borrowing money from fellow students/staff/faculty
- Unreasonable resentments
- Avoidance of associates
- Lying and exaggerating
- Complaints from students, staff, patients, others
- Blames other for problems
- Isolation/withdrawal from the group

Reporting To Clinical/Class

- Coming to/returning to the clinical area/class in an obviously altered condition

General Lowered Job Efficiency

- Missed deadlines, unreliable
- Complaints from patients, family members, other students, faculty
- Improbable excuses for poor job performance
- Cannot be depended on to be where he/she said or do what he/she said
- Shuns job assignments, incomplete assignments
- Is found on units where he/she does not belong
- Frequent medication errors or errors in documentation
- Excessive use of PRN medications
Frequent un-witnessed medication wasting or loss
Frequent complaints from patients of inadequate pain relief

Uneven Work Pattern

Alternate periods of high and low productivity

Other Behaviors

Sleeping in the clinical area or in class
Withdraws from others isolates self
Mood swings
Increasing irritability
Relates problems at home, with relationships, with finances, etc

The Student Who May Be Diverting Drugs

Always volunteers to give medications
Patient complaints of no relief—discrepancies on records
Always give IM (PRN) and maximum dose when other nurses do not
Has frequent wastage, such as spilling drugs or breaking vials, etc
Unobserved wastage or no co-signature
Is working on a unit where drugs are missing or have been tampered with
Frequently volunteers for additional shifts and on unit where not assigned

Others

Review the items checked. The student’s work performance and behaviors may be affected by the use of alcohol/other drugs or a personal/emotional problem. Document each occurrence in an anecdotal note, and when appropriate, conduct a conference. When the performance deficit or adverse situation cannot be attributed to a management problem, follow the WSON of Nursing Policy for the Chemically Impaired Student. Interventions need to include discussion and referral to an experienced professional who can assist the nurse to obtain the appropriate help.

(Adapted from Catanzarite, A. (1989) and Dunn, D. (2005)}
Appendix F

Kennesaw State University
WellStar School of Nursing

Contract for the Chemically Impaired Nursing Student

I, ________________________________________________________, admit that:

I consent to obtain a comprehensive chemical abuse evaluation for the purpose of professional evaluation of chemical abuse status and determination of a treatment plan.

I understand and acknowledge that the admission of abuse at this point may have academic consequences that include:

I am responsible for the cost of the chemical abuse evaluation and any prescribed treatment. Participation in clinical course work will not be permitted until the terms of the treatment plan and return to clinical contract stipulations are fulfilled/ a semester grade, as appropriate, of I (Incomplete), WP (Withdrawal passing), or WF (Withdrawal failing) will be assigned for current nursing courses dependent upon factors related to grade determination as stated in the Kennesaw State University Student Handbook and the Guidelines for Faculty Intervention with the Chemically Impaired Student.

I consent to have the results of the chemical abuse evaluation released to the WSON Director.

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

Signature of Student ___________________________________________ Date

Signature of Witness ___________________________________________ Date

(Adapted from Clark, C. Boise State University, Boise, Idaho College of Health Sciences, Department of Nursing Policy Statement Regarding the Chemically Impaired Nursing Student)
Appendix G

Kennesaw State University
WellStar School of Nursing

Agreement for Monitoring the Chemically Impaired Student

I, __________________________________________________, agree to abide by the following terms for monitoring as determined by the Kennesaw State University WellStar School of Nursing (WSON):

1. Abstain from the use of all mind-altering and potentially addicting drugs, to include but not be limited to alcohol, marijuana, cocaine, stimulants, narcotics, sedatives, hallucinogenics, tranquilizers, GHB, etc. In the even that such medications are legitimately required for medical care, I will notify the Director of the WSON immediately and request the care provider to submit a letter of explanation. If necessary, I will investigate options other than the use of medications to establish abstinence form all mind-altering chemicals.

2. Provide proof of compliance with an approved, prescribed treatment plan, by allowing my health and treatment records to be released to the WSON Director.

3. Continue in outpatient treatment/aftercare and insure that counselor/therapist submit written reports of progress at the WSON Director’s request.

I understand the terms of monitoring may be revised if necessary and that I must be in compliance and show progress in recovery.

Signature of Student __________________________________________________ Date

Signature of Witness __________________________________________________ Date

I have read the Monitoring Agreement and am participating in the student’s recovery program.

Signature of Counselor/Therapist ________________________________________ Date

Signed agreement reviewed:

Signature of WSON Director ____________________________________________ Date

(Adapted from Clark, C. Boise State University, Boise, Idaho College of health Sciences, Department of Nursing Policy Statement Regarding the chemically Impaired Nursing Student)
Appendix H

Kennesaw State University
WellStar School of Nursing

Contract for Return to Nursing Program

Date: _________________________________________________________________

I, ______________________________________________ (student), enter into this agreement on the above date with Kennesaw State University, WellStar School of Nursing (WSON) and the ____________________________ Treatment Program.

In consideration of my being permitted to continue in or return to the program through Kennesaw State University, WSON, I agree to the terms and conditions set out in this agreement. I understand I will be allowed to continue in the program only on these terms and conditions and that failure to comply with the terms of this agreement shall be grounds for either additional disciplinary action or dismissal from the program.

I understand that my failure to meet the terms and conditions set out in this agreement violate the terms of my participation in the Program for Chemically Impaired Nursing Students.

The terms and conditions of this agreement shall remain in force for the entire period that I am a student in this program.

This agreement consists of this page, plus the Monitoring Agreement (Appendix G) attached. Additional forms/pages included in this agreement are listed here:

________________________________________________________________________

________________________________________________________________________

This contract is executed on the date shown above.

Signature of Student _______________________________________________________

Signature of WSON Director _________________________________________________

(Adapted from Clark, C. Boise State University, Boise, Idaho College of Health Sciences, Department of Nursing Policy Statement Regarding the Chemically Impaired Nursing Student)
Appendix I

Kennesaw State University
WellStar School of Nursing

Chemically Impaired Student Withdrawal Letter

Dear Ms./Mr. (name)

As was discussed with you by: __________________, WellStar School of Nursing (WSON) Director, we are concerned about your problems and the effect they have upon your performance as a student in the WSON at Kennesaw State University. Therefore, we believe it would be in your best interest to agree to the following conditions.

1. You take a leave of absence that will extend until the end of the (semester, year).
2. Your grade for the following clinical course will be a Withdrawal (W): name of course.
3. You complete the following didactic courses (number and names) by successfully completing the course requirements by ___(date)____. If you do not successfully complete these courses you will be given a grade of Withdrawal Failing (WF).
4. You seek professional assistance for your problems that have interfered with your ability to adequately perform as a student.
5. If you desire to return to your program of study, you notify in writing by ___(date)___ the WSON Director of your intent to return for the (semester/year).
6. Upon receipt of your letter of intent to return to your program of study, you must undergo a health assessment by a health care provider designated by the WSON Director. You must bear the cost of this evaluation. Your health assessment must indicate that you are well enough to re-enter the program. If the assessment does not indicate that you are well enough to re-enter the program, you subsequently will be administratively dismissed from the program. In addition, upon request to the WSON Director, you must provide access to your health records.
7. If a grade of W, WF or F is received for ___(courses that are to be repeated)___, you repeat the course upon the return to the program.
8. If you are given a grade of Incomplete, you must complete the necessary requirements to complete the course.
9. If after re-entry into your program of study there is evidence, once again, of problems interfering with you performance as a student, you will be administratively dismissed from the program, according to applicable policies of Kennesaw State University.

We believe that these conditions are in your best interest and in the best interest of the School of Nursing. If you agree to these conditions, please sign the original copy of this letter. Retain the copy of the letter for your files.

Student_________________________  Dean_____________________
Date____________    WSON Director___________________

(Adapted from Clark, C. Boise State University, Boise, Idaho College of Health Sciences, Department of Nursing Policy Statement Regarding the Chemically Impaired Nursing Student)
Appendix J

Kennesaw State University
WellStar School of Nursing

Chemically Impaired Student Nurse Letter for Returning to the Nursing Program

Dear Ms./Mr. _______________________________ (Student)

This letter is to inform you that I have received the report of your health assessment conducted by ____________________ (healthcare provider). After careful review of the report, I wish to inform you, provided that you meet the following contingencies, you are permitted to re-enter the Kennesaw State University, WellStar School of Nursing (WSON) starting ________________ (date).

1. You abstain from chemical substances.
2. You continue to see your therapist _____________________ (name), at least monthly and more often if needed depending upon your clinical situation.
3. You adhere to the therapies prescribed by your therapist.
4. You become actively involved in Alcoholic’s Anonymous or any other treatment program recommended by your physician.
5. You provide evidence of your compliance with the above-described contingencies, if requested, by the Director of the WSON.
6. You will adhere to the terms of the letter.

Also, please keep in mind that:

1. You must comply with the necessary academic requirements for returning to the nursing program
2. If after returning to your program of study, you experience further academic, disciplinary, or problems that interfere with your performance as a student, you may be subject to disciplinary action according to applicable academic policies of the Kennesaw State University.

Please contact ________________________, WSON Director, no later than ____________(date) to make the necessary arrangements for your re-entry.

________________________________________         _______________________
Director, WSON       Date

Appendix K

Kennesaw State University
WellStar School of Nursing

Chemically Impaired Student Dismissal Letter

Dear Ms./Mr. ____________________

This letter is to inform you that you have violated the contingencies of your re-entry to the Kennesaw State University WellStar School of Nursing (WSON), which began _________(date). As stated to you in the letter of ____________(date):

If after re-entry into your program of study, you should experience further academic, disciplinary or health problems that interfere with you performance as a student, you may be subject to disciplinary action according to applicable policies of Kennesaw State University.

On _____________(date), as reported to me by faculty of Kennesaw State University WSON, you appeared inebriated (under the influence) and were having difficulty mentally processing information while carrying out your clinical responsibilities with patients. When confronted several times about the (presence of alcohol on your breath), you did not deny the fact. The behavior that you demonstrated is unprofessional and a serious threat to the safety of patients and other healthcare providers.

In addition, you are not successfully meeting the objectives of _______________(number and name of course). Attempts have been made to assist you in correcting your academic weaknesses. However, you continue to be unable to successfully achieve the course objectives.

Therefore, effective immediately, you are administratively dismissed from the Kennesaw State University, WSON. In accordance with university and college policies as described in the student handbook page ______, you have the right to appeal the dismissal action in writing to the President of the University within five days after receipt of letter.

_____________________________               ______________________________
Director, WSON    Dean, WellStar College Health and Human Services

Date________________________   Date_____________________________


Revised 7/13
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing

EXAMINATION POLICY

1. Students are expected to adhere to principles of professional behavior and not receive and/or give any unauthorized assistance to other students.

2. Students will only be allowed to use resources, such as calculators, provided by the test proctor during examinations or as otherwise designated by the proctor, like referring to a certain textbook for open book examinations.

3. Suspected cheating noticed by a test proctor or a report of cheating by a student is a cause for initiation of misconduct charges.

4. The faculty will abide strictly by the rules for academic misconduct as stated in the Student Code of Conduct Regulations in the KSU catalog and student handbook.

5. Any assignment submitted for a grade in a course may be subject to electronic review for plagiarism.

6. Students will be expected to sign an honor code pledge before beginning an exam or submitting a graded assignment, i.e., term paper, project. A common pledge is “I have neither given nor received aid in the completion of this ______________ (examination, term paper, etc)”.

7. Students are to be seated at least every other seat in the classroom when possible.

8. Students may be given assigned seating as designated by exam proctor/faculty.

9. Students will need to present KSU Student Identification Card before the exam begins to validate their identity.

10. All book bags, books, papers, etc. must be placed under your seat or at a place designated by faculty/exam proctor and secured prior to the start of the examination. Cell phones and beepers must also be placed within your purse or book bag and “turned off”. Caps with visors and stocking caps are not to be worn during the exam period.

11. Students cannot consume food or drink during the exam period.

12. Exam answer sheets must be covered at all times with a provided cover sheet. No writing is allowed on this cover sheet.

13. Students must face forward during exams, thus using the seat’s attached working surface, if applicable.
14. Students will remain in their seat during an exam. If you have a question, raise your hand and the proctor will come to you.

15. Proctors will be in the examination room for all tests.

16. Proctors will walk around and observe students.

17. A student is not to do any writing along the margins of the examination, in between questions, or on the back of exam pages unless otherwise directed, i.e. medication calculations, short answer questions, essays.

Approved: Fall 2006
Reviewed 7/13, 2/14
Policy Statement Regarding the Use of Information Technology Skills in the Graduate Nursing Program

Education and clinical practice environments of today rely heavily on new information technologies. As never before, a variety of computer skills are essential for success. In the Graduate Nursing Program, we educate nontraditional students who may or may not have exposure to these new technologies. Below, we have outlined competencies vital to success in the program. The incoming student should compare his/her own existing competencies to the list. If the student identifies deficiencies, he/she has the option of learning how to use these tools prior to beginning the program. Alternatively and less desirably, the student can become acquainted with these tools during the first semester of the program. Due to fast pace of the program, it is highly recommended that the incoming student familiarize himself/herself with the skills listed below prior to the first day of classes. The Continuing Education Department of KSU offers beginning level, short courses in many of these areas. Some employers and most other colleges and universities offer similar courses.

SKILLS

I. Basic Skills
   A. Computer Terminology
      1. Terms such as hard drive, CPU, CDs, flash drives, data, downloading execution and program
   B. Operating System

II. Word Processing Skills
   A. Use of Word Processing Program
      1. Microsoft Office 2007 (or higher) recommended because it contains Microsoft Word (a common word processing program) and other useful programs such as PowerPoint
   B. Creating, saving, retrieving attachments
   C. Formatting a document
      1. Spacing, alignment, margins, tabs, tables, inserting graphics
   D. Manipulating text
      1. Font, size style, copy, cut and paste

III. Electronic Mail Skills
    A. Sending and receiving mail and files

IV. Research
    A. Accessing the Internet
    B. Navigating the Internet using a web browser
    C. Using search engines
    D. Searching databases related to health care and nursing for documents on a specific topic

V. Use of Presentation Technology
    A. PowerPoint (a presentation technology program in which you can create and present a slide show from the computer), slides, overhead transparencies and posters.
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>USEFULNESS</th>
<th>ADVANTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Chart documentation for credit</td>
<td></td>
</tr>
<tr>
<td>Electronic Mail</td>
<td>1. Ability to make class announcements outside</td>
<td>1. Fast and convenient.</td>
</tr>
<tr>
<td></td>
<td>class time.</td>
<td>2. Timely as related to announcements and assignments</td>
</tr>
<tr>
<td></td>
<td>2. Communicating with professors and peers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Passing information, documents, presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>between peers and professors.</td>
<td></td>
</tr>
<tr>
<td>Information on the Internet</td>
<td>to certain medical conditions or research.</td>
<td>2. Comprehensive.</td>
</tr>
<tr>
<td></td>
<td>sources such as the National Institutes of</td>
<td>4. Can be done from home.</td>
</tr>
<tr>
<td></td>
<td>Health and the CDC.</td>
<td></td>
</tr>
<tr>
<td>Searching Data Bases</td>
<td>1. High quality information from a wide variety</td>
<td>1. Fast and convenient.</td>
</tr>
<tr>
<td></td>
<td>of authorities.</td>
<td>2. Can be done from home.</td>
</tr>
<tr>
<td></td>
<td>2. Students will be introduced to the databases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>supported at KSU during the first week of class.</td>
<td></td>
</tr>
<tr>
<td>Presentation Technology</td>
<td>1. Professional quality classroom presentations.</td>
<td>1. More economical than slides.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Ability to easily edit or change work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Ability to transfer electronically via e-mail.</td>
</tr>
</tbody>
</table>
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

Guidelines
Classroom Use for Guest Speakers or External Groups

Issue: External Groups or presenters are invited to campus to provide a service to the KSU constituencies (faculty, students or staff groups). Currently these events take place without clear guidelines as to the person or persons responsible for setting up a visit and ensuring the KSU resources are protected.

Suggested Guidelines:

1. The individual or group must be extended an invitation to campus by a KSU constituency (i.e. KSU student organization, faculty member). Speakers seeking space without KSU sponsorship will be directed to the Department of Continuing Education, Sherrie Gentry (Ext. 6949 or sgentry@kennesaw.edu) for room rental at KSU Center, or University Events (Ext. 6252 or events@kennesaw.edu) for room rental in the Convocation Center.

2. Events sponsored by KSU – One person must take the lead and responsibility to ensure that the event is organized. Notification to the department chair by the constituent group, parking services, building security, and technology support is expected. Student sponsored events must have these efforts coordinated by the faculty adviser.

3. The Faculty Advisor will initiate finding the location for the event via University Events and providing notification to the department chair, parking, security and technology support. The Faculty Advisor will be the contact for any equipment or supplies shipped to campus for the event.

4. The Faculty Advisor will make arrangements to ensure the room is available, accessible if locked, and kept secure throughout the event. Mr. Gary Garner controls the key pad access to most rooms on campus (Ext. 6726, wgarner5@kennesaw.edu). If the room is set up with technology the room should remain locked when unattended. Technology needs should be directed to the System Support for the building. Any special technology needs should be coordinated with the Audio Visual Technology Services (Ext. 6057, avtstech@kennesaw.edu).

5. Rules regarding food and drink in the classroom are expected to be honored. Please do not violate.

6. After the event has concluded the equipment used should be turned off and the room left in good condition (trash placed into containers, chairs and tables return to their original location). The Faculty Advisor will be responsible or will have delegated the responsibility.

7. Meeting spaces on KSU are generally well used and over scheduled. Scheduling events at least two weeks in advance is essential.

Approved: 4/4/08
Reviewed 7/13
# International Physician Track Curriculum Plan

**Implemented Summer 2014***

*Track closed – Last class admitted Fall 2015*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Summer (Semester 1)</th>
<th>Fall (Semester 2)</th>
<th>Spring (Semester 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIST 2112 American History 3</td>
<td>NURS 3209 Holistic Nursing 6</td>
<td>NURS 3314 Mental Health 3</td>
</tr>
<tr>
<td></td>
<td>POLS 1101 American Gov’t 3</td>
<td>NURS 3309 Health Assess 3</td>
<td>NURS 3313 Adult Health 6</td>
</tr>
<tr>
<td></td>
<td>(May take bypass exam for HIST &amp; POLS)</td>
<td>NURS 3303 Pharmacology 3</td>
<td>NURS 3302 Ethics &amp; Profession. 3</td>
</tr>
<tr>
<td></td>
<td>BIOL 3317 Pathophysiology 3</td>
<td>Challenge NURS 7735 Advanced Health Assessment; NURS 7755 Advanced Pharmacology; NURS 7765 Advanced Pathophysiology</td>
<td>Challenge NURS 4414 Complex</td>
</tr>
<tr>
<td></td>
<td>NURS Elective 3</td>
<td>Free Elective 3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>15</td>
<td><strong>Total Hours</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Summer (Semester 4)</th>
<th>Fall (Semester 5)</th>
<th>Spring (Semester 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 3318 Parent Child 6</td>
<td>NURS 4412 Community 5</td>
<td>Take NCLEX (Must possess a valid Georgia RN license to start Residency)</td>
</tr>
<tr>
<td></td>
<td>NURS 4416 Leadership 3</td>
<td>NURS 4417 Clinical Practicum 4</td>
<td>NURS 7725 Theory 2</td>
</tr>
<tr>
<td></td>
<td>NURS 4414 Complex 3</td>
<td>NURS 7735 Adv. Health Assess. 4</td>
<td>NURS 8800 Common Adult 3</td>
</tr>
<tr>
<td></td>
<td>(if Challenge not passed)</td>
<td>NURS 7755 Adv. Pharmacology 2</td>
<td>NURS 8850 Residency I 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS 7765 Adv. Pathophysiology 2</td>
<td>NURS 7746 Research I 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(If Challenges not passed)</td>
<td>(if needed)</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>9-12</td>
<td><strong>Total Hours</strong></td>
<td>9-17</td>
</tr>
</tbody>
</table>

| Year 3 | Summer (Semester 7) | Fall (Semester 8) | |
|--------|---------------------|-------------------||
|        | NURS 8805 Common Child 3 | NURS 8830 Reproductive Health 2 | Take Certification Exam |
|        | NURS 8851 Residency II 4 | NURS 8852 Residency III 4 | Apply for APRN Licensure |
|        | NURS 7715 Role 2 | NURS 8853 Residency IV 4 | |
|        | | NURS 8854 Research II 2 | (if needed) |
| **Total Hours** | 9 | **Total Hours** | 12 |

This plan is based on the premise that students will be admitted in time to take the history and political science prerequisites in the summer prior to starting nursing courses. Lower Division Hours – 6; Total Nursing Undergraduate Hours – 54; Total Nursing Graduate Hours – 40 (with two research courses).

**Competency in US and Georgia History and US and Georgia Constitution** MUST BE COMPLETED PRIOR TO GRADUATE WITH THE BSN. Students must take POLS 1101 American Government and HIST 2112 American History at a Georgia institution to satisfy this requirement. On-campus Bypass or CLEP examinations may be taken to successfully satisfy the requirements for POLS 1101 and HIST 2112.
## Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

### SEMESTER SCHEDULE
MSN Curriculum

### WELLSTAR PRIMARY CARE NURSE PRACTITIONER CURRICULUM

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7715 - 2 hrs.</td>
<td>NURS 7725 - 2 hrs.</td>
</tr>
<tr>
<td>NURS 7735 - 4 hrs.</td>
<td>NURS 7746 - 2 hrs.</td>
</tr>
<tr>
<td>NURS 7755 - 2 hrs.</td>
<td>NURS 8800 - 3 hrs.</td>
</tr>
<tr>
<td>NURS 7765 - 2 hrs.</td>
<td>NURS 8850 - 4 hrs.</td>
</tr>
<tr>
<td>Residency - 90 hrs.</td>
<td>Residency - 135 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER SEMESTER</th>
<th>FALL SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 8805 - 3 hrs.</td>
<td>NURS 8830 - 2 hrs.</td>
</tr>
<tr>
<td>or</td>
<td>NURS 8852 - 4 hrs.</td>
</tr>
<tr>
<td>NURS 8815 - 3 hrs.</td>
<td>NURS 8853 - 4 hrs.</td>
</tr>
<tr>
<td>NURS 8851 - 4 hrs.</td>
<td>NURS 8854 - 2 hrs.</td>
</tr>
<tr>
<td>Residency - 135 hrs.</td>
<td>Residency - 270 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NURSING ADMINISTRATION AND TRANSFORMATIONAL LEADERSHIP TRACK PROGRAM CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>NURS 7793 - 4 hrs.</td>
</tr>
<tr>
<td>NURS 7796 - 4 hrs.</td>
</tr>
<tr>
<td>NURS 7745 - 4 hrs.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER SEMESTER</th>
<th>FALL SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7780 – 3 hrs.</td>
<td>NURS 7795 - 3 hrs.</td>
</tr>
<tr>
<td>NURS 7794 – 3 hrs.</td>
<td>NURS 8863 – 1-3 hrs. variable</td>
</tr>
<tr>
<td>NURS 8881 – 3 hrs.</td>
<td>NURS 8882 - 4 hrs.</td>
</tr>
<tr>
<td>Practicum - 90 hrs.</td>
<td>Practicum - 135 hrs.</td>
</tr>
</tbody>
</table>
**Admissions to this track suspended until Fall 2018.**

### Fall Semester
- NURS 7736 - 3 hrs.
- NURS 7745 - 4 hrs.
- NURS 7765 - 2 hrs.
- Practicum - 45 hrs.

### Spring Semester
- NURS 7747 - 3 hrs.
- NURS 7751 - 3 hrs.
- NURS 8873 - 4 hrs.
- Practicum - 135 hrs.

### Summer Semester
- NURS 7752 - 3 hrs.
- NURS 7753 - 3 hrs.
- NURS 8874 - 3 hrs.
- Practicum - 90 hrs.

### Fall Semester
- NURS 7755 - 2 hrs.
- NURS 7754 - 3 hrs.
- NURS 8875 - 4 hrs.
- NURS 8863 – 1-3 hrs. variable
- Practicum - 135 hrs.

Revised 7/13, 2/14, 6/14
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

LEGAL LIMITATIONS OF LICENSURE

**Graduate**

After completion of the requirements for the WellStar Primary Care Nurse Practitioner Program from the WellStar School of Nursing and with recommendation of the Associate Director, Graduate Nursing Program, graduates are eligible to take the American Nurses Credentialing Center and/or the American Academy of Nurse Practitioners National Certification Examination. Upon successful completion of one or both of the certification examinations, graduates may then apply for authorization from the Georgia Board of Nursing to practice as an advanced practice nurse.
NURSING ORGANIZATIONS

SIGMA THETA TAU

Sigma Theta Tau International, Honor Society of Nursing, is known worldwide for its prestige and excellence in the nursing profession. Kennesaw State University began a chapter of this organization, known as Mu Phi, on April 4, 1992. The purpose of the organization is to recognize superior achievement in nursing, to encourage leadership development, to foster high nursing standards and to strengthen the commitment to the ideals of the profession. Specific requirements are needed for membership.

Graduate Students must

- have completed ¼ of the nursing curriculum;
- have at least a GPA of 3.5 (based on a 4.0 grading scale);
- meet the expectation of academic integrity.
COMMITTEES

The Nursing students are encouraged to participate on WellStar School of Nursing Committees. The following is a list of committees in which graduate students participate and the responsibilities of the committees.

A. Bylaws Committee
   a. Purpose: To develop and maintain governance policies for the WSON.
   b. Responsibilities:
      1. Conduct elections for all committees in April for the following academic year.
      2. Review and develop proposals for amendment of the WSON bylaws as well as how they relate to University statutes.
      3. Review the WSON Faculty and Student Handbook annually and recommend revision(s) to the faculty at large when applicable.
      4. Review the WSON Faculty and Student handbooks for consistency with KSU policies.
      5. Review and recommend revision in representation on committees as necessary.
      6. Review and make recommendations regarding organizational charts of University, College and WSON and the role of faculty, administrators, professional staff, and students in the governance of the WSON according to the Comprehensive Evaluation Plan.
      7. Conduct a survey of WSON structure and governance with faculty and professional staff according to the Comprehensive Evaluation Plan.
      8. Assess faculty and professional staff input into program decisions to accomplish the WSON mission and goals.
      9. Generate reports according to the Comprehensive Evaluation Plan.
     10. Annually review committee notebooks for annual report and significant minutes.
   c. Membership:
      1. At least five (5) Full-Time Faculty Teaching in the WSON
      2. One (1) Undergraduate Student
      3. One (1) Graduate Student

B. Diversity Committee (Advisory)
   a. Purpose: To establish and maintain communication between WSON faculty and diverse students.
   b. Responsibilities:
      1. Assess the needs of diverse students* majoring in nursing in order to improve their admission, retention, and graduation.
      2. Offer support to diverse students majoring in nursing in order to improve their
admission, retention, and graduation.

*Diverse students are individuals who differ from dominant nursing population, such as race, ethnicity, religion, gender, socioeconomic status, and sexual orientation.

c. Membership:
   1. At least three (3) WSON Faculty members
   2. One (1) Undergraduate Student
   3. One (1) Graduate Student

C. Fiscal and Physical Resources Committee

   a. Purpose: To maintain communication between faculty of WSON and Administrators of WSON concerning the fiscal and physical resources of the WSON.

   b. Responsibilities:
      1. Provide input into WSON budget for planning, implementing, and assessing programs, activities, faculty workload, and equipment related to the WSON mission, philosophy, and goals.
      2. Review purchase suggestions for equipment and learning materials from faculty and students and make recommendations to appropriate funding source for purchase.
      3. Monitor adequacy of physical resources, space, and equipment and make recommendations for changes.
      4. Review number and utilization of faculty appropriate to WSON mission and goals.
      5. Investigate external funding resources.
      6. Conduct surveys with faculty, professional staff, and students to assess adequacy of physical resources such as offices, equipment, classroom, and laboratory space to enable the accomplishment of WSON mission and goals.
      7. Review faculty and professional staff salary structure and compare with other comparable regional nursing programs for equity and parity.
      8. Generate reports and recommendations according to the Comprehensive Evaluation Plan.
      9. Review the library, computer software, and learning resources for currency, comprehensiveness, and appropriateness in supporting the WSON mission and goals.
      10. Review the accessibility and availability of library and learning resources by faculty and students.
      11. Conduct a survey with the faculty and students as to the resources and services of the library and learning resources center annually.
      12. Review procedures for the selection and purchase of learning resources.
      13. Review library and learning resource center policies to assure the meeting of the majority of the students, faculty, and staff needs.

   c. Membership
      1. At least three (3) Faculty members of the WSON
      2. One (1) Undergraduate Student
3. One (1) Graduate Student
4. Library Resources Representative (ex officio)
5. Learning Resource Center Coordinators (ex officio)
6. Systems Support Specialist
7. Director of WSON (ex officio)

Section 2: Graduate (MSN) Standing Committees

Standing committees of the MSN Graduate Program are:
- MSN Admissions, Progression, and Retention Committee
- Graduate Curriculum and Program Evaluation Committee
- MSN Student Advisory Committee

A. MSN Admissions, Progression, and Retention Committee

a. Purpose: To establish, apply and evaluate the Admission, Progression and Retention policies for the WSON Graduate MSN programs and tracks.

b. Responsibilities:
   1. Review annually and on an as needed basis the admission, progression, and readmission policies of each program.
   2. Review statistics on the numbers of applications received, numbers of students accepted, and numbers of enrolled and the demographic characteristics of the application pool and those accepted for admission.
   3. Review student requests for readmission into the clinical sequence of the program.
   4. Review aggregate data of Graduate MSN cohort classes for meeting completion and graduation outcomes.
   5. Review all Admissions & Progression policies of the WSON for accessibility, consistency with University policies, and clarity as outlined in the Comprehensive Evaluation Plan.
   6. Review all student Admission, Progression, and Retention policies of the University and WSON for their relation to the mission, philosophy, and goals of the WSON and University.
   7. Generate reports and recommendations according to Comprehensive Evaluation Plan.

c. Membership:
   1. Associate Director Graduate Nursing Program (ex-officio)
   2. At least three (3) graduate faculty:
      a) Program Coordinator for WellStar Primary Care Nurse Practitioner Program
      b) Program Coordinator for Nursing Administration & Transformational Leadership
      c) Program Coordinator for Nursing Education Leadership
   3. Academic Associate Graduate Student Services (ex officio)
B. Graduate (MSN) Curriculum and Program Evaluation Committee

a. Purpose: The purpose of this committee is to develop, review and evaluate the graduate curricula in accordance with the Graduate MSN program assessment plans and national standards and guidelines.

b. Responsibilities:
1. Review and approve course and program proposals for the Graduate MSN programs.
2. Present proposals for curriculum decision making to the WSON faculty.
3. Assess the Graduate MSN curricula for congruency between the University, College, and WSON philosophy, strategic plan, student learning outcomes and Graduate MSN program outcomes.
4. Assess WSON philosophy, mission, and goals for consistency with professional nursing standards, guidelines, and the needs of the community of interest, and that courses in each track are logically organized, sequenced, and internally consistent.
5. Assess the MSN curricula and courses to determine that program objectives are met, courses are built on prerequisites, and course objectives reflect course content.
6. Evaluate clinical resources for congruence with the WSON philosophy, mission, and goals.
7. Work in conjunction with the undergraduate program evaluation committee to periodically review the evaluation process for congruency with the comprehensive evaluation plan, the WCHHS and WSON philosophy and strategic plan, and accreditation criteria (CCNE and SACS).
8. Establish and maintain the timeline for collection, analysis, and reporting of Graduate MSN program evaluation data
9. Develop and maintain a process for collection and storing of graduate program evaluation data in appropriate databases. Evaluate survey instruments, interview tools, and processes used to collect program data based on the total assessment blueprint.
10. Participate in program review activities and the compilation of the annual assessment report.

Changes in Curriculum

New course offerings, course deletions, and changes in requirements or curricula for the Graduate MSN program must go through an approval process as identified by the Graduate Policies and Curriculum Committee (GPCC).
http://www.kennesaw.edu/gpcc/procedures.html
a) Faculty of the Graduate MSN nursing program may propose changes.
b) To begin the process, faculty must log in to Curriculog and submit the online information. Prior to gaining access to Curriculog, faculty must complete the online training. Below is the link to information and access to the curriculum management process:
http://www.kennesaw.edu/curriculum/curriculog.html
c) Once information is submitted online, proposals are reviewed by the Graduate Curriculum and Program Evaluation Committee (CPEC).
d) Proposals must be available to CPEC committee members at least one week prior to scheduled meeting for discussion and vote.
e) A majority of voting members of the CPEC is required to approve and adopt proposals.

f) Once CPEC approves a proposal, the curriculum chair will present the course to the graduate faculty for discussion. A majority of eligible voting members of the Graduate MSN faculty are required to approve and adopt proposals.

g) The online process continues with approval from the Director of the WellStar School of Nursing, the WellStar College of Health and Human Services College Curriculum Committee, and the Dean of the WellStar College of Health and Human Services.

h) Once approval is completed by the school and college, approval must be obtained through the Graduate Policies and Curriculum Committee (GPCC). Chair of the Graduate Curriculum Committee is responsible to ensure all steps of the process are completed.

i) The GPCC then obtains final approval from the Provost and Vice President for academic Affairs and President.

b. **Membership:**
   1. At least four (4) graduate faculty (at least one each from the WPCNP and Advanced Care Management and Leadership (ACML), programs.
   2. Associate Director, Graduate Nursing Program (ex officio)
   3. Two (2) graduate students. (one WPCNP and one ACML)

C. **MSN Student Advisory Committee**

a. **Purpose:** To promote dialogue between faculty and students by addressing student concerns and issues related to the WSON Programs.

b. **Responsibilities:**
   1. Organize and conduct annual meetings with Graduate MSN WSON students to elicit input on prospective issues and concerns.
   2. Provide clarification and rationale on issues presented by students during these meetings.
   3. Generate reports and recommendations according to the Comprehensive Evaluation Plan.

c. **Memberships:**
   1. Associate Director Graduate Nursing Programs (ex officio)
   2. At least two (2) Faculty Teaching at the Graduate Level
   3. Academic Associate Graduate Student Services (ex officio)
   4. All Graduate Students are invited

**References**


Revised and Accepted: 11/19/01
Revised: 07/08, 07/09, 07/10, 10/10, 7/13, 8/14, 4/15

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WHERE TO FIND INFORMATION ON SCHOLARSHIPS

Website:  www.kennesaw.edu/scholarships

The Kennesaw State University Graduate Catalog includes information on Financial Aid.
Graduation Expenses

Each year the graduating students are surprised at the cost of graduating! The following will give students an ESTIMATE of the expense.

**Costs**

<table>
<thead>
<tr>
<th>Pictures (Basic)</th>
<th>Vary each year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>$ 0.00 (mailed only)</td>
</tr>
<tr>
<td>Gowns GDN</td>
<td>$ 84.11 Rental Charge</td>
</tr>
<tr>
<td>Petition Fee</td>
<td>$ 50.00</td>
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<tr>
<td>Graduate</td>
<td>$ 50.00</td>
</tr>
<tr>
<td>ANCC Exam</td>
<td>$400.00 (approx.)</td>
</tr>
<tr>
<td>AANP</td>
<td>$400.00 (approx.)</td>
</tr>
<tr>
<td>Nurse Educator</td>
<td>$400.00 (approx.)</td>
</tr>
<tr>
<td>Malpractice Insurance</td>
<td>$38.00/semester</td>
</tr>
</tbody>
</table>

**Prices subject to change**
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

WellStar School of Nursing Assessment Plan
for the Baccalaureate of Science in Nursing Program
and Graduate Degree Nursing Programs

Philosophy of Assessment

Assessment of program outcomes has always been an expectation of programs of nursing education. The most widely used instruments of assessment have been the registered nurse licensing examination, the National Council Licensing Examination (NCLEX), which all graduates must pass to be employable in the field of nursing; and the nurse practitioner/advanced practice certification exams, such as those sponsored by American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP). All nurse practitioner graduates must pass the certification exam in order to be credentialed for advanced nursing practice within the State of Georgia. In Fall 1988, Secretary of Education William Bennett issued an executive order requiring all federally approved accreditation organizations to include in their criteria for accreditation evidence of outcomes (US Department of Education, 1988). As a result, accrediting bodies such as the National League for Nursing (NLN) Accrediting Commission and the Commission on Collegiate Nursing Education (CCNE) outlined criteria for the assessment of program outcomes within their guidelines for the evaluation of nursing programs.

For the purposes of higher education, assessment is the systematic collection, review, and reflection upon educational programs and is focused on improving student learning and development (Hernon, Dugan & Schwartz, 2006; Palomba & Banta, 2001; Palomba & Banta, 1999). The Kennesaw State University (KSU) WellStar School of Nursing (WSON) mission, philosophy, goals, and program outcomes are intimately linked to the WSON’s assessment plan. The primary purpose of the plan is to foster program improvement. The plan directs faculty to ascertain program strengths and areas for improvement in order to enhance program effectiveness in meeting the needs of the student and the community. A secondary purpose of the plan is the continual evaluation and refinement of assessment strategies to assure the most appropriate means of assessment of outcomes.

Assessment Process

The assessment process is a collaborative process that involves faculty, staff, students, and the professional community. This process should be regularly examined for utility, feasibility, propriety, accuracy, continuity, and flexibility (Palomba & Banta, 1999). The continuous quality improvement cycle for the KSU WSON Assessment Plan is outlined in Figure A. In spring 2001, the WSON faculty, after an extensive review of the entire curriculum for both the undergraduate and graduate programs in preparation for an accreditation visit, established a comprehensive evaluation plan with evaluation criteria, phases for data collection, analysis and synthesis of recommendation and decision-making. In addition, the “Total Assessment Blueprint” (TAB) for each program was created that revolves entirely around the expected outcomes of graduates from each nursing program. The plan clearly articulates the
means of assessment with statements of expectation, the time frame and party responsible for data
collection, data analysis and reporting, as well as the use of results for continuous quality improvement.

The Graduate Curriculum and Program Evaluation Committee is the oversight body that ensures the
plan is being followed and receives information from various committees on surveys, testing program
(BSN program only), and other summary and evaluative reports to summarize, evaluate, and present
to the faculty with recommendations for continuous quality improvement. Specific responsibilities for
the Programs Assessment Committee and various committees are outlined in the WSON Bylaws.

**Assessment Methods (Total Assessment Blueprints)**

The faculty believes that program outcomes are best assessed by using multiple assessment measures.
Program outcomes and the various assessment methods are correlated in Table A for the Baccalaureate
Nursing Program, Table B for the WellStar Primary Care Nurse Practitioner Program, and Table C for
the MSN in Advanced Care Management and Leadership Program. The WSON faculty has carefully
selected a variety of methods and approaches to assess end of program outcomes.

Annual review of the appropriateness of assessment methods with regard to validity and reliability is an
essential part of the continuous quality improvement cycle of the KSU WSON Assessment Plan. The
Programs Evaluation Committee and its committees review each of the assessment methods annually or
more frequently if necessary to determine their effectiveness.

**Methods Used by Both the Undergraduate and Graduate Master’s Programs**

The following assessment methods are common to both undergraduate and graduate programs:

**Exit Survey.** Undergraduate nursing students who are in their last semester of the nursing program are
surveyed electronically by an assessment instrument that has been created by Educational
Benchmarking Inc. (EBI). This instrument is based on the American Association of Colleges of
Furthermore, the section of the assessment titled “Learning Outcomes” has been clearly linked to the
KSU Undergraduate Program Outcomes. This national benchmarking assessment supports the
Commission on Collegiate Nursing Education’s accreditation efforts to show continuous improvement
and provides information to effectively make improvements to the program. The standard analysis
includes a three-way benchmarking comparative analysis with: six self-selected peer and/or aspirant
schools; all schools in the same Carnegie classification; and all participating schools. This information
is valuable so comparisons can be drawn not only with subsequent classes, but using the EBI alumni
survey; each class self-evaluates the same program outcomes at the one-year post-graduation mark.
Results are tabulated by EBI and analyzed by the Survey Committee. Results and findings are
presented annually to the faculty regarding potential curricular implications.

Graduate students who are in their last semester of any one of the master’s programs are assessed with
a survey form which is based on the end of program outcomes. Students evaluate their current
perceptions and abilities in meeting the outlined program outcomes. This information will be of value
so comparisons can be drawn not only with subsequent classes, but using the alumni survey; each class
self-evaluates the same program outcomes at the one-year post-graduation mark. Results are tabulated
and analyzed by the Survey Committee. Results and findings are presented annually to the faculty regarding potential curricular implications.

**Alumni Survey.** Undergraduate nursing students who are one year post-graduation of the nursing program are surveyed electronically by an assessment instrument that has been created by EBI. Again, this instrument is based on the American Association of Colleges of Nursing (2008) *Essentials for Baccalaureate Education for Professional Nursing Practice.*

Graduates of all three masters programs are surveyed one year post-graduation with a survey form based on the end of program outcomes. The rationale for surveying alumni is to gain perspective about their professional practice and to ask them to evaluate more realistically their preparation for clinical practice. Results are tabulated and analyzed by the Survey Committee. Results and findings are presented annually to the faculty regarding potential curricular implications.

**Employer Survey.** Employers of graduates from the undergraduate program are asked to evaluate the KSU WSON graduate one year post-graduation with a survey form based on the end of program outcomes. The faculty believes that evaluation by the employer provides data regarding overall satisfaction with the WSON program and information about the graduates’ abilities. Results are tabulated and analyzed by the Survey Committee. Results and findings are presented annually to the faculty regarding potential curricular implications.

The employers of graduates of all three master’s programs are asked to evaluate the KSU WSON graduate one year post-graduation with a survey form based on the end of program outcomes. The faculty believes that evaluation by the employer or direct supervisor provides data regarding overall satisfaction with the WSON program and information about the graduates’ abilities. Results are tabulated and analyzed by the Survey Committee. Results and findings are presented annually to the faculty regarding potential curricular implications.

**Methods Used by the Graduate Programs**

The following assessment method is used only by the master’s programs:

**Nurse Practitioner National Certification Examination Pass Rates.** This assessment approach has been used by the WellStar Primary Care Nurse Practitioner Program since inception in 1996. In the State of Georgia, nurse practitioners must submit to a credentialing process that includes reporting a passing score from the examination of one of two nationally recognized certification bodies to the Georgia Board of Nursing. Although both of these certifying bodies, the American Academy of Nurse Practitioners (AANP) and the American Nurses Credentialing Center (ANCC), now report aggregate scores to nursing programs, many graduates sit for both exams making aggregate score data difficult to interpret. Therefore, the WellStar Primary Care Nurse Practitioner program must contact each graduate to determine if the graduate passed one or both exams. This information is then verified utilizing data published by the Georgia Board of Nursing and other state boards. A small number of graduates do not elect to take the examinations or are not reachable. For those who we are able to contact and who take the examination, the pass rate on at least one of two of these examinations is 99-100% within one year of graduation. Results are compiled by the administrative team, and examined and presented to the faculty by the Graduate Curriculum and Program Evaluation Committee annually to discuss any potential curricular implications.
**Final Examination Scores** This assessment approach has been implemented in the various MSN programs (refer to specific program blueprint for courses using this approach). Mean scores are evaluated to ensure that a grade of B is maintained during specified timeframes during the program. The faculty believes that significant mastery of the content should be achieved at specified levels in the program. Results are examined by the Graduate Curriculum and Program Evaluation Committee and presented to the faculty annually regarding potential curricular implications.

**Scholarly Papers/Projects/Research Proposals** This assessment approach has been implemented in the various MSN programs (refer to specific program blueprint for courses using this approach). Because learning principles and concepts are threaded throughout the program’s curriculum, mean scores are compiled to ensure that the aggregate of students earn a minimum grade of B on scholarly papers, projects, and assignments as outlined in the blueprint. Results are examined by the Graduate Curriculum and Program Evaluation Committee and presented to the faculty annually regarding potential curricular implications.
Reference


4/12_PAC/updated

Revised 7/13, 2/14
Figure A: WellStar School of Nursing Total Assessment Blueprint Plan
Continuous Quality Improvement Cycle

PROGRAM OUTCOMES & EXPECTED RESULTS¹

THE INSTRUCTIONAL PROGRAM²

ASSESSMENT APPROACHES AND MEASURES
Examples:
- TESTING PROCESS
- SURVEY PROCESS

ADMINISTRATION OF ASSESSMENT APPROACHES YIELDING ACTUAL RESULTS³

DATA ANALYSIS BY FACULTY OF EXPECTED RESULTS VS ACTUAL RESULTS AT SPECIFIED INTERVALS⁴

RECOMMENDATIONS FOR CHANGE⁵
- PROGRAM OUTCOMES
- EXPECTED RESULTS
- INSTRUCTIONAL PROGRAM
- METHODS OF ASSESSMENT

¹ What KSU expects students to know and be able to do when they complete the specified nursing program. Outcome criteria are defined in the total assessment blueprints for each program.

² Classroom, clinical, and other curricular experiences that comprise the students' educational experience in nursing.

³ Selected formative and summative methods of evaluating student and program achievement of outcomes.

⁴ Analysis of collected data (expected results vs. actual results) at specified intervals to determine achievement of outcomes and effectiveness of assessment approaches.

⁵ Adjustments in system based on analysis of data. Minor changes in specific courses based on formative data. Summative data may result in changes in admission criteria or program structure.
## Kennesaw State University
### MSN in Advanced Care Management and Leadership
### TOTAL ASSESSMENT BLUEPRINT (In the process of being updated)

<table>
<thead>
<tr>
<th>End of Program Outcomes</th>
<th>Means of Assessment: Criteria</th>
<th>Time Frame &amp; Party Responsible for Data Collection</th>
<th>Responsible Party for Data Analysis &amp; Report Deadline Date</th>
<th>Assessment Results of Use of Results CQI &amp; Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The Graduate will have achieved an understanding of a variety of ethical systems, the importance of ethics in health care and the ability to infuse them into the organizational culture.</td>
<td>A. Alumni Survey: Minimum acceptable average score is a 3.0.</td>
<td>A. Collected by Survey/ Focus Group Committee within one year, three years, and five years post-graduation.</td>
<td>A. Survey/ Focus Group Committee submits report by September to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<tr>
<td></td>
<td>B. Employer Survey: Minimum acceptable average score is a 3.0.</td>
<td>B. Collected by Survey/ Focus Group Committee within one year, three years, and five years post-graduation.</td>
<td>B. Survey/ Focus Group Committee submits report by February to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<tr>
<td></td>
<td>C. Graduating Student Survey: Minimum acceptable average score is a 3.0.</td>
<td>C. Collected by Course Coordinator during the leadership project course (8863) each Fall Semester.</td>
<td>C. Survey/ Focus Group Committee submits report by February to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<tr>
<td></td>
<td>D. 90% of students earn a minimum grade of 91 (A) better on NURS 7780 scholarly paper/presentation assignment.</td>
<td>D. Collected by NURS 7780 Course Coordinator each Spring Semester.</td>
<td>D. Program Assessment Committee submits report each September to Faculty, &amp; WSON Chair.</td>
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<td>End of Program Outcomes</td>
<td>Means of Assessment: Criteria</td>
<td>Time Frame &amp; Party Responsible for Data Collection</td>
<td>Responsible Party for Data Analysis &amp; Report Deadline Date</td>
<td>Assessment Results</td>
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<tr>
<td>2) The Graduate will possess the ability to anticipate, recognize, and resolve organizational problems in responsible and ethical ways.</td>
<td>A. Alumni Survey: Minimum acceptable average score is a 3.0.</td>
<td>A. Collected by Survey/ Focus Group Committee within one year, three years, and five years post-graduation.</td>
<td>A. Survey/Focus Group Committee submits report by September to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<td>B. Employer Survey: Minimum acceptable average score is a 3.0.</td>
<td>B. Collected by Survey/ Focus Group Committee within one year, three years, and five years, post-graduation.</td>
<td>B. Survey/Focus Group Committee submits report by February to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<td>C. Graduating Student Survey: Minimum acceptable average score is a 3.0.</td>
<td>C. Collected by NURS 8863 Course Coordinator each Fall semester</td>
<td>C. Survey/Focus Group Committee submits report by February to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<tr>
<td></td>
<td>D. 90% of students earn a minimum grade of 91 (A) better on NURS 7780 scholarly paper/presentation assignment.</td>
<td>D. Collected by NURS 7780 Course Coordinator each Spring Semester.</td>
<td>D. Program Assessment Committee submits report each September to Faculty, &amp; WSON Chair.</td>
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<tr>
<td>End of Program Outcomes</td>
<td>Means of Assessment: Criteria</td>
<td>Time Frame &amp; Party Responsible for Data Collection</td>
<td>Responsible Party for Data Analysis &amp; Report Deadline Date</td>
<td>Assessment Results</td>
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<td>3) The Graduate will have achieved an understanding of and possess a commitment to human resource management within a health care organization.</td>
<td>A. Alumni Survey: Minimum acceptable average score is a 3.0.</td>
<td>A. Collected by Survey/Focus Group Committee within one year, three years, and five years post-graduation.</td>
<td>A. Survey/Focus Group Committee submits report by September to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<td>B. Employer Survey: Minimum acceptable average score is a 3.0.</td>
<td>B. Collected by Survey/Focus Group Committee within one year, three years, and five years, post-graduation.</td>
<td>B. Survey/Focus Group Committee submits report by February to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<td>C. Graduating Student Survey: Minimum acceptable average score is a 3.0.</td>
<td>C. Collected by NURS 8863 Course Coordinator each Fall Semester.</td>
<td>C. Survey/Focus Group Committee submits report by February to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<td></td>
<td>D. 90% of the students enrolled NURS 8862 earn a minimum of 91 (A) Financial and Human Resource Management for APN’s Module assignment.</td>
<td>D. Collected by NURS 8862 Course Coordinator each Fall Semester.</td>
<td>D. Program Assessment Committee submits report each September to Faculty, &amp; WSON Chair.</td>
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<td>End of Program Outcomes</td>
<td>Means of Assessment: Criteria</td>
<td>Time Frame &amp; Party Responsible for Data Collection</td>
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<td>Assessment Results</td>
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<tr>
<td>4) The Graduate will have acquired the knowledge and skills needed to oversee budgets and participate in financial planning.</td>
<td>A. Alumni Survey: Minimum acceptable average score is a 3.0.</td>
<td>A. Collected by Survey/ Focus Group Committee within one year, three years, and five years post-graduation.</td>
<td>A. Survey/Focus Group Committee submits report by September to Programs Assessment Committee, Faculty Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<td>B. Employer Survey: Minimum acceptable average score is a 3.0.</td>
<td>B. Collected by Survey/ Focus Group Committee within one year, three years, and five years, post-graduation.</td>
<td>B. Survey/Focus Group Committee submits report by February to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<td>C. Graduating Student Survey: Minimum acceptable average score is a 3.0.</td>
<td>C. Collected by NURS 8863 Course Coordinators each Fall Semester.</td>
<td>C. Survey/Focus Group Committee submits report by February to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<td>D. 90% of the students enrolled NURS 8862 earn a minimum of 91 (A) Financial and Human Resource Management for APN’s Module assignment</td>
<td>D. Collected by NURS 8862 Course Coordinator each Fall Semester.</td>
<td>D. Program Assessment Committee submits report each September to Faculty, &amp; WSON Chair.</td>
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<tr>
<td>5) The Graduate will possess the ability to evaluate, utilize, and conduct various types of research.</td>
<td>A. Alumni Survey: Minimum acceptable average score is a 3.0.</td>
<td>A. Collected by Survey/ Focus Group Committee within one year, three years, and five years post-graduation.</td>
<td>A. Survey/Focus Group Committee submits report by September to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<td>D. 90% of students earn a minimum grade of 91 (A) on NURS 8863 Advanced Care Management Leadership Project.</td>
<td>D. Collected by Course Coordinator NUR 8863 each Fall Semester.</td>
<td>D. Program Assessment Committee submits report each September to Faculty, &amp; WSON Chair.</td>
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<td>End of Program Outcomes</td>
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<td>6) The Graduate will have achieved competence in the utilization of information resources and analytical tools including qualitative and quantitative analysis, logic, and reasoning to predict and solve organizational problems.</td>
<td>A. Alumni Survey: Minimum acceptable average score is a 3.0.</td>
<td>A. Collected by Survey/Focus Group Committee within one year, three years, and five years post-graduation.</td>
<td>A. Survey/Focus Group Committee submits report by September to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<td>D. 90% of students earn a minimum grade of 91 (A) on NURS 8863 Advanced Care Management Leadership Project.</td>
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<tr>
<td>7) The Graduate will possess the ability to provide culturally competent age specific care to diverse patients based on a strong theoretical and research foundation, thereby improving health care delivery and patient outcomes.</td>
<td>A. Alumni Survey: Minimum acceptable average score is a 3.0.</td>
<td>A. Collected by Survey/ Focus Group Committee within one year, three years, and five years post-graduation.</td>
<td>A. Survey/Focus Group Committee submits report by September to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
<td>A.</td>
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<td></td>
<td>B. Employer Survey: Minimum acceptable average score is a 3.0.</td>
<td>B. Collected by Survey/ Focus Group Committee within one year, three years, and five years post-graduation.</td>
<td>B. Survey/Focus Group Committee submits report by February to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<td>C. Graduating Student Survey: Minimum acceptable average score is a 3.0.</td>
<td>C. Collected by NURS 8863 Course Coordinators each Fall Semester.</td>
<td>C. Survey/Focus Group Committee submits report by February to Programs Assessment Committee, Faculty, Graduate Nursing Programs Director, &amp; WSON Chair.</td>
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<td>D. National Clinical Specialist Certification Examination. Pass rate of 90% within one year of graduation (clinical nurse specialist graduates only).</td>
<td>D. Collected by Graduate Nursing Programs Director within one year post-graduation.</td>
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<td>8) The Graduate will have achieved an understanding of normal and abnormal physiological responses to pertinent pathologic conditions in order to successfully intervene and improve patient care outcomes.</td>
<td>A. Alumni Survey: Minimum acceptable average score is a 3.0.</td>
<td>A. Collected by Survey/ Focus Group Committee within one year, three years, and five years post-graduation.</td>
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<td>E. 90% of the students earn a minimum of 91 (A) on NURS 7765 final examination.</td>
<td>E. Collected by NURS 7765 Course Coordinator each Fall Semester.</td>
<td>E. Program Assessment Committee submits report each September to Faculty, &amp; WSON Chair.</td>
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<td>9) The Graduate will have achieved an understanding of pharmacological principles, including pharmacokinetics and pharmacodynamics, in order to improve patient care outcomes.</td>
<td>A. Alumni Survey: Minimum acceptable average score is a 3.0.</td>
<td>A. Collected by Survey/ Focus Group Committee within one year, three years, and five years post-graduation.</td>
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<td>C. Graduating Student Survey: Minimum acceptable average score is a 3.0.</td>
<td>C. Collected by NURS 8863 Course Coordinators each Fall Semester.</td>
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<td>D. National Clinical Specialist Certification Examination. Pass rate of 90% within one year of graduation (clinical specialist graduates only).</td>
<td>D. Collected by Graduate Nursing Programs Director within one year post-graduation.</td>
<td>D. Program Assessment Committee submits report each September to Faculty, &amp; WSON Chair.</td>
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<td>E. 90% of the students earn a minimum of 91 (A) on NURS 7755 final examination.</td>
<td>E. Collected by NURS 7755 Course Coordinator each Fall Semester.</td>
<td>E. Program Assessment Committee submits report each September to Faculty, &amp; WSON Chair.</td>
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<td>10) The Graduate will demonstrate leadership in roles as divergent as clinician, educator, advocate, and manager in a variety of areas such as practice, education, and community health programs by influencing health care delivery systems as shaped by health care policy and societal norms and expectations.</td>
<td>A. Alumni Survey: Minimum acceptable average score is a 3.0.</td>
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<td>D. National Clinical Nurse Specialist Certification Examination: Pass rate of 90% within one year of graduation (clinical nurse specialist graduates only). Certified Nurse Educator Examination: Pass rate of 90% within one year of graduation (education track graduates only).</td>
<td>D. Collected by Graduate Nursing Programs Director within one year post-graduation.</td>
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<td>E. 90% of Advanced Care Leadership students earn a minimum grade of 91 (A) on each of the Advanced Care Leadership Practicum Courses (NURS 8860; 8861; 8862) scholarly paper/project assignments. 90% of Nursing Education Leadership students earn a minimum grade of 91 (A) on each of the Education Leadership Practicum Courses (NURS 8870; 8871; 8872) scholarly paper/project assignments.</td>
<td>E. Collected by Course Coordinators NURS 8860; NURS 8870 (Spring); NURS 8861; NURS 8871 (Summer); NURS 8862; NURS 8872 (Fall)</td>
<td>E. Program Assessment Committee submits report each September to Faculty, &amp; WSON Chair.</td>
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Reviewed 7/13 (In the process of being updated)
Kennesaw State University  
WellStar Primary Care Nurse Practitioner Program  
TOTAL ASSESSMENT BLUEPRINT (In the process of being updated)

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| 1) The Graduate is able to provide culturally competent primary care to diverse patients based on a strong theoretical and research foundation; thereby improving health care delivery and patient care outcomes. | A. National Certification Examination: Pass rate of 90% within one year of graduation.  
B. Alumni Survey: Minimum acceptable average score is 3.0.  
C. Employer Survey: Minimum acceptable average score is 3.0.  
D. Graduating Student Survey: Minimum acceptable average score is 3.0. | A. Collected by Graduate Nursing Programs Director within one year and five years of graduation.  
B. Collected by Survey/Focus Group Committee within one year and five years post-graduation.  
C. Collected by Survey/Focus Group Committee within one year and five years post-graduation.  
D. Collected by Course Coordinator during the last clinical course (NURS 8853) each Fall Semester. | A. Programs Assessment Committee submits report each September to Faculty & WSON Chair.  
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C. Survey/Focus Group Committee submits report by September to Program Assessment Committee, Faculty, Graduate Nursing Programs Director, & WSON Chair.  
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| 2) The graduate is able to use critical thinking, clinical judgment skills and ethics to make safe independent and interdependent clinical decisions, incorporating principles of health promotion, assessment, diagnosis and management of patient potential and actual health care problems in a variety of settings. | A. National Certification Examination: Pass rate of 90% within one year of graduation. 
B. Alumni Survey: Minimum acceptable average score is a 3.0. 
C. Employer Survey: Minimum acceptable average score is 3.0. 
D. Graduating Student Survey: Minimum acceptable average score is 3.0. | A. Collected by Graduate Nursing Programs Director within one year and five years of graduation. 
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<td>3) The graduate is able to utilize therapeutic and professional communication techniques with patients, colleagues and other health care professionals in order to facilitate patient self-care, coordinate services, and secure consultations and referrals using advanced information and communication technologies when appropriate.</td>
<td>A. National Certification Examination: Pass rate of 90% within one year of graduation.</td>
<td>A. Collected by Graduate Nursing Programs Director within one year and five years of graduation.</td>
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4) The graduate is able to assume the role of the advanced practice nurse by demonstrating accountability for the quality of one’s own practice, engaging in professional activities, advocating for change, and working effectively in interdisciplinary relationships.

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<td>5) The graduate is able to demonstrate leadership in roles as divergent as clinician, educator, advocate, and manager in a variety of areas such as education, practice and community health programs by influencing health care delivery systems as shaped by health care policy and societal norms and expectations.</td>
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(In the process of being updated)
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing
Master of Science in Nursing

THESIS/RESEARCH PROJECT GUIDELINES

Fall 2011, Revised Fall 2012, Revised Fall 2013, Revised Fall 2014, Spring 2015
THESIS/RESEARCH PROJECT GUIDELINES

This document presents the essential information needed for an MSN student to initiate a research project that will lead to development of a Master’s Thesis or research project in the WellStar School of Nursing at Kennesaw State University.

Steps in the Thesis/Research Project Process

1. Development of Research Topic: Students will select a research topic and designate a faculty chairperson during the first semester of the MSN program. Students will begin to develop a research proposal during the first semester and complete the proposal in the second semester of the MSN program. Appendix A provides a timeline outlining the responsibilities of the student and faculty chairperson/second reader and delineates specific components of the research proposal and activities to be completed during each semester. Students are encouraged to work on the project on an ongoing and continuous basis. However, data collection for the thesis/research project may not begin until IRB approval is obtained.

2. Registration for NURS 8863 Thesis/Research Project: Students who complete both NURS 7745 and 7747 are eligible to register for this course. A minimum of three (3) capstone project hours is required to meet graduation requirements. A passing grade will be given for 3 semester hours when the thesis/research project is completed and defended. If a student has not completed/defended the thesis/research project during the first capstone course, he/she will be assigned a grade of IP and will be allowed to re-enroll in the course until the thesis/research project is complete.

3. Thesis/Research Project Direction: Students who conduct a thesis are required to have a chairperson and a “second reader”. Students who conduct a research project are required to have a chairperson only. Chairpersons and second readers are graduate nursing faculty (those with a terminal degree: PhD, DNSc, DNS, ND, EdD) who will guide the graduate student in the development, implementation, and evaluation of the entire research process. (Graduate nursing faculty who are pursuing a terminal degree and possess special expertise in the student’s area of study may also serve as a second reader) Students may also seek consultation from graduate faculty from other departments at Kennesaw State University or educational institutions. The committee should be established within four weeks of starting the MSN program.

The student is responsible for identifying a chairperson who is a member of the graduate faculty, has a compatible working relationship with the student, and has interest/expertise in the topic and/or methodology of the study. The student should discuss the selection of a second reader with the chairperson prior to naming that faculty member. The student should provide faculty research advisors with a tentative timeline for the project when asking them to serve. If, for any reason, a faculty member must step down as a faculty research advisor, it is the responsibility of the student to collaborate with the chairperson (or designee) to find a replacement. The student will have the chairperson and second reader (if required) sign the Request for Approval of Thesis/Dissertation Committee Form (Appendix B). The chairperson will forward the Request for Approval of Thesis/Dissertation Committee Form (Appendix B) to the Associate Director of the MSN program to complete the signature process. Once all signatures are obtained, the form will be submitted to the Graduate College and a copy will be placed in the student’s file.

4. Development of Research Proposal: Chapters 1, 2, & 3 (considered the research proposal) should be written according to the suggested guidelines included in this document (Appendices C & D). The proposal prepared during the first two semesters of the MSN program should be reviewed and refined with input from the chairperson and second reader (if required). It is imperative that the student elicits the chairperson’s feedback on the proposed study.

5. Proposal Defense Meeting: Prior to obtaining IRB approval, the student will have a proposal defense meeting with faculty research advisors. In the case of a research project, the student will meet with the chairperson to defend the proposal (other faculty or course faculty may be invited, however). The proposal defense is an opportunity for the student to demonstrate understanding of the research process and their selected methodology and will not be scheduled unless faculty research advisors believe the student is ready to proceed with the research project. The student should plan the date and place of the defense with the chairperson and second
reader (if required). The student will provide all faculty research advisors with a digital copy of the proposal. The proposal should be sent to the advisors at least 2 to 3 weeks before the defense date to ensure that faculty advisors have adequate time to read, reflect on, and respond to the proposal. The student will also prepare a 20 to 30 minute presentation as part of the proposal defense.

The chairperson will: 1) confirm candidate readiness, the date, time, and location 2) schedule a room for the defense 3) request any necessary technology for the defense, and 4) set the agenda for the defense (student's presentation; committee's comments, questions, and suggestions; discussion; committee's conference; summary of result; outline next step in the process).

After an appropriate period of discussion, the chairperson will ask the student (and any others attending the defense) to leave and the faculty research advisors will discuss the student’s proposal and arrive at one of the following conclusions:

1) Unqualified approval: The committee recommends the student’s proposal be approved.
2) Qualified approval: Suggested changes are made under the direction of the chair without another meeting of the committee.
3) Qualified disapproval: The proposal needs to be revised or modified, or rewritten extensively and resubmitted for another meeting of the committee.
4) Unqualified disapproval: The student needs to consult with the chairperson and Associate director of the MSN program for guidance on degree progression.

The student is called back into the room and informed of the decision. When the committee has accepted the proposal, the student may proceed to the next step. If the proposal is not accepted, the student must work with the chairperson in making the needed changes or preparing a new proposal.

If the proposal receives unqualified approval, the chairperson and second reader (if required) will sign the Thesis/Dissertation Proposal Approval Form (Appendix E) and the Application for Admission to Candidacy Form (Appendix F) at the meeting. If the proposal receives qualified approval, the committee members may wait to sign until the changes are made and circulated to all members, depending upon the nature of the specified changes. The chairperson will forward the Thesis/Dissertation Proposal Approval Form (Appendix E) and the Application for Admission to Candidacy Form (Appendix F) to the Associate Director of the MSN program to complete the signature process. Once all signatures are obtained, the form will be submitted to the Graduate College and a copy will be placed in the student’s file.

In addition, the chairperson completes the Thesis/Research Project WRITTEN Proposal Defense and Thesis/Research Project ORAL Proposal Defense Rubric (Appendix G) and provides a copy to the student and sends the original document to the Associate Director of the MSN program to be placed in the student’s file.

6. **Obtain Institutional Review Board (IRB) Approval**: After the proposal has been approved, the student should contact Kennesaw State University’s IRB for information on approval categories and submission deadlines. IRB instructions and forms are available online at: [http://www.kennesaw.edu/irb](http://www.kennesaw.edu/irb). If approval from hospitals, clinics, or other institutions is anticipated, approval from KSU should be obtained after approval from the other organizations.

7. **Participant Recruitment/Data Collection**: Data collection cannot begin until IRB approval is obtained. The student will work with their thesis chairperson to determine when data collection will occur, usually the third semester of the MSN program. The student should communicate regularly with their chairperson regarding their progress.

8. **Data Analysis**: Data analysis should occur during NURS 8863 with completion of chapters 4 & 5, but can be completed sooner if the student progresses faster through the timeline. The chairperson will guide the student in obtaining assistance for statistical analysis from the KSU College of Statistics.
9. **Revisions to Chapters 1, 2, & 3 and Writing of Chapters 4 & 5:** The student will revise chapters 1, 2, & 3 and write chapters 4 & 5. The student will communicate with the chairperson regarding the final timeline for completion.

10. **Final Draft of Thesis:** The final draft of the thesis/research project will be submitted to the chairperson for feedback. Once the chairperson provides approval of student readiness for the final defense, the student should provide a digital copy of all five chapters to other faculty advisor(s). It is the responsibility of the student to consult with faculty research advisors for feedback prior to the final defense meeting.

11. **Schedule Thesis/Research Project Final Defense Meeting:** The student must be enrolled in NURS 8863 during their thesis defense. The purposes of the final defense meeting are to: 1) examine the student on the content of the thesis/research project, and 2) provide official approval. The student will plan the final defense meeting with the chairperson and second reader two to four weeks in advance of the defense. The student will send an electronic copy of the final version of thesis/research project, which has been approved by the chairperson, to all faculty research advisors for final review at least two weeks prior to the final defense meeting.

The student will give a brief presentation of the research project and findings; committee members will then question the student regarding the study. After an appropriate period of discussion, the chairperson will ask the student (and any others attending the defense) to leave and the committee will discuss the student’s defense and arrive at one of the following conclusions:

1) **Unqualified approval:** The committee recommends the student be approved for the degree by the Dean of the WellStar College of Health and Human Services and the Associate Vice President for Research and Dean of the Graduate College.

2) **Qualified approval:** Suggested changes are made under the direction of the chairperson without another meeting of the committee; the committee will then recommend that the Dean of the WellStar College of Health and Human Services and the Associate Vice President for Research and Dean of the Graduate College approve granting the degree.

3) **Qualified disapproval:** The research needs to be repeated or modified, or the major study rewritten extensively and resubmitted for another meeting of the committee. If a second formal final defense of the major study is scheduled, two such meetings may not be scheduled in the same semester.

4) **Unqualified disapproval:** The student needs to consult with the chairperson and Associate Director of the MSN program for guidance on degree progression.

The student is called back into the room and informed of the decision. If the decision is in the category of qualified or unqualified disapproval, the Associate Director of the MSN program and Director of the WellStar School of Nursing are notified, as well as the Dean of the WellStar College of Health and Human Services and the Associate Vice President for Research and Dean of the Graduate College. The decision is also further reiterated to the student in writing.

The *Thesis/Dissertation Defense Outcome Form* (Appendix H) and the *Final Submission of Thesis or Dissertation Form* (Appendix I) are signed by the chairperson and second reader (if required). The chairperson will forward the *Thesis/Dissertation Defense Outcome Form* (Appendix H) and *Final Submission of Thesis or Dissertation Form* (Appendix I) to the Associate Director of the MSN program to complete the signature process. Once all signatures are obtained, the form will be submitted to the Graduate College and a copy will be placed in the student’s file.

In addition, the chairperson completes the *Thesis/Research Project Final WRITTEN Defense and Thesis/Research Project Final ORAL Defense Rubric* (Appendix J) and provides a copy to the student and sends the original document to the Associate Director of the MSN program to be placed in the student’s file.

12. **Prepare Final Copy of Thesis:** All theses are permanently archived through the DigitalCommons@Kennesaw. DigitalCommons@Kennesaw can support a range of thesis/project formats.
The student is responsible for preparing the numbers of copies of the thesis in the format specified by the Graduate College (Appendix K). Refer to the Digital Commons @ Kennesaw State University: A Contributor’s Guide for specific instructions on submitting the thesis to Digital Commons (http://digitalcommons.kennesaw.edu/lib_subjbib/22/). The student completes the Non-Exclusive License Agreement–Student Form (Appendix L) and emails the form along with an electronic final copy of the thesis to the Digital Commons Administrator.
# APPENDIX A

## Timeline

This timeline outlines the responsibilities of the student and faculty chairperson/second reader and delineates specific components of the research proposal and activities to be completed during each semester in order to achieve completion of the thesis/research project within the designated timeframe of the MSN program.

<table>
<thead>
<tr>
<th>Fall Semester NURS 7745</th>
<th>Spring Semester NURS 7747</th>
<th>Summer Semester</th>
<th>Fall Semester NURS 8863</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student selects research topic of interest.</td>
<td>1. Student completes the following components of the research proposal by the end of Spring Semester:</td>
<td>1. Student completes the following components of the research proposal by the end of Summer Semester:</td>
<td>1. Student completes the following components of the research proposal by the end of Fall Semester (NURS 8863):</td>
</tr>
<tr>
<td>2. Student reviews WSON faculty profiles to determine potential candidates to serve as chairperson.</td>
<td><strong>Quantitative Proposal</strong>&lt;br&gt;Chapter 3: Methods</td>
<td><strong>Data Collection</strong>&lt;br&gt;Quantitative Proposal &amp; Qualitative Proposal&lt;br&gt;Chapter 4</td>
<td><strong>Quantitative Proposal &amp; Qualitative Proposal</strong>&lt;br&gt;Chapter 5</td>
</tr>
<tr>
<td>3. Student sets up interviews with potential faculty.</td>
<td>• Design</td>
<td>1. Results (can be completed during 8863 if student needs extra time for data collection).</td>
<td>1. <strong>Discussion</strong></td>
</tr>
<tr>
<td>4. Student selects faculty chairperson and obtains agreement with faculty to serve in the role.</td>
<td>• Sample and setting, power analysis</td>
<td>2. Student collaborates with the faculty chairperson in developing a schedule to complete/edit/revise the components outlined above during the semester.</td>
<td>2. Student in collaboration with faculty chairperson/second reader schedules and conducts the final proposal defense meeting at least 3 weeks prior to graduation.</td>
</tr>
<tr>
<td>5. Student collaborates with faculty chairperson about potential second reader candidates.</td>
<td>• Data collection procedures</td>
<td>3. Student completes data collection activities.</td>
<td>3. Student provides the Thesis/Dissertation Defense Outcome Form (Appendix H) and Final Submission of Thesis or Dissertation Form (Appendix I) to the chairperson/second reader for signatures.</td>
</tr>
<tr>
<td>6. Student interviews and select second reader faculty by the 4th week of the semester.</td>
<td>• Instruments</td>
<td>4. Student enters data into an excel/SPSS/SAS file agreed upon by the faculty chairperson and</td>
<td>4. Student prepares final manuscript as outlined for archiving in DigitalCommons@Kennesaw.</td>
</tr>
<tr>
<td>7. Student provides the Request for Approval of Thesis/Dissertation Committee Form (Appendix B) to the chairperson/second reader</td>
<td>• Threats to validity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>Spring Semester</td>
<td>Summer Semester</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>---------------</td>
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<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>NURS 7745</td>
<td>NURS 7747</td>
<td></td>
<td>NURS 8863</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for signatures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Student works with faculty chairperson to narrow research topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Student collaborates with faculty chairperson in developing a schedule to complete/edit/revise the components outlined above during the semester.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10. Student completes the following components of the research proposal by the end of Fall Semester:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Proposal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapters 1 &amp; 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Purpose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Background and significance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Statement of the problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Theoretical/Conceptual Framework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hypotheses/Research Questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Definitions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assumptions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Limitations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review of literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualitative Proposal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapters 1 &amp; 2</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Data analysis plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Methods for maintaining rigor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student collaborates with the faculty chairperson in developing a schedule to complete/edit/revise the components outlined above during the semester.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Student in collaboration with faculty chairperson will meet with statistician to determine statistical analyses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student in collaboration with faculty chairperson/second reader will schedule and conduct the proposal defense.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Student provides the Thesis/Dissertation Proposal Approval Form (Appendix E) and the Application for Admission to Candidacy Form (Appendix F) to the chairperson/second reader for signatures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Student collaborates with faculty chairperson in conducting qualitative data analysis (qualitative studies only).</td>
<td></td>
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</tr>
<tr>
<td>5. Student meets with statistician (quantitative) to conduct data analysis.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Student collaborates with faculty chairperson in conducting qualitative data analysis (qualitative studies only).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***The Thesis/Dissertation Defense Outcome Form (Appendix H) is embedded into the final thesis document after the title page.***

5. The student completes the Non-Exclusive License Agreement–Student Form (Appendix L) and submits a final copy of the thesis to DigitalCommons@Kennesaw.
<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7745</td>
</tr>
<tr>
<td><strong>• Phenomenon of interest</strong></td>
</tr>
<tr>
<td><strong>• Statement of the problem</strong></td>
</tr>
<tr>
<td><strong>• Type of qualitative study</strong></td>
</tr>
<tr>
<td><strong>• Theoretical perspective</strong></td>
</tr>
<tr>
<td>a. <strong>Philosophy</strong></td>
</tr>
<tr>
<td>b. <strong>Assumptions</strong></td>
</tr>
<tr>
<td>c. <strong>Limitations</strong></td>
</tr>
<tr>
<td>d. <strong>Relevant concepts</strong></td>
</tr>
<tr>
<td><strong>• Study purpose</strong></td>
</tr>
<tr>
<td><strong>• Study questions/objectives</strong></td>
</tr>
<tr>
<td><strong>• Study significance</strong></td>
</tr>
<tr>
<td><strong>• Review of literature</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7747</td>
</tr>
<tr>
<td>1. Faculty chairperson works with the student throughout the semester in completing/editing/revising components of the research proposal outlined above.</td>
</tr>
<tr>
<td>2. Faculty chairperson assists student in arranging and meeting with statistician to determine statistical analyses.</td>
</tr>
<tr>
<td>3. Faculty chairperson assists student in building an excel/SPSS/SAS file to enter data (quantitative).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty chairperson works with the student throughout the semester in completing/editing/revising components of the research proposal outlined above.</td>
</tr>
<tr>
<td>2. Faculty chairperson provides guidance to the student during the data collection phase.</td>
</tr>
<tr>
<td>3. Faculty chairperson assists student in building an excel/SPSS/SAS file to enter data (quantitative).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 8863</td>
</tr>
<tr>
<td>1. Faculty chairperson works with the student throughout the semester in completing/editing/revising components of the research proposal outlined above.</td>
</tr>
<tr>
<td>2. Faculty chairperson/second reader collaborates with student in scheduling and conducting final proposal defense presentation at least 3 weeks prior to graduation.</td>
</tr>
</tbody>
</table>
| 3. Faculty chairperson/second reader edits/revises final proposal

<table>
<thead>
<tr>
<th>Faculty Chairperson/Second Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty participates in interviews.</td>
</tr>
<tr>
<td>2. Faculty chairperson collaborates with student in selecting a second reader by the 4th week of the semester.</td>
</tr>
<tr>
<td>3. Faculty agrees to serve as chairperson and completes the <strong>Request for Approval of Thesis/Dissertation Committee Form</strong> (Appendix B) and forwards to the Associate Director of the MSN program for signatures.</td>
</tr>
<tr>
<td>4. Faculty works with student to narrow research topic.</td>
</tr>
</tbody>
</table>
| Fall Semester  
NURS 7745 | Spring Semester  
NURS 7747 | Summer Semester | Fall Semester  
NURS 8863 |
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>5. Faculty chairperson works with the student throughout the semester in completing/editing/revising components of the research proposal outlined above. <strong>Faculty chairperson/second reader provides feedback to the student within 2 weeks regarding any work submitted by the student.</strong></td>
<td>proposal defense presentation.</td>
<td>4. Faculty chairperson assists student in meeting with statistician to preform data analysis (quantitative).</td>
<td>4. The chairperson completes the Thesis/Research Project Final WRITTEN Defense and Thesis/Research Project Final ORAL Defense Rubric (Appendix J) and provides a copy to the student and sends the original document to the Associate Director of the MSN program to be placed in the student’s file.</td>
</tr>
<tr>
<td>4. Faculty chairperson/second reader assists student in completing/editing/revising components of the research proposal outlined above. <strong>Faculty chairperson/second reader provides feedback to the student within 2 weeks regarding any work submitted by the student.</strong></td>
<td>Faculty chairperson/second reader completes the Thesis/Dissertation Proposal Approval Form (Appendix E) and the Application for Admission to Candidacy Form (Appendix F) and forwards to the Associate Director of the MSN program for signatures.</td>
<td>5. Faculty chairperson assists student in qualitative data analysis (qualitative studies only). <strong>Faculty chairperson/second reader provides feedback to student within 1 week regarding any work submitted by the student.</strong></td>
<td>5. Faculty chairperson/second reader completes the Thesis/Dissertation Defense Outcome Form (Appendix H) and Final Submission of Thesis or Dissertation Form (Appendix I) and forwards to the Associate Director of the MSN program for signatures.</td>
</tr>
<tr>
<td>5. The chairperson/second reader completes the Thesis/Research Project WRITTEN Proposal Defense and Thesis/Research Project ORAL Proposal Defense Rubric (Appendix G) and provides a copy to the student and sends the original document to the Associate Director of the MSN program to be placed in the student’s file.</td>
<td>Faculty chairperson provides guidance to student in preparing IRB approval</td>
<td>6. Faculty chairperson approves final manuscript for archiving in DigitalCommons@Kennesaw. <strong>The Thesis/Dissertation Defense Outcome Form (Appendix H) is rejected.</strong></td>
<td>6. Faculty chairperson/second reader approves final manuscript for archiving in DigitalCommons@Kennesaw. <strong>The Thesis/Dissertation Defense Outcome Form (Appendix H) is rejected.</strong></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>Spring Semester</td>
<td>Summer Semester</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td>NURS 7745</td>
<td>NURS 7747</td>
<td>Summer Semester</td>
<td>NURS 8863</td>
</tr>
</tbody>
</table>

- application and approves the IRB approval application prior to submitting to the IRB.

**Faculty chairperson/second reader provides feedback to student within 1 week regarding any work submitted by the student.**

6. Faculty chairperson assists student in completion of the Non-Exclusive License Agreement–Student Form (Appendix L) for Digital Commons.

7. Faculty chairperson assists student in submitting final thesis to Digital Commons.

**Faculty chairperson/second reader will provide feedback to student within 2 weeks regarding any work submitted by the student.**

** If a student has not completed/defended the thesis/research project during NURS 8863, he/she will be allowed to re-enroll in the NURS 8863 course until the thesis/research project is completed.**
APPENDIX B
Request for Approval of Thesis/Dissertation Committee
This form is available electronically from the KSU Graduate College.

Request for Approval of Thesis/Dissertation Committee

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
<th>KSU ID</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Thesis/Dissertation Chair Signature
   - Print Name
   - Program
   - Date
   - Grad Faculty Status
   - Date Last Approval

2. Committee Member Signature
   - Print Name
   - Program
   - Date
   - Grad Faculty Status
   - Date Last Approval

3. Committee Member Signature
   - Print Name
   - Program
   - Date
   - Grad Faculty Status
   - Date Last Approval

4. Committee Member Signature
   - Print Name
   - Program
   - Date
   - Grad Faculty Status
   - Date Last Approval

5. Committee Member Signature
   - Print Name
   - Program
   - Date
   - Grad Faculty Status
   - Date Last Approval

*Grad College Office Use

Signatures

Program Director

Department Chair

Graduate Dean

Date

Date

Date

Rev 7/15/17

122
APPENDIX C
Overview of Thesis Organization for Quantitative Research

Title Page

Signature Page (Thesis/Dissertation Defense Outcome Form)

Table of Contents

Table of Figures

Table of Tables

Abstract

Proposal Defense Abstract: Purpose, Design, Methods, Proposed Data Analysis, Potential Clinical Relevance, Keywords

Final Defense Abstract: Purpose, Design, Methods, Results, Conclusion, Keywords

Chapter 1: Introduction

1. Purpose
2. Background and significance of the study
3. Statement of the problem
4. Hypotheses and/or Research Questions
5. Theoretical/Conceptual Framework
6. Definitions
7. Assumptions
8. Limitations

Chapter 2: Review of the Literature

The review should be guided by the research questions and/or hypotheses of the study. It should include discussion and critique of relevant research and other literature. The review should reflect thoughtful analysis and synthesis and should be presented in a logical manner. Clear linkages should be evident among the research questions, the theoretical/conceptual framework, and literature review.

Chapter 3: Methods

When submitted as part of the proposal, this chapter presents plans and rationale for plans and is written in future tense. Later, when data collection and analyses have been performed, this chapter is revised to describe what was actually done and is written in past tense.

A. Describe the design of the study.
B. Setting - Describe where the study will take place
C. Describe the population and sample, sample characteristics, why you plan to use the designated sample, sampling procedures, and sample size (along with power analysis).
D. Describe intervention (if needed)
E. Describe procedures for data collection.
F. Describe in detail the instrument(s) intended to be used along with the rationale for their use in this study, reliability, and validity for each, and scoring method(s) as appropriate for instrument(s). Include a copy of the instrument(s) in an appendix. Include documentation of permission of authors to use instruments where appropriate.
G. Discuss threats to validity and describe implementation of control methods.
H. Discuss statistical analyses for each hypothesis or research question. Be certain that the level of data collected and statistical procedures used are appropriate for analysis.
I. Describe procedures planned for the protection of subjects. Include consent form and KSU IRB approval as appendices. Describe procedures for data security.

Chapter 4: Results

This chapter presents results and analyses of data beginning with an introductory section that explains how the chapter will be presented. Begin by describing the sample. Organization and presentation of the results will be guided by the research questions or hypotheses.

Chapter 5: Discussion

This chapter focuses on discussion of results obtained and suggested explanation for findings. Conclusions derived from analyses of the data should be included and compared with appropriate reported and current research. A section on evaluation of effectiveness of the theoretical/conceptual model used to guide the study as well as contributions from results to knowledge of the model is to be included. A discussion of study limitations should be included. Recommendations include implications for nursing practice as well as recommendations for future research, education, and practice. Chapter 5 needs to be well organized and logically consistent with presentation of results in Chapter 4.

References

Appendices
APPENDIX D

Overview of Thesis Organization for Qualitative Research

Title Page

Signature Page (Thesis/Dissertation Defense Outcome Form)

Table of Contents

Table of Figures

Table of Tables

Abstract

Proposal Defense Abstract: Purpose, Design, Methods, Proposed Data Analysis, Potential Clinical Relevance, Keywords

Final Defense Abstract: Purpose, Design, Methods, Results, Conclusion, Keywords

Chapter 1: Introduction

A. Identify the phenomenon of interest
B. Statement of the problem
C. Identify the type of qualitative study to be conducted
D. Describe the theoretical perspective
   1. Describe the philosophy on which the study is based
   2. Identify the assumptions and limitations
   3. Define relevant concepts
E. Identify the study purpose
F. Identify the study questions or objectives
G. Describe the significance of the study

Chapter 2: Review of the Literature

A. Review relevant literature as appropriate for the qualitative study planned
   1. Theoretical
   2. Substantive
   3. Summary of existing knowledge base and gaps (make a link to your study)

Chapter 3: Methods

When submitted as part of the proposal, this chapter presents plans and rationale for plans and is written in future tense. Later, when data collection and analyses have been performed, this chapter is revised to describe what was actually done and is written in past tense.

A. Describe the design of the study including assumptions and rationale for qualitative design
B. Describe the population and process for selecting a site
C. Describe the researcher’s process of gaining entry, sample selection, and ethical considerations
D. Describe the plan for data collection, analysis, and methods for maintaining rigor

Chapter 4: Results

This chapter presents results and analyses of data beginning with an introductory section that explains how the chapter will be presented. Begin by describing the sample. Organization and presentation of the results will be guided by the research questions or hypotheses. Describe results for each research objective or question/ themes with quotations for support. Describe additional results, if applicable.
Chapter 5: Discussion

This chapter focuses on interpretations of findings and the relation to theory development and literature. A discussion of study limitations should be included. Recommendations include implications for nursing practice as well as recommendations for future research, education, and practice. Chapter 5 needs to be well organized and logically consistent with presentation of results in Chapter 4.

References

Appendices
APPENDIX E
Thesis/Dissertation Proposal Approval

This form is available electronically from the KSU Graduate College.

Kennesaw State University
Graduate College

Thesis/Dissertation Proposal Approval

Name ____________________________  KSU ID ____________________________

Email ____________________________  Phone Number _______________________

Program __________________________

Title: ____________________________

Degree Type (check):  □ DBA ☐ DNS ☐ EDD ☐ EDS ☐ Masters ☐ PHD

The student has completed the oral defense of the proposal on ___/___/_______.
The committee has decided:

☐ The proposal is accepted

☐ The proposal is accepted with the following qualifications:

________________________________________________________

Signatures

Thesis/Dissertation Chair/Major Professor ____________________________ Date

Program Director ____________________________ Date

Department Chair ____________________________ Date

Graduate Dean ____________________________ Date

Rev. 2/15/12
APPENDIX F
Application for Admission to Candidacy

This form is available electronically from the KSU Graduate College.

Application for Admission to Candidacy

Name ____________________________ KSU ID ____________________________

Email ____________________________ Phone Number ____________________________

Program __________________________

I understand that it is my responsibility to ensure that all research compliance protocols (human subjects, animal, etc.) have been put in place before I begin collecting data. I acknowledge that failure to secure this permission prior to conducting my data collection will negate the use of that data for my doctoral dissertation.

Candidate Signature ____________________________ Date ____________________________

Certification and Recommendation of the Department: Please check all appropriate items

We have examined the graduate record of the student named above and find:

☐ An average of 3.0 (B) has been maintained on all graduate courses completed and that no courses with a grade below a C will be accepted as part of the Program of Study.

☐ Written and/or oral comprehensive examinations have been passed on _____/_____./_____.

☐ A thesis/dissertation proposal has been approved and is on file in the Graduate College.

☐ A thesis/dissertation proposal is not required for this program.

We recommend that this student be admitted to candidacy for the degree indicated.

Degree Program: ____________________________

Signatures ____________________________

Thesis/Dissertation Chair/Major Professor ____________________________ Date ____________________________
## Thesis WRITTEN PROPOSAL DEFENSE Rubric

Thesis committee members are to complete the rubric. Check the evaluation criteria that are appropriate within each attribute category.

<table>
<thead>
<tr>
<th>Attribute for WRITTEN</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Quality of Science</strong></td>
<td>□ Abstract fails to state the purpose, describe the sample population, and summarize planned methodology</td>
<td>□ Abstract adequately states the purpose, describes sample population, and summarizes planned methodology</td>
<td>□ Abstract clearly and succinctly states the purpose, describes sample population, and summarizes planned methodology</td>
</tr>
<tr>
<td></td>
<td>□ The research question(s) is poorly defined and connections to current research are minimal</td>
<td>□ The research question(s) is adequately defined and grounded in terms of current research</td>
<td>□ The research question(s) is well-defined and well-grounded in terms of current research</td>
</tr>
<tr>
<td></td>
<td>□ The significance of the problem/question(s) is not fully articulated</td>
<td>□ The significance of the problem/question(s) is adequately articulated</td>
<td>□ The significance of the problem/question(s) is clear and well articulated</td>
</tr>
<tr>
<td></td>
<td>□ The literature review is not appropriate to the topic and does not synthesize research across sources</td>
<td>□ The literature review is appropriate to the topic and synthesizes research across sources.</td>
<td>□ The literature review is extensive and insightfully synthesizes research across sources</td>
</tr>
<tr>
<td></td>
<td>□ Demonstrates poor understanding of theoretical concepts</td>
<td>□ Demonstrates understanding of theoretical concepts</td>
<td>□ Demonstrates mastery of theoretical concepts</td>
</tr>
<tr>
<td></td>
<td>□ The chosen research approach is not an acceptable match to the research question</td>
<td>□ The chosen research approach is an acceptable match to the research question</td>
<td>□ The selected research methodology is an appropriate match to the research question</td>
</tr>
<tr>
<td></td>
<td>□ Not all research tools are described and analysis methods are not discussed.</td>
<td>□ All research tools and methods of analysis are described</td>
<td>□ All research tools and methods of analysis are described in detail and are approach to the chosen approach.</td>
</tr>
<tr>
<td></td>
<td>□ The Reference list is incomplete and inaccurate.</td>
<td>□ The Reference list is complete and accurate (with fewer than 3 surface errors)</td>
<td>□ The Reference list is complete and accurate</td>
</tr>
<tr>
<td><strong>Quality of Writing</strong></td>
<td>□ Writing is weak</td>
<td>□ Writing is adequate</td>
<td>□ Writing is publication quality</td>
</tr>
<tr>
<td></td>
<td>□ Numerous grammatical and spelling errors</td>
<td>□ Some grammatical and spelling errors apparent</td>
<td>□ No grammatical or spelling errors</td>
</tr>
<tr>
<td></td>
<td>□ Organization is poor</td>
<td>□ Organization is logical</td>
<td>□ Organization is excellent</td>
</tr>
<tr>
<td>Attribute for WRITTEN</td>
<td>Does Not Meet Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------</td>
<td>--------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>Does not adhere to APA format</td>
<td>Adheres to APA format (with fewer than 3 formatting errors)</td>
<td>Adheres to APA format</td>
</tr>
<tr>
<td>Overall Assessment</td>
<td>Does not meet expectations</td>
<td>Meets expectations</td>
<td>Exceeds expectations</td>
</tr>
</tbody>
</table>
Thesis PROPOSAL ORAL DEFENSE Rubric

Thesis committee members are to complete the rubric. Check the evaluation criteria that are appropriate within each attribute category.

<table>
<thead>
<tr>
<th>Attribute for ORAL DEFENSE</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Quality of Presentation</td>
<td>□ Poorly organized □ Poor presentation □ Poor communication skills □ Slides and handouts difficult to read</td>
<td>□ Clearly organized □ Clear presentation □ Good communication skills □ Slides and handouts clear</td>
<td>□ Well organized □ Professional presentation □ Excellent communication skills □ Slides and handouts outstanding</td>
</tr>
<tr>
<td>Overall Breadth of Knowledge</td>
<td>□ Presentation unacceptable □ Presentation reveals critical weaknesses in depth of knowledge in subject matter □ Presentation does not reflect well developed critical thinking skills □ Presentation is narrow in scope</td>
<td>□ Presentation acceptable □ Presentation reveals some depth of knowledge in subject matter □ Presentation reveals above average critical thinking skills □ Presentation reveals the ability to draw from knowledge in several disciplines</td>
<td>□ Presentation superior □ Presentation reveals exceptional depth of subject matter □ Presentation reveals well developed critical thinking skills □ Presentation reveals the ability to interconnect and extend knowledge from multiple disciplines</td>
</tr>
<tr>
<td>Quality of Response to Questions</td>
<td>□ Responses are incomplete or require prompting □ Respondent exhibits lack of knowledge in subject area □ Responses do not meet level of degree program of graduate</td>
<td>□ Responses are complete □ Respondent exhibits adequate knowledge in subject area □ Responses meet level expected of degree program of graduate</td>
<td>□ Responses are eloquent □ Respondent exhibits superior knowledge in subject area □ Responses exceed level of expected of degree program of graduate</td>
</tr>
<tr>
<td>Overall Assessment</td>
<td>□ Does not meet expectations</td>
<td>□ Meets expectations</td>
<td>□ Exceeds expectations</td>
</tr>
</tbody>
</table>

Comments:
APPENDIX H
Thesis/Dissertation Defense Outcome

This form is available electronically from the KSU Graduate College.

Thesis/Dissertation Defense Outcome

Name
Email
Program

Title:

Thesis/Dissertation Defense: ☐ Passed ☐ Failed Date

All courses required for the degree have been completed satisfactorily ☐ YES ☐ NO

Signatures

Thesis/Dissertation Chair/Major Professor Date

Committee Member Date

Committee Member Date

Committee Member Date

Committee Member Date

Committee Member Date

Program Director Date

Department Chair Date

Graduate Dean Date

Rev. 2/15/12
APPENDIX I

Final Submission of Thesis or Dissertation

This form is available electronically from the KSU Graduate College.

Final Submission of Thesis or Dissertation

<table>
<thead>
<tr>
<th>Name</th>
<th>KSU ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>Phone Number</td>
</tr>
<tr>
<td>Program</td>
<td></td>
</tr>
</tbody>
</table>

Title: ___________________________________________

Release Options
Check one of the following:

☐ Provide open and immediate access

☐ Embargo access until ___/___/______ (not more than 5 years)
   For: ☐ Patent ☐ Confidentiality ☐ Other _________________________

☐ Restrict access to KSU only until ___/___/______ (not more than 2 years)

Attach documentation of restrictive pre-publication policy.

Student Agreement

I hereby certify that, if appropriate, I have obtained and submitted with my Thesis or Dissertation a written permission statement from the owner(s) of each third party copyrighted matter to be included in my thesis or dissertation, allowing distribution as specified above. I certify that the version I submitted is the same as that approved by my advisory committee.

Candidate Signature ___________________________ Date ________________

Signatures

Thesis/Dissertation Chair/Major Professor ___________________________ Date ________________

Program Director ___________________________ Date ________________

Department Chair ___________________________ Date ________________

Graduate Dean ___________________________ Date ________________

Rev. 2/15/12
# APPENDIX J
KENNESAW STATE UNIVERSITY
WellStar College of Health and Human Services
WellStar School of Nursing-Graduate Nursing Programs
Advanced Care Management and Leadership

## Thesis FINAL WRITTEN Rubric

Thesis committee members are to complete the rubric. Check the evaluation criteria that are appropriate within each attribute category.

<table>
<thead>
<tr>
<th>Attribute for WRITTEN</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Quality of Science</td>
<td>□ Abstract fails to state the purpose, describe the sample, summarizes methodology, and major findings</td>
<td>□ Abstract adequately states the purpose, describes sample, summarizes methodology, and major findings</td>
<td>□ Abstract clearly and succinctly states the purpose, describes sample, summarizes methodology, and major findings</td>
</tr>
<tr>
<td></td>
<td>□ Introduction fails to state the problem/issue, rationale, research question, and the significance of the study</td>
<td>□ Introduction adequately states the problem/issue, rationale, research question, and the significance of the study</td>
<td>□ Introduction clearly and succinctly states the problem/issue, rationale, research question, and the significance of the study</td>
</tr>
<tr>
<td></td>
<td>□ Literature review fails to synthesize relevant research on the research problem and question(s)</td>
<td>□ Literature review adequately synthesizes relevant research on the research problem and question(s)</td>
<td>□ Literature review clearly and succinctly synthesizes relevant research on the research problem and question(s)</td>
</tr>
<tr>
<td></td>
<td>□ Demonstrates poor understanding of theoretical concepts</td>
<td>□ Demonstrates understanding of theoretical concepts</td>
<td>□ Demonstrates mastery of theoretical concepts</td>
</tr>
<tr>
<td></td>
<td>□ Methodology section fails to describe types of methodology used, participant criteria and context, sampling procedures, methods of inquiry, data collection processes, data analysis processes, and limitations</td>
<td>□ Methodology section adequately describes types of methodology used, participant criteria and context, sampling procedures, methods of inquiry, data collection processes, data analysis processes, and limitations</td>
<td>□ Methodology section clearly and succinctly describes types of methodology used, participant criteria and context, sampling procedures, methods of inquiry, data collection processes, data analysis processes, and limitations</td>
</tr>
<tr>
<td></td>
<td>□ Results section fails to state findings/results which are substantiated by collected evidence</td>
<td>□ Results section adequately states findings/results which are substantiated by collected evidence</td>
<td>□ Results section clearly and succinctly states findings/results which are substantiated by collected evidence</td>
</tr>
<tr>
<td></td>
<td>□ Conclusion section fails to include</td>
<td>□ Conclusion section adequately includes</td>
<td>□ Conclusion section clearly and</td>
</tr>
<tr>
<td>Attribute for WRITTEN</td>
<td>Does Not Meet Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
</tr>
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</tr>
<tr>
<td></td>
<td>Provide a short explanation for each attribute that you select in this category.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>statements that are substantiated by collected evidence and makes relevant recommendations for practice</td>
<td>statements that are substantiated by collected evidence and makes relevant recommendations for practice</td>
<td>succinctly includes statements that are substantiated by collected evidence and makes relevant recommendations for practice</td>
</tr>
<tr>
<td></td>
<td>□ The reference list is incomplete and inaccurate.</td>
<td>□ The Reference list is complete and accurate (with fewer than 3 surface errors)</td>
<td>□ The Reference list is complete and accurate</td>
</tr>
<tr>
<td>Contribution to Discipline</td>
<td>□ Limited evidence of discovery</td>
<td>□ Some evidence of discovery</td>
<td>□ Exceptional evidence of discovery</td>
</tr>
<tr>
<td></td>
<td>□ Limited expansion upon previous research</td>
<td>□ Build upon previous research</td>
<td>□ Greatly extends previous research</td>
</tr>
<tr>
<td></td>
<td>□ Limited theoretical or applied significance</td>
<td>□ Reasonable theoretical or applied significance</td>
<td>□ Exceptional theoretical or applied significance</td>
</tr>
<tr>
<td></td>
<td>□ Limited publication impact</td>
<td>□ Reasonable publication impact</td>
<td>□ Exceptional publication impact</td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>□ Writing is weak</td>
<td>□ Writing is adequate</td>
<td>□ Writing is publication quality</td>
</tr>
<tr>
<td></td>
<td>□ Numerous grammatical and spelling errors</td>
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<td>□ Does not adhere to APA format</td>
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<tr>
<td>Overall Assessment</td>
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<td>□ Exceeds expectations</td>
</tr>
</tbody>
</table>
Thesis FINAL ORAL DEFENSE Rubric

Thesis committee members are to complete the rubric. Check the evaluation criteria that are appropriate within each attribute category.

<table>
<thead>
<tr>
<th>Attribute for ORAL DEFENSE</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>
| Overall Quality of Presentation | □ Poorly organized  
□ Poor presentation  
□ Poor communication skills  
□ Slides and handouts difficult to read | □ Clearly organized  
□ Clear presentation  
□ Good communication skills  
□ Slides and handouts clear | □ Well organized  
□ Professional presentation  
□ Excellent communication skills  
□ Slides and handouts outstanding |
| Overall Breadth of Knowledge | □ Presentation unacceptable  
□ Presentation reveals critical weaknesses in depth of knowledge in subject matter  
□ Presentation does not reflect well developed critical thinking skills  
□ Presentation is narrow in scope | □ Presentation acceptable  
□ Presentation reveals some depth of knowledge in subject matter  
□ Presentation reveals above average critical thinking skills  
□ Presentation reveals the ability to draw form knowledge in several disciplines | □ Presentation superior  
□ Presentation reveals exceptional depth of subject matter  
□ Presentation reveals well developed critical thinking skills  
□ Presentation reveals the ability to interconnect and extend knowledge from multiple disciplines |
| Quality of Response to Questions | □ Responses are incomplete or require prompting  
□ Arguments are poorly presented  
□ Respondent exhibits lack of knowledge in subject area  
□ Responses do not meet level of degree program of graduate | □ Responses are complete  
□ Arguments are well organized  
□ Respondent exhibits adequate knowledge in subject area  
□ Responses meet level expected of degree program of graduate | □ Responses are eloquent  
□ Arguments are skillfully presented  
□ Respondent exhibits superior knowledge in subject area  
□ Responses exceed level of expected of degree program of graduate |
| Overall Assessment | □ Does not meet expectations  
□ Meets expectations | □ Exceeds expectations |
APPENDIX K
Thesis Formatting Guidelines

1. **APA**: All students will use the most current edition of APA style as described in *Publication Manual of the American Psychological Association* The thesis should conform to the instructions and specifications of APA manual, as appropriate.

2. **Text Formatting**: Although DigitalCommons@Kennesaw does not require specific formatting guidelines, there remains several formatting principles that students should use. The student should use a standard 12 point font (e.g. Times New Roman). No running head throughout the document. The type must be clean and legible. Visible (hand-written) corrections to the text are not acceptable.

3. **Margins**: All margins should be one (1) inch. All text should be left justified only.
   
   A. Each chapter begins on a new page
   B. The student should ensure that a heading (or subheading) in the text should not begin on a separate page unless the text preceding the subheading has filled the page. If a subheading appears to be at the bottom on a page, it should be moved to the next page to be with its accompanying text.
   C. Words may not be divided with a hyphen at the bottom of a page and carried over to the top of the next page.
   D. Sentences ending a paragraph may not end as a partial line on the top of the next page. The next first line of the paragraph may not appear as the last line on a page with the remainder of the paragraph on the following page.

4. **Page Numbering**: The title page is the first page of the thesis to be counted, but it is not numbered. The next page is the Thesis Dissertation Defense Outcome form, is neither numbered nor counted. All preliminary pages that follow (Table of Contents, Table of Figures, etc.) are counted and numbered at the bottom with lowercase Roman numerals. Number the body of the text with Arabic numerals. The following page numbers in the body of the text are placed in the upper right-hand corner of the page inside the top and right margins.

5. **Chapter Headings and Subheadings**: Chapter titles must be in all capital letters and centered. Subheadings should be consistent in position and style throughout the thesis and according to APA guidelines. Subheadings may or may not be listed in the Table of Contents.

6. **Line/character spacing**: Double-space all the text in the body and reference list. Two character spaces should follow each period in the text.

7. **Tables, Graphs, Figures, Appendices etc**: Follow APA guidelines for formatting.
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Identification of Content

Title of Content: ________________________________________________

Author(s): ______________________________________________________

Date Content was Created: ________________________________________

Description of Content: _________________________________________

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For more information contact:

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Horace W. Sturgis Library
Kennesaw State University
Kennesaw, Georgia 30144
770-423-6248
jhansen@kennesaw.edu
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

INCLEMENT WEATHER POLICY

For the official status of the university check the KSU website: http://www.kennesaw.edu and click on “Campus Advisories”. If the University is CLOSED, there are no classes, labs, or clinical experiences. If the University is open during inclement weather, please use your best judgment in deciding whether you can make it safely to class or clinical. Safety is the primary consideration and there will be no penalty if you cannot safely attend.