KENNESAW STATE UNIVERSITY
WellStar College of Health and Human Services
WellStar School of Nursing

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

http://www.kennesaw.edu/col_hhs/schoolofnursing/Handbooks/studenthandbook/index.htm

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 input and by the Bylaws Committee of the WellStar School of Nursing. It is the hope of the 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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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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Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

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)
11. Adhere to the WellStar School of Nursing Chemical Abuse Policy (Student Handbook) **No smoking or use of any tobacco products is allowed at clinical agencies.** KSU is a No smoking campus. Smoking is prohibited on campus.

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 for Nurses.* 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 is 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 Undergraduate/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, 7/14, 7/15
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, 7/14, 7/15
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 encourage 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, 7/14, 7/15
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

Baccalaureate of Science in Nursing Program
Organizing Framework

The faculty of Kennesaw State University BSN Program developed an organizing framework around the concepts of caring, professionalism/ethics, and holistic health. The curriculum of the Bachelor of Science in Nursing Program operationalizes the concepts by addressing competence, respectful communication, moral agency, cultural/aesthetic sensitivity and analytical thinking/decision making. All of these abilities are directed toward the healing of persons, families, groups, and communities. Healing, described as promoting holistic health, involves caring nursing actions centered upon disease or injury prevention, health promotion, health restoration, and health maintenance throughout the lifespan.

A variety of nursing conceptual models/theories are used to assist students to organize their beginning practice. Nursing conceptual models offer a way to view the world and human beings in the context of their culture, and each model/theory provides a unique frame of reference for nursing practice. While a number of models are available to guide practice, one particular model or theory might be more applicable to some nurse-patient interactions than others. Therefore, the faculty assists baccalaureate students to select the most suitable nursing conceptual model for a given situation. This choice is based on each patient’s contextual situation and guides the successful implementation of the nursing process.

Caring

The entire curriculum revolves around the belief that nursing is the art and science of caring. Caring forms the foundational concept that supports attention to persons, families, groups, communities, and environments. Skill and competence, practical wisdom, caring attitude and critical judgment are all examples of caring in practice. Caring supports the emphasis in the curriculum on holistic health and is the compelling force behind the development of professionalism and ethics. Acknowledging multiple ways of knowing, caring is also an important factor in faculty-student relationships and the use of creative learning strategies in classroom and clinical throughout the curriculum.
The American Nurses Association (2010a), with endorsement by a host of specialty organizations, developed *Nursing: Scope and Standards of Practice* which describes the scope of nursing practice and standards of professional nursing practice. "Scope of practice" relates to the identification of roles and boundaries that govern professional practice. The “standards of professional nursing practice” depict the minimum level of competence expected of nurses while acknowledging that practice is context laden. The individual standards of professional practice coincide with elements of the matrix of the nursing process. The standards of professional performance reflect the competent level of behavior expected of a professional nurse which emphasizes ethics, ongoing education, quality, communication, collaboration, evaluation, resource utilization and environmental health.

The "Standards" are utilized as a structure in each baccalaureate nursing course to teach the promotion of a caring and healing environment which facilitates holistic health of patients as individuals, families, groups, or communities. Caring, as the essence and central focus of nursing, permeates all aspects of inquiry and education in nursing, fostering expectations for excellence and providing guidance for personal behavior and professional practice. Philosophical, interpersonal, and technical components of caring are learned and reaffirmed as the student attends to the processes of nursing. The concept of caring is taught in the first nursing course (NURS 3209) and is addressed throughout clinical and didactic courses within the curriculum.

**Professionalism/ Ethics**

Professionalism is desired and expected of those who enter nursing. It is characterized by learning, knowledge and competence gained through higher education, a commitment to the welfare of society, an orientation to serve and adherence to a professional ethic. Professionalism is demonstrated through expertise, analysis, responsibility, accountability and autonomy. Knowledge is gained throughout the educational process that addresses current science, clinical evidence, information management, leadership, quality and patient care technology. It includes being accountable for upholding the codes of nursing ethics (American Nurses Association, 2015; International Council of Nurses, 2002), standards of nursing practice and legal parameters of the profession. It is also demonstrated in attitude, demeanor and methods of respectful patient and inter-and intra-professional communication and collaboration.

Nursing ethics, the exercise of discernment and critical judgment using moral norms and theory to resolve practical moral issues, derives from the values inherent in the profession of nursing: respect for persons,
compassion, altruism, autonomy, human dignity, integrity, justice and caring. Striving for the dignity, privacy, safety and autonomy of patients is paramount. Recognizing one’s own and others’ humanity with attention to the interrelatedness of persons and persons with their environment, culture, and spiritual background, the nurse demonstrates attention to relationships, care and concern. The nurse works to exhibit caring by avoiding harm, doing good and serving as advocate for the patient. Particular attention and care is rendered to populations who are underserved and vulnerable (see ANA, 2010b).

The inculcation of professional identity is a developmental process therefore professionalism and ethics are in all courses in the curriculum. They are discussed in the first nursing course, Theoretical Basis for Holistic Nursing & Health (NURS 3209) and are the focus of Professionalism and Ethics in Nursing (NURS 3302), during the second semester. Using this foundation students continue to discuss and deliberate issues of ethics and professionalism throughout the curriculum, for example, in Nursing Research for Evidence-based Practice (NURS 4402), Parent-Child Nursing (NURS 3318), Mental Health Nursing (NURS 3314), Community Health Nursing (NURS 4412) and Leadership in Nursing (NURS 4416).

**Holistic Health**

Health is viewed from a holistic perspective that recognizes the influence of biological, psychological, sociological and spiritual factors on the well-being of individuals, families, groups, communities and populations. This perspective recognizes the unique thinking, feeling, and sensing capabilities of each person, the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and environment. Nursing actions that enhance holistic health of patients involve those that are restorative, supportive, and promotive in nature. These constructs of holistic health are articulated in the curriculum as health promotion and disease and injury prevention, clinical prevention and population –focused nursing (Stanhope & Lancaster, 2010)

Health promotion is comprised of those activities and behaviors that sustain or enhance well-being. Health promotion activities provide opportunities for individuals to adopt behaviors and life-styles that obtain and maintain their optimal potential. Optimal potential is different and unique for each person and is influenced by the environment. Disease and injury prevention are activities designed to protect persons from actual or potential health threats be they environmental, situational, or personal. Disease and injury prevention
encompass health seeking and health promoting behaviors in which each person has the opportunity to avoid illness or injury and to maximize health.

Clinical prevention activities address the needs of individuals and have as their goal thwarting the spread of disease and disability. Clinical prevention addresses interventions for the general population as well as those in particularly vulnerable or high-risk groups.

Population-focused nursing is designed to address the health promotion needs of groups, communities and populations. It involves culturally sensitive monitoring, surveillance and design of programs.

All levels of prevention serve as springboard for the role that prevention plays in health today as typified by Healthy People 2010 (2000) and Healthy People 2020 (2010). These documents have set the agenda for the way prevention is addressed from a national perspective. Nursing has reformulated the concepts of prevention to address nursing actions that promote holistic health. The faculty is committed to encouraging holistic health of patients as individuals, families, groups and communities.

All levels of prevention are incorporated into holistic health. Prevention activities are utilized within each course in baccalaureate nursing. A variety of therapeutic nursing interventions are articulated within each to achieve knowledge, skill and practice in health promotion and disease and injury prevention, clinical prevention and population –focused prevention.
References


Revised: 3/22/11
Reviewed 7/13, 7/14, 7/15
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

Baccalaureate of Science in Nursing Program
Program Outcomes

The purpose of the Kennesaw State University Baccalaureate Degree Nursing Program is to prepare graduates for generalist nursing practice. The Bachelor of Science of Nursing degree program will:

1. Demonstrate quality by maintaining both professional accreditation through the Commission Collegiate Nursing Education (CCNE) and acceptable performance of graduates on the National Council State Boards of Nursing License Exam (NCLEX).

2. Provide a learning environment that ensures meeting the program benchmark for graduation rates.

3. Prepare graduates for success in attaining employment in the nursing profession.

Accepted 7/14
Reviewed 7/15
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

Baccalaureate of Science in Nursing Program
Student Learning Outcomes

The purpose of the Kennesaw State University Baccalaureate of Science in Nursing Program is to prepare graduates for generalist nursing practice. Graduates will be prepared to practice with patients including individuals, families, groups and populations across the lifespan and across the continuum of healthcare environments. Upon completion of the Baccalaureate Degree Nursing Program, graduates will:

1. Synthesize knowledge from a liberal education including social science, natural science, nursing science and the art and ethics of caring as a foundation for providing holistic nursing care.

2. Implement competent, patient-centered care of individuals, families, groups, communities, and populations along the health-illness continuum and throughout the lifespan within multicultural environments.

3. Utilize leadership skills to critically examine and continuously improve healthcare delivery systems, with emphasis on safety, quality, and fiscal responsibility.

4. Analyze current research and apply conceptual/theoretical models for translating evidence into clinical practice.

5. Apply knowledge and skills in information management and patient care technology in the delivery of quality patient care.

6. Identify the significance of local, state, national, and global healthcare policies including financial and regulatory environments.

7. Demonstrate effective communication skills with an interdisciplinary healthcare team including collaboration, negotiation and conflict management.

8. Employ principles of health promotion, and disease/injury prevention in providing care to individuals and populations.

9. Assume responsibility and accountability for professionalism, including lifelong learning, and the inherent values of altruism, autonomy, human dignity, integrity and social justice in the practice of nursing.

Accepted 4/27/10
Reviewed 7/13, 7/14, 7/15
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 all 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 Code of Ethics for Nurses (2010) 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.

EFFECTIVE: 3/26/93
REVISED: 5/94, 9/97, 12/00, 7/13
REVIEWED: 12/98, 10/01, 5/05, 7/06, 7/10, 7/11, 7/13, 7/14, 7/15
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

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.
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 Student Health Services (KSUSHS) of the exposure and report to the KSUSHS for further evaluation and/or treatment on the next Clinic workday. The Clinic is located on 3215 Campus Loop Road, Kennesaw, GA. The telephone number is 470-578-6644. The KSUSHS 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 Student Health Services.
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
Reviewed 7/14, 7/15
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
Reviewed 7/14, 7/15
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: __________________________________________________
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Today’s Date: ________________________________
Person filling out incident report: ________________________________________________
Signature: _________________________________________________________________

Has a copy of this report been placed in student’s file in WSON? ☐ Yes ☐ No ☐ N/A
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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<tr>
<th></th>
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<td>HCV</td>
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</table>

CRNP Signature _____________________________________________
Source Patient Initials _____________________
HIV Antibody _____________________________
HbsAB _____________________________
HCV Antibody _____________________________
REQUIREMENTS FOR CLINICAL PARTICIPATION

WELLSTAR SCHOOL OF NURSING HEALTH FORM

- Health History Form and Physical (within a month of starting program and annually) and Immunizations signed by a Physician or Nurse Practitioner.
- Starting with Fall 2014, students will be required to purchase a subscription to ImmuniTrax for tracking Nursing Program required health records. Students will be responsible for uploading their records into the ImmuniTrax and keeping their records current.
- 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 @ 470-578-2890.

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

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 chest x-ray or negative Quantiferon report is required. PPD’s or Quantiferon must be done within a month of starting the Nursing program and 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.

**Flu Vaccination**

Proof of current flu vaccination is due by October 1st for Fall and upon entry for Spring.

**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, Tetanus, 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 Lillian Valdez. 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 undergraduate and 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 CLINICAL COURSE.**

Revised 7/14, 7/15
NURSING CLINICAL REQUIREMENTS

Formal documentation of the preceding requirements MUST be on file with WellStar School of Nursing BEFORE DEADLINE DATE. This applies to ALL Nursing majors and Graduate students. Check the WellStar School of Nursing website for deadline dates for each semester.

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. Undergraduate students may contact Lillian Valdez at WellStar School of Nursing office (470) 578-2890. Her e-mail is lvaldez2@kennesaw.edu.

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

Submit all documentation to:

Ms. Lillian Valdez, Administrative Associate I, Specialist in Student Records
Kennesaw State University
WellStar School of Nursing ~ Room #3004
Ph: (470)578-2890  E-mail: lvaldez2@kennesaw.edu
RESOURCES FOR MEETING HEALTH REQUIREMENTS

Kennesaw State University Student Health Services:

3215 Campus Loop Road
Or 1074 Canton Place, Suite 5000 (University Village)
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, 7/14, 7/15
Admission Requirements for BSN Degree

For admission and progression requirements, as well as readmission policy, see Kennesaw State University Undergraduate Catalog.

Progression and Readmission Policies within the Baccalaureate Nursing Program

Criteria for progression to the junior and senior year and graduation from the baccalaureate degree program are as follows:

1. Receive at least a “C” in all nursing, natural science and mathematics courses.
2. Maintain a cumulative GPA of 2.7.
3. A student may repeat only one nursing course (including BIO 3317, Human Pathophysiology). A grade less than “C” in any two nursing courses will result in being dismissed from the program. Students who are dismissed are not eligible to reapply. Students must earn a minimum of “C” in each nursing course and Biology 3317 (Human Pathophysiology) to progress.
4. For each Nursing course that includes objective exams as a part of the grade, a student must achieve an average of 75% on objective exams before other components of the grade are calculated into final grade (i.e., papers, projects, etc.) Grades on objective exams will be rounded from 74.5 to 75. Grade averages at 74.4 will be rounded down to 74.

If a student leaves the program temporarily, whether by choice or because of failure, readmission to the nursing sequence is not guaranteed. Eligible students who drop out of the nursing sequence for any reason will be readmitted to the sequence on a space-available basis. Students will be accommodated in rank order according to their GPA. Students interested in reentry must notify the Associate Director in writing of their interest. A student who has a cumulative GPA of less than 2.7 or less than a “C” in all completed natural science and mathematics courses will not be considered for readmission. If a student has been on a leave from the nursing program for more than two calendar years, then the student will need to reapply for admission to the program and repeat the entire sequence of required nursing courses.

Transfer Credit for Undergraduate Nursing Courses

In order for any course to be considered for transfer credit, the nursing course must be from an accredited nursing program within the past two years and a grade of “B” or better, received in the course. Nursing courses older than two years will be considered only if the student has been out of the former program for two terms or less and was continuously enrolled in the former nursing program. A letter must be obtained from the School of Nursing Chair/Department Head stating that the student is eligible to return to the nursing program and is in good academic standing. Students who are not eligible to return to their former
nursing program will not be able to apply to the nursing program. In addition, students will need to successfully complete a medication calculation test at 90% or better (limited to two attempts) and nursing skills check-off (limited to three attempts) before beginning a clinical nursing course.

**Admission, Progression, and Retention Decision Appeals**

A formal appeal of a decision to deny admission, to delay progression, or to dismiss a student from the WellStar School of Nursing may be made to the Admissions, Progression and Retention Committee within 30 days of notification. Instructions and forms for such appeals are available in the School Office. An appeal must be on exceptional and extenuating circumstances and/or other pertinent information not previously available or considered. The committee will review the student appeal and notify the student of its decision in writing. If a student wishes to appeal the decision of the Admissions, Progression and Retention Committee, a formal appeal must be submitted in writing to the Director of the WellStar School of Nursing or designee within 30 day of receipt of notification of the Committee’s decision. The decision of the Director is final.

International applicants have additional requirements. See Graduate Admission section of this handbook.

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Revised 7/14, 7/15
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.

The profession of nursing is often times a critical and demanding one, and the education in preparation for nursing is likewise critical and demanding. The nursing faculty believes that we cannot lower our educational standards for the nursing program even though we empathize with the need of many students to work. The critical variable seems to be in the ability of the student to strike a balance between employment and school. The WellStar School of Nursing has conducted a small study of our own students, as well as a literature review in the area of jobs and academic success. Based on this research, the faculty suggests that students who must work consider only part-time work (less than 20 hours per week) and where possible, that employment be in a health-related field as these two variables correlated highest with academic success.

Additionally, you should be aware that the Georgia Board of Nursing states that unlicensed students shall be employed only as unlicensed nursing personnel. They shall not represent themselves, or practice, as nursing students except as part of a learning activity in a practice setting that is a part of the nursing curriculum.

As for students enrolled in the accelerated nursing program, the educational program is quite demanding. Accelerated students are required to be full-time students taking 12-15 credit hours per semester. Hence, any employment, including part-time is strongly discouraged in order for the student to be academically successful.

Reviewed 6/12, 7/13, 7/14, 7/15
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 Undergraduate Catalog (Rules and Regulations of Student Life) or 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, pre-professional organization (Student Nurses Association), Graduate Nursing Student Organizations, course evaluations, student evaluations, nursing bulletin boards, 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 Undergraduate Catalog and 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 Undergraduate Catalog and 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.

Contact the Ombuds Office at 470-578-7773.

Reviewed 7/13, 7/14, 7/15
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.

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<tr>
<th>Issue</th>
<th>Standard</th>
<th>Some Examples of Necessary Activities (not all necessary)</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking ability sufficient for clinical and academic judgment.</td>
<td>Identify cause-effect relationships in clinical situations.</td>
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<td>Use of the scientific method in the development of nursing care plans.</td>
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<tr>
<td></td>
<td></td>
<td>Evaluation of the effectiveness of nursing interventions.</td>
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<tr>
<td></td>
<td></td>
<td>Respond effectively to emergency situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify and manage multiple priorities in caring for patients.</td>
</tr>
<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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capacity to engage in successful conflict resolution with patients, families, colleagues, and faculty members.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate respect for cultural diversity and rights of others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain treatment procedures, health teaching, and plan of care.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Document and interpret patient, data, nursing actions and patient responses completely and accurately.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proficient use of electronic medical charting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate therapeutically with patients, families, and colleagues in a variety of settings.</td>
</tr>
<tr>
<td>Issue</td>
<td>Standard</td>
<td>Some Examples of Necessary Activities (not all necessary)</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
<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>

Updated 7/13
Reviewed 7/14, 7/15
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. A student who has a cumulative GPA of less than 2.7 for the bachelor's degree program or less than a C in all completed science, mathematics and nursing courses will not be considered for readmission to either sequence.

I. CLASSROOM INSTRUCTION

A. CLASS ATTENDANCE
   Refer to the Kennesaw State University Undergraduate 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 and nursing care plans will be returned to students at designated times. Students will receive feedback on all graded written work.

GRADES
   The official policies of Kennesaw State University regarding grades are found in the Student Rules and Regulations Handbook. Students must receive a satisfactory grade in clinical as well as a passing grade in the theoretical component in order to progress to the next sequential nursing course. Each nursing syllabus will indicate the course requirements.

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

A = 90-100
B = 80-89
C = 75-79
D = 70-74
F = 69 and Below

All undergraduate students entering either nursing sequence must attain the following:

1) A minimum of a “C” in each nursing course. Students who fail to obtain this grade in one (1) nursing course may repeat that course on a space available basis. Failure to attain this grade when the course is repeated or failure of a second nursing course results in dismissal from the program.

2) A GPA of 2.7 for undergraduate students to progress to the junior and senior levels.

3) A minimum of a "C" in all science and mathematics courses.

All nursing students are also subject to the same academic honesty policy as are all students (see Kennesaw State University Student Handbook).

II. CLINICAL LABORATORY AND SIMULATED EXPERIENCES

Students are placed in various clinical agencies for specific learning experiences. Faculty is with each group of students and is responsible for the student's patient care. Should faculty not be on site, such as an observation experience or precepted experience, provisions will be made so students will have access to a faculty member. These experiences include but are not limited to health agencies, health fairs, field trips, and community groups.

A. Attendance for off-campus laboratory experiences is REQUIRED. The rationale for mandatory attendance is to provide sufficient opportunities for a student to meet the clinical objectives associated with each nursing course. The instructor uses the clinical objectives as the basis for the evaluation of a student's clinical performance.

B. CLINICAL ABSENCE OR UNAUTHORIZED DEPARTURE FROM THE CLINICAL SITE.

Should a student have a clinical absence, the procedure below shall be followed:

1. The student MUST notify the instructor directly PRIOR to the beginning of clinical experience. The instructor must be notified before the student may leave the clinical agency or assigned unit. Failure to do so may result in an automatic clinical failure.

2. If the clinical instructor is not notified prior to the beginning of clinical this behavior may reflect on the student's clinical evaluation under "assumes accountability for own practice" and may result in an automatic clinical failure.

3. Absences which interfere with a student's ability to meet the clinical objectives (usually more than one) will be reviewed by the teaching team.

4. Special circumstances may also be referred to the entire faculty as necessary.
C. **CLINICAL LATENESS**

Students are expected to be at the assigned clinical area at the designated time. Failure to be on time may be reflected in the student's clinical evaluation.

D. **PREPARATION FOR CLINICAL AND NURSING SKILLS LABORATORY**

All clinical and nursing skills laboratory experiences are planned as specific learning experiences. Students must study all assignments prior to a scheduled clinical and nursing skills laboratory sessions in order to meet learning needs and to provide safe care. Students who demonstrate by their behavior and/or their planning work that they have not adequately prepared themselves for the clinical experience for that day, will be sent home and considered absent.

E. **ERRORS**

Should a student make an error of either omission or commission of care, she/he must report this immediately to the team leader or coordinator on the unit as well as the clinical instructor.

F. **EVALUATION CONFERENCES**

Each faculty will post times for mid-term and final evaluations for each student enrolled in a clinical nursing course. At those times, students will be given the faculty's evaluation of their progress in the specific course. This is also an opportunity for self-assessment in relation to the students' goals and aspirations. If it is identified that a student is having difficulty meeting clinical objectives an evaluation conference will be scheduled between the faculty and the student. In order to assist the student in successfully completing the course a prescription for remediation and/or a clinical evaluation contract will be utilized. It is in the best interest of the student to fully cooperate with the faculty's recommendations.

G. **GRADES**

Students are graded as satisfactory or unsatisfactory for a clinical experience. An overall grade of satisfactory is required in order to progress to the next sequential nursing course. Any student has the right to appeal a final grade.

H. **TRANSPORTATION**

Students are responsible for their transportation to class and off-campus clinical experience (i.e. home visits in community health).

I. **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.

J. APPEARANCE

UNIFORMS: Students are to wear a complete uniform, which is clean and neat (ironed) during the clinical experience (unless otherwise specified). The uniform consists of:

1. Hospital – All students are required to purchase white uniforms and black scrubs from the approved School of Nursing professional apparel vendor. Each clinical course will specify criteria for wearing white or black based upon healthcare institution uniform requirements. Undergarments should not be obvious (no bright patterns or colors). White athletic shoes or closed-toe, flat leather shoes with ankle socks or hose are to be worn. Clogs are NOT Allowed. When obtaining clinical assignment, business casual covered by a neatly pressed (wrinkle-free) lab coat is acceptable (see business casual dress).

2. On campus lab activities:
   A. Simulation – Students will dress in the attire mandated by the course they are enrolled to meet clinical guidelines.
   B. Competencies – Students must wear their hospital uniform.

3. Community Health Nursing dress code - Student will wear white shirt/blouse and navy blue or black pants/skirts, lab coats with Kennesaw State University sewn patch and Kennesaw State University name tag to the community clinical agency unless advised otherwise by the agency's personnel AND approved by the student's clinical instructor. This dress codes applies not only to the hours of the precepted clinical experience, but to any time the student is in the community representing Kennesaw State University (e.g. teaching project, alternative experience, going to clinical site to complete paperwork/screening). Students are also expected to comply with the other sections (i.e. hair, shoes, jewelry, etc.) of the dress code as outlined in the handbook.
4. When an agency requires business attire or "business casual", the WellStar School of Nursing guidelines supersede them as follows: men's shirts must have collars. Low cut blouses or open shirts are inappropriate at all times, at no time should the area below the collar bone or abdomen be visible. Sweatshirts, t-shirts, overalls, denim and exercise clothing are not permitted at any time. *Shorts, short skirts (more than three inches above the knee) and Capri pants are not appropriate.* All white (including logos) athletic shoes or closed toe leather shoes with socks or hose are to be worn to all clinical experiences. Sandals, flip-flops, and spiked high heels are not acceptable. Students are held to this standard of dress regardless of what they observe in the agency. All students are to accept professional responsibility for appearance and dress in accordance with school policy.

5. Black and white name pin (white background with black lettering) that include the following:
   a. Name
   b. Kennesaw State University
   c. Graduate Nursing or Baccalaureate Degree Nursing Student
   d. "R.N." when applicable

6. Official Kennesaw State University patch to be worn on left side of the uniform below the name tag. (Patch may be purchased in the University bookstore) and must be **sewn in place**.

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

**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 clinical 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. If any emergency situation arises while in a nursing class or at a clinical
facility, the student can be reached by calling the School of Nursing, Specialist in Student Records at 470-578-2890.

**USE OF TOBACCO PRODUCTS**: No smoking or use of any tobacco products is allowed at clinical agencies.

### III. CLINICAL SIMULATION EXPERIENCE ON-CAMPUS

Students enrolled in courses requiring on-campus simulation will adhere to all the policies and procedures required in General Information, Section II **Clinical Laboratory Experiences Off-Campus**.

Revised: Summer 2010, 7/13, 7/14
Reviewed 7/15
LEARNING RESOURCE CENTER POLICIES AND PROCEDURES

The Nursing Learning Resource Center is composed of the skills labs, Simulation Center, computer lab, exam rooms and equipment rooms. The purpose of the Nursing Learning Resource Center is to provide opportunities for the student to gain competency in performing basic to advanced nursing skills through practice, as well as providing learning resource materials for all skills.

NURSING LRC PRACTICE AND COMPETENCIES

1. Students must come to supervised practice labs prepared for the designated skill. Preparation should include viewing videos, computer software, reading texts, reviewing power points and completing modules related to the skill prior to the scheduled practice time. In addition, students must bring required nurse pack for practice supplies.

2. Students are responsible for cleaning and replacing equipment after lab practice. The lab should be left clean and neat for the next person.

3. Please sign in for independent skills practice in the designated sign-in area, giving the total number of hours spent in lab practice. Students need to bring their nurse pack for independent practice.

4. Competencies demonstrating mastery of nursing skills learned throughout the semester will be scheduled at specified times after all supervised practice labs are completed. Dates for scheduled labs and competencies will be posted on the bulletin board outside the Nursing Skills Lab and on the course’s learning platform.

5. Each competency demonstrating mastery of skills is a pass/fail grade with the exception of 4417. Detailed competency guidelines and grading policies are defined in the following course syllabi: NURS 3209, NURS 3309, NURS 3313 and NURS 4417.

6. Students must arrive at appointed time with completed assigned modules.

7. If you are unable to keep your assigned time for practice or testing, PLEASE NOTIFY LAB COORDINATORS: Penny Ziegler (mziegle1@kennesaw.edu) (470) 578-2164 OR Diana Baughman (dmb3005@kennesaw.edu) (470) 578-6937. A "no-show" without notification will count as a failure.

8. Students are responsible for performance of skills under supervision in the clinical area after the completion of supervised lab practice.

EQUIPMENT

1. Mandatory Nursing skills module book and a mandatory nurse pack are available for purchase in the campus bookstore.
**AUDIO-VISUALS**

1. Computers, DVD’s and VCR's are available for student use in the Nursing Skills Lab. A list of available materials is provided in the modules. Students must provide their own headphones for computer and VCR use.

2. Intermediate and advanced nursing skills on interactive CD-ROM’s are available for purchase in the campus bookstore.

3. Equipment and learning resource materials for checkout are stored in the Nursing Skills Lab.

4. All equipment and learning resource materials must be returned in a timely manner. Outstanding items will result in grades being held at the end of the semester and/or loss of check out privileges.

5. A log will be maintained for checking out all equipment and learning resource materials including the student's name; phone number; date due; date returned; and materials checked out.

**WE HOPE YOUR TIME IN THE NURSING SKILLS LAB WILL BE BOTH REWARDING AND ENJOYABLE**

**Nursing Lab Coordinators**

Penny Ziegler, RN, MSN, CPHQ  
(470) 578-2164  
Mziegle1@kennesaw.edu

Diana Baughman, RN, MSN, FNP-C  
(470) 578-6937  
dmb3005@kennesaw.edu

Revised: Spring 2012  
Reviewed 7/13, 7/14, 7/15
NURSING CLINICAL LAB SKILLS FOR BSN STUDENTS

1. Vital signs
2. Occupied/unoccupied bed
3. Bed bath -- oral hygiene
4. Range of motion exercise
5. Positioning and transfer techniques
6. Sterile dressing change -- sterile gloving
7. Handwashing
8. Universal precautions
9. Medication administration – PO, eye, ear, nose, SL, buccal, topical, vaginal, rectal
10. Medication administration -- IM/Z-track
11. Medication administration -- SQ
12. Medication administration -- ID
13. Medication administration -- IV Piggyback
14. Medication administration -- IV Push
15. Medication administration – nasogastric and gastrostomy
16. Maintain IV line
17. Venipuncture
18. Administration blood product
19. Management of central lines
20. Nasogastric tube insertion
21. Nasogastric irrigation/suction
22. Tube feeding -- continuous and intermittent
23. Urinary catheterization
24. Urine specimen collection
25. Enema administration
26. Tracheostomy care and suctioning
27. EKG interpretation
28. Physical assessment
29. Denver Developmental Screening Test (DDST)
30. Finger stick blood sugar
POLICY ON UNSAFE PRACTICE

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. Immediate removal from the clinical environment
   e. 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, and/or demonstrates a serious breach of professional behavior, 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, 7/14
Reviewed: 7/13, 7/14, 7/15
CLINICAL EVALUATION CONTRACT

By the final clinical evaluation in nursing, the following student behaviors will be performed satisfactorily in order for the student to pass this course: Faculty will specify the deficiencies as they relate to specific clinical objectives on the evaluation tool and outline the requirements to remove the deficiencies.

I, __________________________ , a nursing student at Kennesaw State University, understand the behaviors that I must satisfactorily demonstrate in order to pass this course.

Student: __________________________ Date: ________________

Faculty: __________________________ Date: ________________

My signature signifies that I have read and comprehend the contents of this contract. My signature does not indicate that I am in agreement with the faculty member's evaluation of me. I further understand that if I do not sign this form I will not be permitted to continue in the clinical setting.
PROCESS FOR REMEDIATION

I. Remediation is a process of tutorial assistance for students who exhibit clinical deficiencies. It is a time for students to practice skills and to help them to refine those skills. It is not a time of testing. The process is initiated by faculty and may involve learning activities in the campus skills lab (LRC), the audiovisual lab and/or the clinical setting.

II. Remediation will be utilized when a student demonstrates a deficiency in a clinical objective(s).

   a. Deficiency in psychomotor skills will be remediated in the nursing LRC. (See list of lab skills)

   b. Deficiencies in any other areas should be outlined in a Clinical Evaluation Contract by the faculty member. (i.e., inability to prioritize nursing tasks, drug calculations, and inadequate nursing documentation).

      When a student is given a clinical remediation contract, refusal of the student to sign acknowledging receipt of the contract will result in the student being excluded from the clinical area until such time that the form is signed. Exclusion for a period of time may result in the student being unable to meet the clinical objectives of the course and constitute a clinical failure. In this case a grade of F will be awarded.

      If after signing, the student does not satisfactorily complete the specified activities in the clinical remediation contract, the student will be considered to have failed the course clinically and be awarded a grade of F.

III. Process

   a. Faculty member completes a Prescription for Remediation of Clinical LRC Skills (see attached form) for clinical evaluation contract.

   b. The student will sign the document for remediation. This acknowledges that the process for remediation is understood by the student.

   c. A copy will be given to the student, faculty member, and the nursing LRC Coordinator, if appropriate.

   d. The student will review textbook material, laboratory manuals, and/or specific audiovisual material as outlined in the document for remediation.

   e. If the remediation is for a psychomotor clinical skill, the student will make an appointment with the Nursing LRC Coordinator. This must be done by the identified remediation completion date.
f. The student will sign the document for remediation following completion of specified behaviors.

g. The Nursing LRC Coordinator will forward the completed document for remediation to the referring faculty immediately upon completion. A copy will be given to the student, a copy retained by the Nursing LRC Coordinator, and a copy will be placed in the student's file in the WellStar School of Nursing office.

**Process for Evaluation of Clinical LRC Skills Post Remediation**

A. The evaluation component does not need to be done for every outlined remediation.

B. If evaluation of the deemed deficiency (ies) of skill(s) is required, the clinical faculty member will be responsible for the evaluation process, whether in the LRC lab or clinical area.

C. Prescription for Evaluation of Clinical LRC Skills Post Remediation form (see attached form) when evaluation of a psychomotor skill(s) is deemed necessary.

Approved: 9-26-97
Reviewed 7/13, 7/14, 7/15
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing

PRESCRIPTION FOR REMEDIATION OF CLINICAL LRC SKILLS

I. __________________________________________________________ requires
   remediation in __________________________________________________________.
   (Student Name)  
   (Course)

II. Student is responsible for removing deficiency(ies) by ________
    (date)

III. Description of deficiency (ies) in the clinical area (attach notes from faculty-student
     conference if necessary):

IV. Specific steps for removing the deficiency:
    (Consultation with LRC Coordinator may be necessary)

V. Is an evaluation necessary? Yes ________  No __________
   (If yes, then obtain Remediation/Evaluation Prescription Form)

   Student ______________________________ Date ______________
   Faculty ______________________________ Date ______________

VI. Remediation completed in the lab on ______________________________
    (date)
    ________________________________________________ (attach dates of
    specific outcomes).

VII. I have completed the steps outlined in section IV for removing the deficiency.

________________________   ________________________
   (Student)                  (Date)

Copy and return original to referring faculty upon completion.

Revised:   Fall 1997
Reviewed 7/13, 7/14, 7/15

My signature signifies that I have read and comprehend the contents of this contract. My
signature does not indicate that I am in agreement with the faculty member's
evaluation of me. I further understand that if I do not sign this form I will not be permitted
to continue in the clinical setting.
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

Prescription for Evaluation of Clinical LRC Skills Post Remediation

I. __________________________ requires evaluation in
   (Student)
   __________________________
   (Course)

II. Student will be evaluated on __________________________.
    (Date)

III. Description of area(s) to be evaluated:

   _______________________________________________________________________
   (Student)                                                               (Date)

   _______________________________________________________________________
   (Faculty)                                                               (Date)

IV. EVALUATION OUTCOME:

   The student has  Satisfactorily  Unsatisfactorily  met the area(s) outlined in Section III.

V. COMMENTS:

   _______________________________________________________________________
   (Print student name)                               (Date)

   _______________________________________________________________________
   (Student signature)                              (Date)

My signature signifies that I have read and comprehend the contents of this contract. My signature does not indicate that I am in agreement with the faculty member's evaluation of me. I further understand that if I do not sign this form I will not be permitted to continue in the clinical setting.

Revised: Fall 1997
Reviewed 7/13, 7/14, 7/15
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](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.
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 KSU Health Center.

**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 or 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
Bibliography


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.

Reviewed 7/14, 7/15
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 (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 this ____ 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 he/she would do
- 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.

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 Alcoholics 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_____________________________

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, 7/14, 7/15
Policy Statement Regarding the Infusion of Technology Skills into Courses Required for Baccalaureate Degree Nursing Majors

Technology-related skills and knowledge will be developed, demonstrated, and implemented in specific courses. These skills will be in carefully sequenced steps that are appropriated for knowledge acquisition and application. The syllabi of the course involved will state directly which technology-related skills and/or knowledge will be developed and utilized during the course. The following specific skills will be utilized in the course indicated.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>ENGL 1101 &amp; 1102</td>
</tr>
<tr>
<td>Terminology, disk, care,</td>
<td></td>
</tr>
<tr>
<td>Operating systems, etc.</td>
<td></td>
</tr>
<tr>
<td>Word Processing</td>
<td>ENGL 1102 &amp; 1102</td>
</tr>
<tr>
<td>Electronic Mail</td>
<td>NURS 3209</td>
</tr>
<tr>
<td>Research</td>
<td>NURS 3209</td>
</tr>
<tr>
<td>Presentation Technology</td>
<td>NURS 4412</td>
</tr>
</tbody>
</table>

- **Basic Skills**
  - Computer terminology such as hard drive, CPU, memory, RAM, CDs, and flash drives
  - Operating system – Windows
  - Formatting disks

- **Word Processing**
  - Creating, saving and retrieving files
  - Formatting a document (spacing, alignment, margins, tabs)
  - Manipulating text (font, size, styles)
  - Printing

- **Electronic Mail**
  - Receiving mail
  - Sending mail
  - Attaching files

- **Research**
  - Accessing the Internet and World Wide Web using search engines
  - Searching databases related to nursing for documents on a specific topic

- **Use of Presentation Technology**
  - Use of presentation technology (such as PowerPoint, slides, poster presentations & overheads)

Upon admission to the nursing program, students will be requested to possess Basic Skills and Word Processing. If they do not possess these skills, it is the student’s responsibility to seek training as a condition for admission into the program. A list of opportunities and resources will be provided.
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>USEFULNESS</th>
<th>ADVANTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Processing</strong></td>
<td>1. Reports</td>
<td>1. Fast and convenient.</td>
</tr>
<tr>
<td></td>
<td>3. Chart documentation for credit</td>
<td></td>
</tr>
<tr>
<td><strong>Electronic Mail</strong></td>
<td>1. Ability to make class announcements outside of class time.</td>
<td>1. Fast and convenient.</td>
</tr>
<tr>
<td></td>
<td>2. Communicating with professors and peers.</td>
<td>2. Timely as related to announcements and assignments</td>
</tr>
<tr>
<td></td>
<td>3. Passing information, documents, presentation between peers and professors.</td>
<td></td>
</tr>
<tr>
<td><strong>Web Browsers to Access Information on the Internet</strong></td>
<td>1. High quality information from sites dedicated to certain medical conditions or research.</td>
<td>1. Current information of high quality.</td>
</tr>
<tr>
<td></td>
<td>2. High quality information from government sources such as the National Institutes of Health and the CDC.</td>
<td>2. Comprehensive.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Fast and convenient.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Can be done from home.</td>
</tr>
<tr>
<td><strong>Searching Data Bases</strong></td>
<td>1. High quality information from a wide variety of authorities.</td>
<td>1. Fast and convenient.</td>
</tr>
<tr>
<td></td>
<td>2. Students will be introduced to the databases supported at KSU during the first week of class.</td>
<td>2. Can be done from home.</td>
</tr>
<tr>
<td><strong>Presentation Technology</strong></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). The following guidelines are recommended in order to ensure that 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 sgmenty@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, 7/14, 7/15
### BSN CALENDAR OF COURSES - TRADITIONAL PROGRAM

**Five Semesters Starting in the Fall**

<table>
<thead>
<tr>
<th>Fall Semester (1)</th>
<th>Spring Semester (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3209 - Holistic Nursing 4-6-6</td>
<td>NURS 3313 - Adult Health Nursing 3-9-6</td>
</tr>
<tr>
<td>NURS 3309 - Health Assessment 2-3-3</td>
<td>NURS 3302 - Professionalism &amp; Ethics in Nursing 3-0-3</td>
</tr>
<tr>
<td>BIOL 3317 - Human Pathophysiology 3-0-3</td>
<td>NURS 3303 - Pharmacology 3-0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester (3)</th>
<th>Spring Semester (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3314 - Mental Health Nursing 2-3-3</td>
<td>NURS 4412 - Community Nursing 2-9.5</td>
</tr>
<tr>
<td>NURS 3318 - Parent &amp; Child Nursing 3-9-6</td>
<td>NURS 4414 - Complex Health Nursing 3-0-3</td>
</tr>
<tr>
<td>NURS Elective 3-0-3</td>
<td>*NURS 4402 - Research 3-0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Semester (5)</th>
<th>Fall Semester (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4416 - Leadership 3-0-3</td>
<td>NURS 4416 - Leadership 3-0-3</td>
</tr>
<tr>
<td>NURS 4417 - Adv. Clinical Practicum 0-12-4</td>
<td>NURS 4417 - Adv. Clinical Practicum 0-12-4</td>
</tr>
</tbody>
</table>

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**BSN CALENDAR OF COURSES – TRADITIONAL PROGRAM

Five Semesters Starting in the Spring**

<table>
<thead>
<tr>
<th>Spring Semester (1)</th>
<th>Fall Semester (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3209 - Holistic Nursing 4-6-6</td>
<td>NURS 3313 - Adult Health Nursing 3-9-6</td>
</tr>
<tr>
<td>NURS 3309 - Health Assessment 2-3-3</td>
<td>NURS 3302 - Professionalism and Ethics in Nursing 3-0-3</td>
</tr>
<tr>
<td>BIOL 3317 - Human Pathophysiology 3-0-3</td>
<td>NURS 3303 - Pharmacology 3-0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester (3)</th>
<th>Summer Semester (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3314 - Mental Health Nursing 2-3-3</td>
<td>NURS 4412 - Community Nursing 2-9.5</td>
</tr>
<tr>
<td>NURS 3318 - Parent &amp; Child Nursing 3-9-6</td>
<td>NURS 4414 - Complex Health Nursing 3-0-3</td>
</tr>
<tr>
<td>NURS Elective 3-0-3</td>
<td>*NURS 4402 - Research 3-0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester (5)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4416 - Leadership 3-0-3</td>
<td></td>
</tr>
<tr>
<td>NURS 4417 - Adv. Clinical Practicum 0-12-4</td>
<td></td>
</tr>
</tbody>
</table>

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*NURS 4402 - May be taken at any point in the curriculum.

**NURS Electives**: See KSU Undergraduate Catalog (3 credit hours)

**PSYCH 3305** - Life Span Development Psychology 3-0-3

Free elective any course in University curriculum 3-0-3

*NURS 3313 Adult Health Nursing; NURS 3314 Mental Health Nursing and NURS 3318 Parent & Child Nursing is not offered in Summer Session except for accelerated students.
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

BSN ACCELERATED TRACK PROGRAM

The Accelerated program enables those with existing undergraduate degrees in other fields to earn a baccalaureate degree in nursing in four straight semesters.

<table>
<thead>
<tr>
<th>SEMESTER CALENDARS</th>
<th>BEGINNING SPRING SEMESTER</th>
<th>BEGINNING FALL SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING</td>
<td>BIOL 3317 - 3 hrs.</td>
<td>BIOL 3317 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 3209 - 6 hrs.</td>
<td>NURS 3209 - 6 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 3309 - 3 hrs.</td>
<td>NURS 3309 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 4402 - 3 hrs.</td>
<td>NURS 4402 - 3 hrs.</td>
</tr>
<tr>
<td>SUMMER</td>
<td>NURS 3313 - 6 hrs.</td>
<td>NURS 3302 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 3303 - 3 hrs.</td>
<td>NURS 3302 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 3302 - 3 hrs.</td>
<td>NURS 3303 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS Elec. - 3 hrs.</td>
<td>NURS 3302 - 3 hrs.</td>
</tr>
<tr>
<td>FALL</td>
<td>NURS 3314 - 3 hrs.</td>
<td>NURS 3318 - 6 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 3318 - 6 hrs.</td>
<td>NURS 4414 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 4414 - 3 hrs.</td>
<td>NURS Elec. - 3 hrs.</td>
</tr>
<tr>
<td>SPRING</td>
<td>NURS 4412 - 5 hrs.</td>
<td>NURS 4412 - 5 hrs.</td>
</tr>
<tr>
<td>SUMMER</td>
<td>NURS 4416 - 3 hrs.</td>
<td>NURS 4416 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 4417 - 4 hrs.</td>
<td>NURS Elec. - 3 hrs.</td>
</tr>
<tr>
<td>FALL</td>
<td>NURS 4412 - 5 hrs.</td>
<td>NURS 4417 - 4 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 4416 - 3 hrs.</td>
<td>NURS 4417 - 4 hrs.</td>
</tr>
</tbody>
</table>
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing  

BSN ADVANCED PLACEMENT PROGRAMS (BRIDGE COURSE)

A convenient, one-year program for Registered Nurses with an Associate degree or Diploma in Nursing.

The BSN program offers a bridge course (NURS 3320) for RNs in the spring semester. Upon completion of this course, the RN enters the senior courses in the BSN program. Provided the RN completes all of the nursing and other University degree requirements, this student can graduate within one year. For questions or information, contact the College of Health and Human Services Advisor.

### CALENDAR OF COURSES

<table>
<thead>
<tr>
<th>SPRING SESSION</th>
<th>SUMMER SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3320 - Bridge Course</td>
<td>NURS 4412 - Community</td>
</tr>
<tr>
<td>NURS 3309 - Health Assessment</td>
<td>NURS 4403 - Project Development</td>
</tr>
<tr>
<td>NURS 4402 - Research</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4416 - Leadership</td>
</tr>
<tr>
<td>NURS 4418 - Clinical Project</td>
</tr>
<tr>
<td>NURS Elective</td>
</tr>
</tbody>
</table>

Students should meet with the RN-BSN Coordinator, Dr. Gloria Taylor, or Assistant Director of Nursing Enrollment Services, Ms. Fran Herzig, for advisement prior to registering for courses.

Following a review of the nursing programs in the WellStar School of Nursing, the decision has been made to discontinue the (ASN-BSN Bridge) curriculum option. This was a difficult decision; however, after reviewing the graduation rates from this program over the past three years it was clear that faculty resources used to support this curriculum option should be redirected to other programs within the School of Nursing. We recognize that this decision may be disappointing to students intending to enroll, but this decision is best for all parties since there are many other acceptable options for registered nurses to pursue in order to reach their education goals within and outside of the metropolitan Atlanta area, especially online programs.

Therefore, this letter serves as formal notice that the ASN-BSN bridge program will only accept new applicants in 2014 (deadline for application August 2014, commencement of Bridge Course January 2015) and we will be committed to these students through December 2016.
## International Physician Track Curriculum Plan

### Year 1

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

### Year 2

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer (Semester 4)</td>
<td>NURS 3318</td>
<td>Parent Child</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 4416</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 4414</td>
<td>Complex</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(if Challenge not passed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td></td>
<td><strong>9-12</strong></td>
</tr>
<tr>
<td>Fall (Semester 5)</td>
<td>NURS 4412</td>
<td>Community</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NURS 4417</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NURS 7735</td>
<td>Adv. Health Assess.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NURS 7755</td>
<td>Adv. Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NURS 7765</td>
<td>Adv. Pathophysio</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(if Challenges not passed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td></td>
<td><strong>9-17</strong></td>
</tr>
<tr>
<td>Spring (Semester 6)</td>
<td>Take NCLEX</td>
<td>(Must possess a valid Georgia RN license to start Residency)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 7725</td>
<td>Theory</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NURS 8800</td>
<td>Common Adult</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 8850</td>
<td>Residency I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NURS 7746</td>
<td>Research I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(if needed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td></td>
<td><strong>9-11</strong></td>
</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer (Semester 7)</td>
<td>NURS 8805</td>
<td>Common Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 8851</td>
<td>Residency II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NURS 7715</td>
<td>Role</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>Fall (Semester 8)</td>
<td>NURS 8830</td>
<td>Reproductive Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NURS 8852</td>
<td>Residency III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NURS 8853</td>
<td>Residency IV</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NURS 8854</td>
<td>Research II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(if needed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td></td>
<td>Take Certification Exam</td>
<td>Apply for APRN Licensure</td>
<td></td>
</tr>
</tbody>
</table>

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.

[http://www.kennesaw.edu/caps/test-history.htm](http://www.kennesaw.edu/caps/test-history.htm)
[http://www.kennesaw.edu/caps/test-constitution.htm](http://www.kennesaw.edu/caps/test-constitution.htm)

Revised 7/14, 7/15
Undergraduate

After completion of the requirements for the Bachelor of Science in Nursing degree, with the recommendation of the WellStar School of Nursing Director, graduates will be eligible to take the state licensing examination to practice as a registered nurse (R.N.). All applicants should be aware that the state examining board has the right to refuse to grant a registered nurse license to any individual regardless of his or her educational credentials under circumstances of:

1. Falsification of application for licensure;
2. Conviction of a felony or crime of moral turpitude;
3. Other moral and legal violations specified in the Georgia law.

Applicants who think they might have an applicable situation should talk with the Undergraduate Program Director early in their program of study.
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.

Undergraduate Students must
- have completed ½ of the nursing curriculum;
- have at least a GPA of 3.0 (based on a 4.0 grading scale);
- rank in the upper 35 percentile of the graduating class;
- meet the expectation of academic integrity.

KSU STUDENT NURSES ASSOCIATION

The Student Nurse Association is an organization comprised of all declared nursing majors. Officers are elected annually from the Bachelor degree program. Students from the BSN program work together on fundraisers, social events, pinning ceremonies, and education programs. SNA is the campus affiliate to the Georgia Association of Nursing Students (GANS) and the National Student Nurses Association (NSNA). All nursing students are welcome and encouraged to actively participate.
COMMITTEES

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

Bylaws Committee for the WellStar School of Nursing

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

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

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)

### Undergraduate Curriculum Committee

**A. Purpose:** To develop, review and evaluate curriculum in accordance with the undergraduate assessment blueprint.

**B. Responsibilities:**
1. Review and approve course and program proposals for the WSON BSN Program.
2. Present proposals for curriculum decision-making to the WSON Faculty.
3. Review and evaluate the implementation of the curriculum at times designated in the WSON Comprehensive Evaluation Plan.
   a) Determine congruency between University, College and WSON Philosophy and Goals, Undergraduate Conceptual Framework and Student Learning and Program Outcomes.
   b) Determine consistency of philosophy and goals of WSON with professional nursing standards, guidelines for preparation of nursing professionals, and needs and expectations of members within the community of interest.
   c) Determine if courses reflect the WSON Philosophy and Undergraduate Conceptual Framework, and are logically organized, sequenced, and internally consistent.
   d) Identify issues encountered in implementing the curriculum by reviewing course reports and inviting dialogue with faculty annually.
   e) Determine the extent to which courses and program objectives are met.
   f) Determine the extent to which courses are built on prerequisites.
   g) Determine the extent to which course content reflects (or is congruent with) course objectives.
   h) Determine congruence of the clinical resources with the WSON philosophy and Undergraduate conceptual framework.
   i) Review the variety of nursing electives offered each semester.
   j) Review text-books used across the curriculum annually. Faculty using self-authored books for a course must gain approval through the undergraduate curriculum committee.

4. Generate reports according to the Comprehensive Evaluation Plan.

5. Changes in Curriculum
   New course offerings, course deletions, or changes to requirements for the BSN program must go through an approval process as identified by the Undergraduate Policies and Curriculum Committee (UPCC) [http://www.kennesaw.edu/upcc/procedures.html](http://www.kennesaw.edu/upcc/procedures.html)
   
   a) Faculty of the undergraduate 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](http://www.kennesaw.edu/curriculum/curriculog.html)
c) Once information is submitted online, proposals are reviewed by the Undergraduate Curriculum Committee (UCC).
d) Proposals must be available to committee members at least one week prior to scheduled meeting for discussion and vote.
e) A majority of voting members of the Undergraduate Curriculum Committee is required to approve and adopt proposals.
f) Once UCC approves a proposal, the curriculum chair will present the course to the undergraduate faculty for discussion. A majority of eligible voting members of the undergraduate 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 Undergraduate Policies and Curriculum Committee (UPCC). Chair of the Undergraduate Curriculum Committee is responsible to ensure all steps of the process are completed.
i) The UPCC then obtains final approval from the Provost and Vice President for Academic Affairs and President.
j) A course that is developed as a new elective (N4490) will obtain initial approval through the Undergraduate Curriculum Committee, the Director and Associate Director WSON for Undergraduate Programs. Once the course is taught three (3) times, the course must be converted from a N4490 course to a permanent number. To receive a permanent number, the faculty member will begin the process in Curriculog and the course will go through the approval process outlined above in steps 1-9.

C. Memberships:

1. At least six (6) Faculty Teaching at the Undergraduate level
2. One (1) Undergraduate Student

New Student Success Program Committee

A. To provide a program that will promote academic success for new students in the undergraduate nursing program.

B. Responsibilities:
1. Facilitate planning and implementation of the New Student Success Program each semester.
2. Coordinate speakers, food, facilities, registration, and vendors for the event.
3. Review and evaluate effectiveness of the New Student Success Program.

C. Membership
1. Assistant Director of Undergraduate Student Services (ex officio)
2. Six (6) BSN Faculty members
3. One (1) undergraduate student (SNA president)
Undergraduate Program Evaluation Committee

A. Purpose: The Undergraduate Program Evaluation Committee (UPEC) is the oversight body that ensures the Total Assessment Blueprint (TAB) is implemented. UPEC shares responsibility with the Graduate Curriculum and Program Evaluation Committee (GCPEC) to ensure implementation of the Comprehensive Evaluation Plan (CEP). As such, the UPEC gathers information from various committees (Survey, Testing, and others) to evaluate and present recommendations for continuous program improvement to the faculty.

B. Responsibilities:

1. Facilitate the review and evaluation of program outcomes and student learning outcomes.
2. Review existing assessment practices and measures from collection to analyses, including providing guidelines and recommendations to the faculty for assessment activities.
3. Establish and maintain the time line for the collection, analysis and reporting of data as outlined in the Total Assessment Blueprint and Comprehensive Evaluation Plan.
4. Collaborate with the CPEC to complete activities for which UPEC has oversight responsibility per the CEP.
5. Complete activities for which UPEC has oversight responsibility per the Total Assessment Blueprint (TAB)
6. Collaborate with Undergraduate Curriculum Committee to provide feedback and input regarding the KSU Program Assessment Plan.

C. Membership:

1. Six (6) Faculty Teaching at the Undergraduate level (one from Survey Committee, one from Program Testing Committee, and one from Undergraduate Curriculum Committee)
2. One (1) Undergraduate Student

Program Testing Committee

A. Purpose: The testing program is to evaluate student’s knowledge in relation to the nursing process, critical thinking, and competency skills. The purpose of this program is to reduce student attrition, increase student pass rates on the nursing licensure exam, and ultimately prepare the student for success in practice.

B. Responsibilities:

1. Review the comprehensive testing program for congruency with the WSON’s philosophy and goals and Undergraduate program and students learning outcomes.
2. Review and recommend the exams to be administered within the BSN curriculum.
3. Coordinate faculty and student orientation to the current comprehensive testing program each semester.
4. Recommend faculty and student policies and procedures with the administration, remediation, and evaluation of the current comprehensive testing program.
5. Collaborate with the vendor agency for comprehensive testing program on the administration, reporting, and analyses of the tests.
6. Coordinate the collection and analyses of data for programmatic assessment and the writing of reports to the Undergraduate Program Evaluation Committee as outlined in the Total Assessment Blueprint and Comprehensive Evaluation Plan.

C. Membership:
   1. At least three (3) Faculty Teaching at the Undergraduate Level
   2. The Program Testing Committee Chair will serve as the liaison to the Undergraduate Program Evaluation Committee (UPEC).
   3. Testing Program Coordinator
   4. Two (2) Undergraduate Students

**Undergraduate Student Advisory Committee**

A. Purpose: To promote dialogue between faculty and students by addressing student concerns and issues related to the BSN Programs.

B. Responsibilities:
   1. Organize and conduct annual meetings with BSN 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 WSON for Undergraduate Programs (ex officio)
   2. At least three (3) Faculty Teaching at the Undergraduate level
   3. All Undergraduate Students are invited
   4. Assistant Director Undergraduate Student Services and Enrollment (ex officio)

**Survey Committee**

A. Purpose: Through the use of surveys, interviews, and focus groups, faculty can gather information from students about their educational experiences; satisfaction with the academic program and services, values, attitudes, and expectations of the educational program, as well as their reflections on being prepared for a professional career. Likewise, similar information is collected to obtain insights from alumni, employers, preceptors, and other specific audiences. As a result, data will be used to assess program and student learning outcomes and improve the preparation of future graduates.

B. Responsibilities:
   1. Establish and maintain the timeline for:
      a) Distribution, collection and analysis of surveys to target groups.
      b) Conduction, collection and analysis of focus group to target groups if indicated.
   2. Identify specific target groups such as senior student preceptors, graduating seniors, alumni, and employers for the assessment surveys and/or focus groups.
3. Review and select survey instruments for purpose, content, and response categories that are congruent with the WSON mission, philosophy, goals, program outcomes, and student learning outcomes.
4. Develop a reliable process for the distribution and collection of surveys.
5. Establish the topics and methods for conducting focus groups that are congruent with the WSON mission, philosophy, goals, program outcomes and student learning outcomes.
6. Coordinate the collection and analysis of data for programmatic assessment and the writing of reports to the Undergraduate Program Evaluation Committee as outlined in the Total Assessment Blueprint and Comprehensive Evaluation Plan.

C. Membership:

1. At least four (4) Faculty Teaching at the Undergraduate Level (one member is a member of Undergraduate Program Evaluation Committee)
2. The Survey Committee Chair will serve as the liaison to the Undergraduate Program Evaluation Committee (UPEC).
3. One (1) Undergraduate Student

References


Revised and Accepted: 11/19/01, 5/15
Revised: 7/08, 7/09, 7/10, 10/10, 7/13, 7/14
WHERE TO FIND INFORMATION ON SCHOLARSHIPS

The Kennesaw State University Undergraduate Catalog includes a description of approximately 45 scholarships that are available, a reference chart to determine eligibility, and the application process. This assistance is through the Office of University Development (Website: www.kennesaw.edu/scholarships).
Graduation Expenses

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

**Costs**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures (Basic)</td>
<td>Vary each year</td>
</tr>
<tr>
<td>Diploma Cap &amp; Gowns</td>
<td>$67.15</td>
</tr>
<tr>
<td>Petition Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Nursing Pin (available at bookstore)</td>
<td>Price varies</td>
</tr>
<tr>
<td>NCLEX Exam</td>
<td>$200.00</td>
</tr>
<tr>
<td>Georgia Board of Nursing</td>
<td>$40.00</td>
</tr>
<tr>
<td>Average cost of a review course</td>
<td>$250.00</td>
</tr>
<tr>
<td>Malpractice Insurance</td>
<td>$8.50 - $10/year</td>
</tr>
<tr>
<td>Testing fee</td>
<td>$390.00 upon entry to nursing program</td>
</tr>
<tr>
<td>(Included in the registration fees)</td>
<td></td>
</tr>
</tbody>
</table>

**Prices subject to change**
I. Abbreviations

Certain standard abbreviations are needed for dosage calculation. These are the abbreviations for medication administration that you will be expected to use throughout the curriculum.

Units of Measure

- kg = kilogram(s)
- g (gm) = gram(s)
- mg = milligram(s)
- mcg = microgram(s)
- cm = centimeter(s)
- mL = milliliter
- gr = grain(s)
- t or tsp = teaspoon(s)
- T or tbs = tablespoon(s)
- gtt = drop(s)
- oz = ounce(s)
- mEq = milliequivalent(s)
- lb = pound(s)

*Abbreviations for Units of Measure are understood to be singular or plural. Do not add an “s” to the end of abbreviations.

Routes of Administration

- PO = by mouth
- PR = by rectum
- SL = sublingual
- Sub-Q, subcut, SQ = subcutaneously
- IM = intramuscularly
- IV = intravenously

Times

- q = every
- bid = twice a day
- tid = three times a day
- qid = four times a day
- ac = before meals
- pc = after meals
- hs = bedtime
- prn = when necessary, as needed
- stat = immediately

The following abbreviations should NEVER be used according to the “Do Not Use” List by Joint Commission.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Use Instead</th>
</tr>
</thead>
<tbody>
<tr>
<td>U (unit)</td>
<td>Write “unit”</td>
</tr>
<tr>
<td>IU (international unit)</td>
<td>Write “international unit”</td>
</tr>
<tr>
<td>QD (daily)</td>
<td>Write “daily”</td>
</tr>
<tr>
<td>QOD (every other day)</td>
<td>Write “every other day”</td>
</tr>
</tbody>
</table>
II. Conversions

Students should be able to convert within and between systems of measurement. **If conversions are necessary, make them first.** Convert to common, available units. KSU emphasis will be on the metric system as that is the primary system utilized. **These are conversions that you will be expected to use throughout the curriculum.**

**Volume or Liquid Conversions:**

- 15 minims = 1 mL
- 1 ounce = 30 mL
- 1 t = 5 mL
- 1 T = 15 mL
- 1 oz = 30 mL
- 1 pint = 500 mL
- 1 quart = 1,000 mL

**Mass or Weight Conversions:**

- 2.2 lb = 1 kg
- 1 grain = 60 mg
- 1 gram = 15 grains

**Length Conversion:**

- 1 inch = 2.5 cm

**Conversions within metric:**

- 1 kilogram = 1000 grams
- 1 gram = 1000 milligrams
- 1 milligram = 1000 micrograms

**Important Note:**
Always use a leading zero (0.X) before the decimal point for doses less than a whole number.

III. Dosage Calculation Rules

The rationale for the rounding rules in dosage calculation comes from the desire to deliver the most accurate dosage of medication with the equipment available. Different health care settings may have different equipment, and therefore students should always clarify rounding rules for the setting in which they are working. **For the purposes of grading, the following rounding rules will be used at the WellStar School of Nursing unless specifically amended by the instructor in a particular course.**
**General Rules:**
To help prevent medication errors:
Always use a leading zero before the decimal point for doses less than one.
Trailing zeros after the last digit on the right should be omitted.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.60 (may be misread at 160)</td>
<td>1.6</td>
</tr>
<tr>
<td>2.0 (may be misread as 20)</td>
<td>2</td>
</tr>
<tr>
<td>.75 (may be misread as 75)</td>
<td>0.75</td>
</tr>
</tbody>
</table>

Weight conversions from pounds to kilograms should be done as a separate calculation and should be expressed to the nearest 10th.

Excluding weight conversions, as listed above, **DO NOT** round any numbers until you have completed the final calculation.

Regardless of the place being used for rounding (tenths, hundredths or thousandths), round **UP** if 5 or greater; and round **DOWN** if less than 5.

**Oral Medications:**

**Capsules:**

NEVER break capsules: express answers as whole numbers.

**Tablets:**

Only scored tablets are intended to be divided. It is safest and most accurate not to divide tablets. Every tablet does not lend itself to breaking (enteric coating, extended release); however, **for purposes of grading, at KSU it should be assumed that all tablets in drug calculation problems are scored and breakable.**

*When rounding up or down for administration of capsules or tablets use the following rule: No more than 10% variation should exist between the dosage ordered and the dosage administered.*

**Injectable Medications and Liquid Oral Medications:**

Rounding rules often reflect method and instrument of administration. Calculate dosages and prepare injectable dosages using the following guidelines:

- For answers of less than one milliliter: Since the 1 mL syringe is calibrated in 100th mL increments, the answer should be expressed in 100ths. If the math calculation does not work out evenly to the 100th place, then the division is carried to the 1000th place and rounded to the 100th place.
  - Example: 0.876 mL = 0.88 mL

- For answers of greater than one milliliter: Since 3-6 mL syringes are calibrated in 10th mL increments, answers should be expressed in 10ths. If the math calculation does not work out evenly to the 10th place, then carry division to the 100th place and round to the nearest 10th.
  - Example: 1.75 mL = 1.8 mL
IV. IV Flow Calculations:

Rates for IV fluids are expressed in drops per minute (gtt/min) when an infusion device is not used or mL/hr when an infusion device is used. If the math calculation does not work out evenly to a whole number, then the division is carried to the 10th place and rounded to a whole number.

- **Drops per minute are always expressed in whole numbers. You cannot regulate something to a half of a drop.**
  Because drops are expressed in whole numbers, general principles of rounding off are applied. Carry division of the problem to the 10th place and round to a whole number of drops.
  - Example: 33.2 gtt/min = 33 gtt/min
    64.5 gtt/min = 65 gtt/min

- Except in specialty care areas, most pumps deliver volumes in mL/hr. **For purposes of grading at KSU, IV flow rates must be expressed to the nearest whole number.**
  Because drops are expressed in whole numbers, general principles of rounding off are applied. Carry division of the problem to the 10th place and round to a whole number of drops.
  - Example: 166.6 mL/hr = 167 mL/hr

V. Pediatrics:

Rounding also varies according to population.

- Always round pediatric dosages to the 100th place
- Round weight in kilograms to the 100th place
- Always refer to references for safe dose ranges and calculate safe dose range based on body weight in kilograms.

**REGARDLESS OF ROUTE OF ADMINISTRATION, ALWAYS ASK YOURSELF**

**“IS THIS ANSWER REALISTIC?”**

Reviewed 7/13, 7/14, 7/15
WellStar School of Nursing Assessment Plan
for the Baccalaureate of Science in Nursing Program

**Philosophy**

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 Programs Assessment 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 Assessment Committee and its committees review each of the assessment methods annually, or more frequently if necessary, to determine their effectiveness.

**Methods Used by the Undergraduate Program**

**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 Nursing (2008) *Essentials for Baccalaureate Education for Professional Nursing Practice*. 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.

**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.

**Methods Used by the Undergraduate Program**

The following assessment methods are used only by the undergraduate program:

**Senior Medication Calculation Test.** Each student enrolled in the final clinical course (N4417) is required to take the medication calculation test. Students who are not successful on the first attempt have one additional attempt to meet this expected outcome. Unsuccessful completion of the medication calculation test, after a total of two opportunities, results in a failure of the course unless the student withdraws from the course prior to the posted withdrawal date. The course coordinator compiles and reports final data to the Programs Assessment Committee for further analysis based on set criteria listed in the TAB. Results and potential curricular implications are presented to the faculty annually.

**Current Comprehensive Testing Program.** An assessment approach that is being used extensively by the Baccalaureate program and provided by Assessment Technologies Incorporated (ATI).

Students are required to participate in this testing program. ATI testing begins in the first clinical nursing course (NURSING 3209) and continues with testing throughout the program. At the end of the curriculum (Nursing 4417), students take the RN Comprehensive Predictor Exam which provides a predictor of success on the NCLEX-RN exam. The costs for these tests are covered by the student testing fees paid upon entrance to the nursing program.

The purpose of this testing program is to prepare the student for success in practice by providing exercises for applying nursing knowledge and identifying areas appropriate for remediation. The testing program is also intended to reduce student attrition and to increase student pass rates on the licensure exam.

Faculty select various standardized achievement tests to help students prepare for the NCLEX-RN, and guide students on how to interpret test scores and identify areas to review. The ATI exam may be a proctored and/or assigned as a practice test, depending on the course.

Overall class results are reviewed and analyzed by the Program Testing Committee. These results, as well as observations and recommendations, are presented to the faculty annually regarding potential curriculum implications.

**NCLEX Pass Rates.** All graduates must pass the registered nurse licensing examination, the NCLEX, in order to be employable in the field of nursing. Data gathered about demonstrated program achievement include the percentage of graduates successfully completing the NCLEX examination on the first attempt. According to the Rules and Regulations of the State of Georgia (2001), an “acceptable performance on the licensing examination for each nursing education program shall be a passing rate of eighty (80) percent of its first-time writers in any given calendar year” (Regulation 410-3-.08). Results are compiled and examined by the Programs Assessment Committee based on preset criteria listed in the TAB and presented to the faculty annually regarding potential curricular implications.

**Preceptor Survey.** During the last semester of the nursing program, students are enrolled in a clinical capstone preceptorship. Each preceptor is surveyed based on the end of program outcomes. Preceptors evaluate the student’s abilities in meeting the outlined program outcomes. This information is utilized to make comparisons
with other classes, as well as with the employer survey that is completed at the one-year post-graduation mark. Results are tabulated and analyzed by the Survey Committee and presented to the Programs Assessment Committee for further analysis based on preset criteria on the TAB. Results and potential curricular implications are presented to the faculty annually.
Reference


Revised 7/13, 7/14, 7/15
STUDENT LEARNING OUTCOMES & EXPECTED RESULTS

THE INSTRUCTIONAL PROGRAM

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

ADMINISTRATION OF ASSESSMENT APPROACHES YIELDING ACTUAL RESULTS

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

RECOMMENDATIONS FOR CHANGE
- STUDENT LEARNING OUTCOMES
- EXPECTED RESULTS
- INSTRUCTIONAL PROGRAM

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.
Table A: Undergraduate Program
Student Learning Outcomes and Assessment Approaches

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Approach</th>
<th>New Graduate Survey</th>
<th>Preceptor Survey</th>
<th>Alumni Survey</th>
<th>Employer Survey</th>
<th>Total Testing Package</th>
<th>NCLEX Pass Rate</th>
<th>Medication Calculation Test</th>
<th>Clinical Skills Checkoff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Revised 7/13, 7/14, 7/15
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<td>2. Implement competent, patient-centered care of individuals, families, groups, communities, and populations along the health-illness continuum and throughout the lifespan within multicultural environments.</td>
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<td>3. Utilize leadership skills to critically examine and continuously improve healthcare delivery systems, with emphasis on safety, quality, and fiscal responsibility.</td>
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<td>4. Analyze current research and apply conceptual/theoretical models for translating evidence into clinical practice.</td>
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<td>5. Apply knowledge and skills in information management and patient care technology in the delivery of quality patient care.</td>
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<td><strong>NCLEX</strong></td>
</tr>
<tr>
<td>NCLEX Pass Rate of 92% for each class on 1st attempt</td>
</tr>
<tr>
<td><strong>ATI</strong></td>
</tr>
<tr>
<td>The Comprehensive Predictor Adjusted Group Score will meet or exceed the Group Mean Program for each semester.</td>
</tr>
<tr>
<td><strong>SENIOR ASSESSMENTS</strong></td>
</tr>
<tr>
<td>90% of the class will score &gt; 90% on the Senior Medication Calculation Exam for each semester.</td>
</tr>
<tr>
<td><strong>SURVEYS</strong></td>
</tr>
<tr>
<td><strong>Preceptor Survey</strong></td>
</tr>
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<td>Minimum acceptable mean score = 3 (Scale 1-4)</td>
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# Kennesaw State University

## Baccalaureate of Science in Nursing Program

### EVALUATION OF ASSESSMENT OUTCOMES FROM TESTING

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Assessment Results/Evidence</th>
<th>Evidence of Improvement and Recommendations for Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NCLEX</strong></td>
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</table>
| NCLEX Pass Rate of 92% for each class on 1st attempt | GBON/NCSBN annual report for 2013 = %  
GBON/NCSBN annual report for 2014 = %  
4 year average for KSU = % |                                                       |
| **ATI**             |                             |                                                       |
| The Comprehensive Predictor Adjusted Group Score (AGS) will meet or exceed the Group Mean Program (GMP) for each semester. | AGS/KSU | GMP/National | % above |
| GMP                 |                             |                                                       |
| Fall 2013           | n= %                       | %          | %          |                   |
| Spring 2014         | n= %                       | %          | %          |                   |
| Summer 2014         | n= %                       | %          | %          |                   |
| **Senior Assessments** |                             |                                                       |
| 90% of the class will score > 90% on the Senior Medication Calculation Exam for each semester. | Fall 2013 | % students passed |
|                     |                            | Spring 2014 | % students passed |
|                     |                            | Summer 2014 | % students passed |
Kennesaw State University  
Baccalaureate Nursing Program  
EVALUATION OF ASSESSMENT OUTCOMES FROM SURVEYS

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Assessment Results/Evidence</th>
<th>Criteria Met/Not Met</th>
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</table>

Survey Results Related to Each Student Learning Outcome (Aggregate Data 2015-2016)

1. Synthesize knowledge from a liberal education including social science, natural science, nursing science and the art and ethics of caring as a foundation for providing holistic nursing care.

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2. Implement competent, patient-centered care of individuals, families, groups, communities, and populations along the health-illness continuum and throughout the lifespan within multicultural environments.

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### Assessment Criteria

**3. Utilize leadership skills to critically examine and continuously improve healthcare delivery systems, with emphasis on safety, quality, and fiscal responsibility.**

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### Assessment Criteria

**4. Analyze current research and apply conceptual/theoretical models for translating evidence into clinical practice.**

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### Assessment Criteria

**5. Apply knowledge and skills in information management and patient care technology in the delivery of quality patient care.**

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9. Assume responsibility and accountability for professionalism, including lifelong learning, and the inherent values of altruism, autonomy, human dignity, integrity and social justice in the practice of nursing.

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Evidence of Improvement and Recommendation for Change

Preceptor Survey:

Exit Survey:

Alumni Survey:

Employer Survey:

Revised 7/15
Baccalaureate nursing students are required to participate in the Assessment Technologies Incorporated (ATI) Comprehensive Assessment administered throughout the curriculum by the WellStar School of Nursing. The purpose of this program is to reduce student attrition, increase student passing on the licensure exam, and ultimately prepare the student for success in practice. Orientation is offered each semester to all new students and faculty. Getting started videos and other resources are available by logging onto www.atitesting.com.

**ASSESSMENT AND REMEDIATION**

- Students will take a required ATI Proctored Assessment for most nursing courses.

- Students scoring **below 70%** correct on any item category of the ATI Assessment should:
  
  Review specific content weaknesses as identified by the student's “My Results” Tab and complete the appropriate Focus Review.

- Following the Proctored Assessment students are recommended to complete the following plan:
  
  - Meet with course faculty to review areas of weakness.
  - Remediate specific areas of content weakness as identified by the student’s Focus Review Plan and as directed by course faculty.
  - Complete the appropriate remediation and forward completed remediation report as directed by course faculty.

- Course Coordinators will inform students of the dates for Proctored Assessments.

**SCHEDULE OF PROCTORED ASSESSMENTS**

Each course will delineate in the syllabus the date/time for the Proctored Assessment.

**COST**

Monies for this Comprehensive Program are allocated as a one-time fee paid upon entrance into the WSON.
Time Line for ATI Testing Traditional Program

<table>
<thead>
<tr>
<th>1&lt;sup&gt;ST&lt;/sup&gt; SEMESTER</th>
<th>2&lt;sup&gt;ND&lt;/sup&gt; SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals (Proctored)</td>
<td>Medical Surgical (Practice)</td>
</tr>
<tr>
<td></td>
<td>Pharmacology (Proctored)</td>
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</table>

<table>
<thead>
<tr>
<th>3&lt;sup&gt;RD&lt;/sup&gt; SEMESTER</th>
<th>4&lt;sup&gt;TH&lt;/sup&gt; SEMESTER</th>
<th>5&lt;sup&gt;TH&lt;/sup&gt; SEMESTER</th>
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<td>Mental Health (Proctored)</td>
<td>Community Health (Proctored)</td>
<td>Leadership (Proctored)</td>
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<tr>
<td>Nursing Care of Children (Proctored)</td>
<td>Medical Surgical (Proctored)</td>
<td>Comprehensive (Proctored)</td>
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<tr>
<td>Maternal/Newborn (Proctored)</td>
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Updated: 7/28/06, 7/31/12
Reviewed: 7/13, 7/14
Course placement of exams is subject to change. Each course syllabus includes the specific ATI Exam for that course and is the definitive source for Placement of ATI.
# Time Line for ATI Testing Accelerated Program

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<thead>
<tr>
<th>1ST SEMESTER</th>
<th>2ND SEMESTER</th>
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<tbody>
<tr>
<td>Fundamentals (Proctored)</td>
<td>Medical Surgical (Practice)</td>
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<tr>
<td></td>
<td>Pharmacology (Proctored)</td>
</tr>
<tr>
<td></td>
<td>Mental Health (Proctored)*</td>
</tr>
<tr>
<td></td>
<td>*Summer &amp; Fall Entry Students only</td>
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<table>
<thead>
<tr>
<th>3rd SEMESTER</th>
<th>4th SEMESTER</th>
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<tbody>
<tr>
<td>Nursing Care of Children (Proctored)</td>
<td>Community (Proctored)</td>
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<tr>
<td>Maternal Newborn (Proctored)</td>
<td>Leadership (Proctored)</td>
</tr>
<tr>
<td>Medical Surgical (Proctored)</td>
<td>Comprehensive (Proctored)</td>
</tr>
<tr>
<td>Mental Health (Proctored)**</td>
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Updated: 7/28/06, 7/31/12, 7/14, 7/15
Reviewed: 7/13

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Kennesaw State University
WellStar College of Health and Science
WellStar School of Nursing

Assessment Technologies Institute Instructions

Student Directions
Online Practice Assessments

Step 1 — Confirm Your Browser
ATI’s system is most efficient with Internet Explorer 5.0 or higher.

2. If the title bar indicates Internet Explorer, confirm your version by clicking on Help in the top menu, followed by About Internet Explorer. The first number after Version should be at least 5.0. If it is less, proceed to Step 2 below.

3. Upgrade Your Browser (if necessary)
   If Step 1 indicates that your browser is not Internet Explorer, enter the address below. Follow the instructions to download and install the newer browser version. The software is free.

Step 2 — Sign-In
Log on to the website by clicking the username and password under the Sign-In button on the left-hand side of the page.

Step 3 — Confirm New Account
New users will be asked to confirm they want to create a new account. Click on Yes at this screen.

Step 4 — Welcome New User
The new user page requires the fields in blue type to be completed. The other information is voluntary and used only for ATI demographic research to ensure that our assessments are not biased for or against any specific demographic.

All user information is stored and will not need to be re-entered upon subsequent log-ins.

NOTE: If you have taken an ATI paper/pencil assessment, your login will be your social security number and your password will be the last four digits of your SSN. Follow the system prompts to update your account using a new username in place of your SSN. Once you’ve successfully signed in you will be able to change your password.
Press the login button at the bottom of the screen to proceed to testing.

NOTE: Users who have already completed the profile page will not see this page on subsequent logins. They can click on Edit Profile to change any personal information.

After logging in (or completing the User Information page) you will be presented with a Security Alert that alerts you that you are transitioning from the encrypted portion of the site (used for all personal information) to the unencrypted portion of the site. Click on Yes to continue.

Step 5 — Take an Assessment
Once you've logged in successfully, you'll be presented with the Student Homepage, with options displayed on the left. Click on Take an Assessment.

Read each question carefully; select the best answer. Your results are generated based on your first choice for each question.

You will be prompted to enter the Assessment ID and Password. That information is supplied at the time of purchase or obtained from your instructor. After entering that information, begin testing by clicking on Begin Assessment.
You will receive immediate feedback. A rationale dialog box appears as each option is selected. If the option selected is incorrect, choose another answer until the correct answer appears.

Five questions are presented per page. Once the five questions are completed, click Next to continue to the next page.

If you would like to finish the assessment at a later time, click Stop Assessment.

You may resume by logging back into www.aitesting.com and choosing Take an Assessment. The system will list any unfinished assessments. Click on the assessment you would like to finish and the system will resume at the last question answered.
Step 6 — Get Results

Results are generated when the assessment is completed. After clicking OK at the end of the assessment you will see the following screen. Click on Finish.

You will see the screen below while the system is compiling your scores for your report.

You can print your report by clicking on the Printer icon at the top of your page. This version of the report requires that your machine has Adobe Acrobat Reader installed. If your machine does not, the free download is located at:

http://www.adobe.com/products/acrobat/readstep2.html

Step 7 — Logout

Once you've printed your results, close the print preview version screen by clicking on the red X in the upper right hand corner. Follow by clicking on the Log Out option on the upper right-hand side.
How To Use Tutorials

Tutorials provide Instructional Lessons and Tests to help you better understand nursing concepts. Follow the steps outlined in this document.

To access Tutorials, please sign into atitesting.com with your Username and Password or create a new account if needed.

Step 1 - Accessing A Tutorial:

➤ Go to the My eLearning tab, which is where you access all of your online products.

➤ Enter your tutorial ID and Password into the Access Center in the Access Tutorials area. The ID/Password is provided to you by your educator.
Once the Submit button is pressed, the Tutorial appears in your My Tutorials menu.

If a Tutorial is selected from the menu, the available Modules appear on the screen for your selection.

If a Module is selected, it launches for use.
Step 2 - Using Tutorial Features:

Main Menu

➢ Once you select a Tutorial Module, the Main Menu launches.
➢ Instructional Lessons and/or Tests may be available from this menu depending on the specific Tutorial Module.
➢ Make your choice and begin using the program.
This 180-item test offers an assessment of the student’s basic comprehension and mastery of basic principles including fundamentals of nursing; pharmacology; adult medical-surgical nursing; maternal newborn care; mental health nursing; nursing care of children; nutrition; leadership and community health nursing. The percentage of questions from all major NCLEX client need categories (management of care, safety and infection control, health promotion and maintenance, psychosocial integrity, basic care and comfort, pharmacological therapies and parenteral therapies, reduction of risk potential and physiological adaptation) will be similar to the percentage of questions on the NCLEX-RN. This test will generate the following data: Individual Score (% Correct), Predicted Probability to Pass NCLEX-RN, National and Program Means, Individual Scores (% Correct) within Content Topic Categories, Topics to Review and Individual Scores (% Correct), within an Outcome (Thinking Skills, Nursing Process, Priority Setting, NCLEX-RN Client Need Categories, Clinical Topics). The student has 180 min (3 hours) to complete this assessment.
### RN Comprehensive Predictor® 2013
#### Probability of Passing Expectancy Table

<table>
<thead>
<tr>
<th>RN Comprehensive Predictor 2013 Individual Score</th>
<th>Predicted Probability of Passing the NCLEX-RN®</th>
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</table>
RN Content Mastery Series 2013 Proficiency Level Definitions

Content Mastery Series
Proficiency Level Definitions

Proficiency Level 1 – student meeting this criterion:

- is expected to just meet NCLEX-RN® standards in this content area.
- should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.
- should meet the absolute minimum expectations for performance in this content area.
- demonstrates achievement of a minimal level of competence needed for professional nursing practice in this content area.

Proficiency Level 2 – student meeting the criterion:

- is expected to readily meet NCLEX-RN® standards in this content area.
- should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
- should exceed minimum expectations for performance in this content area.
- demonstrates achievement of a satisfactory level of competence needed for professional nursing practice in this content area.

Proficiency Level 3 – student meeting the criterion:

- is expected to exceed NCLEX-RN® standards in this content area.
- should demonstrate a higher than expected level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.
- should exceed most expectations for performance in this content area.
- demonstrates achievement of a level of competence needed for professional nursing practice in this content area that exceeds most expectations.

Updated 7/15