KENNESAW
STATE UNIVERSITY

WellStar College of Health and Human Services
WellStar School of Nursing
Graduate Nursing Program

MSN

STUDENT HANDBOOK

**2017-2018**
I acknowledge being informed that a copy of the WellStar School of Nursing Student Handbook is on the WellStar School of Nursing website:

http://wellstarcollge.kennesaw.edu/nursing/students/student-handbook.php

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

Print Name  ___________________________________________

Signature  ___________________________________________

Date  ___________________________________________

Please sign form and return to instructor.
Preface

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

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

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

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

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

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

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

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

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

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

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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 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 persons in the nursing profession (Berman, Snyder, & Frandsen, 2016).

- 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
11. Adhere to the WellStar School of Nursing Chemical Abuse Policy.

12. **No smoking or use of any tobacco products is allowed at clinical agencies.** KSU prohibits the use of tobacco products on any University property; therefore, this policy extends to all clinical agencies (Student Handbook).

13. Contribute to upholding the reputation and community values of Kennesaw State University and nursing educational program in all areas, locally and abroad.

14. Personal use of technology (such as social media) during class and clinical activities is prohibited. Do not take pictures at clinical activities without permission of instructor and clinical agency.

15. WSON student uniform or lab coat should only be worn for clinical and school related activities.

**B. Academic Integrity**

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

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

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

Revised: 04/23/2012, Reviewed 7/13, 7/14, 7/15, 7/16, 7/17
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, 7/16, 7/17
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing

Philosophy

The faculty of the WellStar School of Nursing (WSON) believe that nursing, as an art and science, is committed to fulfilling an essential social responsibility to foster the health and well-being of patients, families and communities. The WSON philosophy, based on the values of caring, collaboration, advocacy, patient/family centered care and social justice, frames the faculty’s approach to education, service, scholarship and practice.

In congruence with Kennesaw State University’s mission statement, the faculty believe that learning is an active, dynamic, and life-long process. Nursing education is learner centered*, grounded in mutual respect and shared responsibility that fosters individual and professional growth. WSON is committed to providing professional mobility for all levels of nursing through innovative and creative instructional modalities and strategies.

WSON Core Values

The faculty in collaboration with students share the following core values:

Advocacy
- Professional voice for patients, nursing, families and communities

Caring
- The essence and central focus of nursing is what makes persons, their environments, and interpersonal concerns meaningful
- Philosophical, interpersonal and technical components that interface to facilitate positive human interactions and environments

Collaboration
- Working together in mutual respect to facilitate intraprofessional and interprofessional actions for the benefit of the patients, families and communities.
- The nurse is in a unique position to assume the role of leader

Patient/Family Centered Care
- Respecting and incorporating the wishes, beliefs and values of the patient and family into holistic care

Social Justice:
- Recognizing and providing nursing care to diverse patients, families, and communities with equality, respect, and dignity
*"Learner centered teaching and learning combine a focus on a.) individual learners, taking into account their experience, perspectives, backgrounds, talents, interests, capacities, and needs and b.) the best available knowledge about learning and how it occurs" (Smith, Carpenter, & Fitzpatrick, 2015, p. 209)  

Revised Spring 2011, 07/2017  
Reviewed 7/13, 7/14, 7/15, 7/16
Program Outcomes

1. Demonstrate continuing academic quality of students admitted to the program.
2. Maintain a program completion rate of 90% or higher within 6 years of admission.
3. Demonstrate improvement in scholarly productivity of students.

Student Learning Outcomes

Upon completion of the WPCNP program, students will be able to:

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

Revised and Approved by faculty 2015. Reviewed 7/16, 7/17
Kennesaw State University
WellStar College of Health and Human Services
MSN Leadership in Nursing Program
Nursing Education Leadership in a Digital World
and
Nursing Administration and Transformational Leadership Track
Program Outcomes/Student Learning Outcomes

Program Outcomes

1. Increase the graduation rate of students from the program within six years of admission.
2. Increase the number of qualified applicants accepted into the program.
3. Demonstrate the scholarly productivity of students during the program.

Student Learning Outcomes

Upon completion of the WPCNP program, students will be able to:

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

Revised and Approved by faculty 2015. Reviewed 7/16, 7/17
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. § 12328 (b) (2) (B), and grant my permission and authorize The Board of Regents of the University System of Georgia or any of its member institutions to release any and all of my records and information in its possession, including but not limited to academic record and health information to any Facility where I may participate in an education training program, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the "Facility"); I further authorize the release of any information, relative to my medical history, physical and mental condition to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the educational training program. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and about my performance in an educational training program.

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

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

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

This the ____________ day of ________________ year ____________

__________________________________________
Signature

__________________________________________
Witness Signature

__________________________________________
Name ______________________________ (Please Print)

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

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

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

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

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

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

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


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

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

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

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

I also understand and agree that I shall not be deemed to be employed by or an agent or a servant of the Institution, the Regents or the Facility; that the Institution, Regents and Facility assume no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance;
and that I am not entitled to any benefits available to employees. Therefore, I agree not to in any way 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 for me to continue.

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

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

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

This the __________________ day of ___________________ year __________________

_________________________________________  __________________________________
Signature                                      Witness Signature

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

BLOODBORNE PATHOGENS POLICY

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

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

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

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

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

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

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

1. A student/faculty 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 Post exposure 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, 7/16, 7/17
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 and *Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HIV and Recommendations for Post-exposure Prophylaxis* published in the MMWR, September 9, 2013.

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 and clinical faculty.

"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 needle stick 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, 2013). 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%.” Exposure to a source patient who has an undetectable serum viral load does not preclude the possibility of HIV transmission (MMWR, 2013)

Prompt post-exposure prophylaxis intervention reduces the risk of infection following an exposure and should be considered and an urgent concern. Guidelines for immediate action are contained in this Policy.
Additional interventions for **post-exposure 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 Clinical Consultation Centers’ National Clinicians’ Post-exposure Prophylaxis hot line at 1-888-448-4911. This hot line is available from 9:00 AM to 2:00 am Central Standard Time. 7 days a week.

Revised 7/16, Reviewed 7/17
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 WellStar 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 WellStar Kennesaw State University Health Clinic (KSUHC) of the exposure and report to the KSUHC for further evaluation and/or treatment on the next Clinic workday. The Clinic is located at 3215 Campus Loop Road, House 3215, Kennesaw, GA. The telephone number is 470-578-6644, M-F 8:30am -5:00 pm. The KSUHC will provide ongoing counseling and follow up.

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

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

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 WellStar 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, 7/16 Reviewed 7/14, 7/15, 7/17
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 WellStar Kennesaw State University Health Clinic.
6. Completed WellStar Kennesaw State University Health Clinic Incident report.
7. Submitted Incident report to KSUHC
8. Counseled student regarding the need for ongoing evaluation, treatment, and/or counseling.
9. Submitted copy of completed WellStar KSU Health Clinic Incident Report to Director, WSON for filing.

Revised 7/13
Reviewed 7/14, 7/15, 7/16, 7/17
Date of Incident: _____________________________
Type of Incident: _____________________________
Public Safety Notified?  □ Yes  □ No  □ N/A
Worker’s Comp Issue?  □ Yes  □ No  □ N/A
Employee Name: ___________________________  KSU ID: _______________
Patient Name: ___________________________  KSU ID: _______________
Supervisor on Duty: ________________________  KSU ID: _______________
Was incident reported to supervisor?  □ Yes  □ No  □ N/A

Details surrounding incident: ____________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Today’s Date: ___________________________
Person filling out incident report: ________________________________________________________
Signature: ____________________________________________________________________________

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

Student Name __________________________________________________________

Today's date ___________________________________________________________

Date of exposure _______________________________________________________

Explanation of exposure (please be as specific as possible)
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
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<th></th>
<th>Student</th>
<th>Initial</th>
<th>3-months</th>
<th>6-months</th>
<th>12-months</th>
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<td>HIV</td>
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<td>HbsAB</td>
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<td>HCV</td>
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CRNP Signature _______________________________________________________

Source Patient Initials _________________

HIV Antibody _________________________

HbsAB _______________________________

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

REQUIREMENTS FOR CLINICAL PARTICIPATION

WELLSTAR SCHOOL OF NURSING PHYSICAL EXAM FORM

- Annual Physical exam (within the last year) and Immunizations signed by a Physician or Nurse Practitioner.

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

Health Forms will be on the KSU Nursing Website or you can contact WellStar School of Nursing Office @ 470-578-3230.

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 Quantiferon Gold test or a chest x ray is required. PPD’s and Quantiferon Gold tests must be updated annually, however, some clinical agencies may require more frequent testing.

When necessary to submit a chest x-ray, a copy of the written report IS required. X-Rays with report are good for 1 year. The written report must state the date the test was given, the date the results were read, and the results.

Students with recently converted PPD’s will be referred to the Health Department, Personal Physician or KSU Health Clinic for follow up.
**TETANUS/DIPHTHERIA/PERTUSSIS (Tdap)**

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

**VARICELLA**

Proof of 2 vaccinations or laboratory evidence of immunity, (reactive) quantitative titer.

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

**MEASLES, MUMPS & RUBELLA ~ MMR**

Proof of 2 vaccinations or laboratory evidence of immunity, (reactive) quantitative titer.

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

**HEPATITIS B SERIES & TITERS**

Laboratory evidence of immunity, (reactive anti Hep B) quantitative titer, and documentation of appropriate immunization, i.e., 3 vaccinations at prescribed intervals

Documentation that the series is in progress will be accepted when you first enter the program. If you are not immune a second series will be required.

**FLU VACCINATION**

Proof of a current flue vaccination due October 1 for fall and upon entry for spring.

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

**PROOF OF BLOODBORNE PATHOGENS CERTIFICATION**

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

**LICENSURE**

If you are currently licensed by any board in the State of Georgia, the WellStar School of Nursing must have a copy of your license. (i.e. RN, Respiratory Therapist, etc.)
Health records are due **annually**. If any of your credentials (i.e., PPD, Physical, Tetanus, Quantiferon Gold Test, X-Ray, CPR and Bloodborne Pathogen Certifications) are due to expire during a semester **(regardless if done within the year)**, you are required to update it before the listed deadlines for that semester. **It is the student’s responsibility to find out what Medical information is pending.** If you are not sure, contact Lindsey McKenzie at 470-578-3230. These records are required by our clinical agencies prior to KSU nursing students attending clinical. You will NOT be allowed into the clinical site without this documentation. Use the WellStar School of Nursing Health Form to record the above information. Fill in all blanks on the form, and do not write, “see attached”. Even though we require documentation, you need to complete the form. Be aware that clinical agencies may request a copy of any or all student health records in certain situations. From time to time a KSU Health Care Provider will review all information provided to the WellStar School of Nursing. Students are required to make copies of all medical forms for themselves before bringing form to WellStar School of Nursing Office.

**MALPRACTICE INSURANCE**

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

**CRIMINAL BACKGROUND CHECK and DRUG SCREEN**

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

A student will be dismissed from the program if clinical placement continues to be denied or as a result of a student’s background history the meeting of course clinical objectives cannot be accomplished.

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

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

Revised 7/14, 7/15, 7/16 Reviewed: 7/17
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

NURSING PRACTICUM REQUIREMENTS

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

If any of your credentials (CPR/Health Requirements) are due to expire during any given semester, you are required to update it before the established "deadline" for that semester. It is the student's responsibility to find out what medical information is pending.

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

Please submit all documentation to:

Mrs. Lindsey McKenzie
Kennesaw State University
WellStar School of Nursing – Rm 3022
Phone: (470) 578-3020  E-mail: lmckenz9@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 30144-5
Phone: 470-578-6644

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

Public Health Department:

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

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

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

Reviewed 8/12, 7/13, 2/14, 7/15, 7/16, 7/17
WellStar Primary Care Nurse Practitioner Program admission requires:

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

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

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

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

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

5. Written statement of personal program goals.

6. Undergraduate physical assessment course.

7. Undergraduate research course.

8. Undergraduate statistics course.


The Application Deadline is March 1st of each year.

Grades

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

Course Repeat Policy

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

Petition to Graduate

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

Reviewed 7/13, 2/14, 7/15, 7/16, 7/17
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

Admission and Progression Policies

General Requirements for Admission to the Graduate Programs

MSN Leadership in Nursing Program – Nursing Administration and Transformational Leadership
Track admission requires:

Admission decisions for acceptance into Kennesaw State University’s MSN Leadership in Nursing Track
are based on overall evaluation of the following components:

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

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

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

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

5. Undergraduate research course.

6. Two professional letters of reference.

The Application Deadline is March 1st of each year.

Grades

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

Course Repeat Policy

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

Petition to Graduate

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

Reviewed 7/13, 2/14, 7/15, 7/16, 7/17
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

Admission and Progression Policies

General Requirements for Admission to the Graduate Programs

MSN Leadership in Nursing Program - Nursing Education Leadership in the Digital World Track admission requires:

Admission decision for acceptance into Kennesaw State’s MSN Leadership in Nursing Track are based on overall evaluation of the following components:

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

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

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

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

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

6. Undergraduate research course.

7. Undergraduate statistics course.

8. Undergraduate physical assessment course.


The application deadline is March 1st of each year.

Transfer Credit

Up to 15 quarter hours or nine semester hours of graduate work from other accredited institutions may be transferred. This work must correspond to Kennesaw State University MSN curriculum. Decisions regarding this transfer will be made by the program director. The credit to be considered for transfer will not be more than five years old at the time the student enters.

Grades

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

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

Petition to Graduate

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

Reviewed 7/13, 2/14, 7/15, 7/16, 7/17
Performance Standards
Core Performance Standards for Admission and Progression

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

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

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Some Examples of Necessary Activities (not all necessary)</th>
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</thead>
<tbody>
<tr>
<td>Professional Relationships</td>
<td>Interpersonal ability sufficient to interact professionally with individuals, families, and groups from a variety of social, cultural, emotion, and intellectual backgrounds.</td>
<td>Establish rapport with patients and colleagues. Capacity to engage in successful conflict resolution with patients, families, colleagues, and faculty members. Demonstrate respect for cultural diversity and rights of others. Ability to develop and maintain therapeutic relationships with patients and colleagues.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for professional interaction with others in verbal, written, and computer-assisted forms.</td>
<td>Speak and write English sufficiently to be understood by patients and families. Explain treatment procedures, health teaching, and plan of care. Document and interpret patient, data, nursing actions and patient responses completely and accurately. Proficient use of electronic medical charting.</td>
</tr>
<tr>
<td>Issue</td>
<td>Standard</td>
<td>Some Examples of Necessary Activities (not all necessary)</td>
</tr>
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<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>
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</tbody>
</table>

Updated 7/2013, 2/2014, Reviewed 7/15, 7/16, 7/17
POSITION STATEMENT ON NURSING STUDENT EMPLOYMENT

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

Reviewed 6/2012, 7/13, 2/14, 7/15, 7/16, 7/17
Student Rights and Grievance/Complaint Procedure

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

Grade Appeal Procedure

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

Discrimination and Sexual Harassment

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

Other complaints

From time to time, students may feel that they have legitimate complaints against a faculty member. It is important that they and the accused faculty member have a common understanding of how such complaints may be resolved. To alert students, faculty, and administration to channels available for complaints, the following procedure is presented. This procedure is not applicable to cases involving discrimination or sexual harassment (see catalog, Student Rights and Responsibilities section). This procedure is also not applicable to cases of violation of stated grading policy (see catalog, Academic Policies section). In those instances, the established KSU procedures should be followed. For general guidance in making a complaint, students may utilize the Office of Student Advocacy as an informal resource for assistance.

Procedure

It is the responsibility of the student to bring his/her concerns or complaints for resolution. Complaints against a faculty member should be resolved at the lowest level possible. When a student has a complaint, s/he should follow the procedures below in the order stated. Attempts to circumvent the procedure will be redirected to the appropriate level of resolution. For example, the President, Provost, or dean will refer grievants to the faculty member or to the department chair/school director as the first level of resolution.
Informal: Students are encouraged to discuss and resolve a complaint at the lowest possible level. In general, students should talk to the faculty member. In cases where the student is uncomfortable talking to the faculty member, they should talk to the faculty member’s immediate supervisor (the department chair/school director or, if the faculty member is a chair/school director, that faculty member’s dean). Informal resolution of a complaint should be attempted prior to filing a formal complaint. Faculty, department chair/school directors, and/or deans are encouraged to be available to students for such discussions so that if possible, the issue can be resolved informally.

Formal: In situations where such informal resolution does not occur because the student feels uncomfortable discussing the problem with the faculty member or because the discussion with the faculty member, faculty member’s department chair/school director, and/or faculty member’s dean is not successful, the student must follow the process outlined below to file a formal complaint against a faculty member. The appeal must be in writing and describe the precise basis of the appeal. Any pertinent information must be submitted in writing with the appeal in order to be considered in the appeal.

Step 1

The student makes a formal complaint to the faculty member’s department chair/school director.

If the student’s formal complaint against faculty involves behavior that occurred during a course, the complaint must be submitted at the latest within 5 business days after the first day of classes of the next academic term after the academic term in which the student has a complaint. Student complaints regarding final course grades are governed specifically by the Grade Appeal Procedure detailed in the University Catalog.

If a student’s formal complaint against faculty is unrelated to behavior that occurred during a course, then the student is encouraged to make the complaint as soon as reasonably possible to allow the department chair/school director to conduct a thorough and impartial review of the complaint. Timely reporting allows for better preservation of witness testimony and other evidence.

The department chair/school director will review the formal complaint, conduct any additional fact-finding, and provide a decision in writing to the student within 15 business days of receipt of the formal complaint.

Step 2

The student may appeal the department chair/school director’s decision by directing his/her complaint, in writing, to the faculty member’s college dean within 15 business days from the date of the chair/school director’s decision. The dean will review the complaint, conduct any additional fact-finding, and provide a decision in writing to the student within 15 business days of the receipt of the formal complaint.
Step 3

The student may appeal the dean’s decision by directing his/her complaint, in writing, to the Provost and Vice President for Academic Affairs within 15 business days of receipt of the dean’s decision. The Provost and Vice President for Academic Affairs will review the complaint, conduct any additional fact-finding, and provide a decision in writing to the student within 15 business days of receipt of the formal complaint.

Step 4

The student may appeal the Provost and Vice President for Academic Affairs’ decision by directing his/her complaint, in writing, to the President of the University within 15 business days of receipt of the Provost’s decision. The President will provide a decision in writing to the student. The President’s decision is final.

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 within 10 business days of receipt of the document, and the response will be directed to the next level of review. 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. Faculty are reminded that KSU policy and Federal law prohibits any form of retaliation against any individual who has been involved in this process (see KSU catalog, Student Rights and Responsibilities, Reaffirmation of Equal Employment Opportunity and Affirmative Action Rights section).

Step 5

A student or faculty member aggrieved by the President’s final decision in the matter may apply to the Board’s Office of Legal Affairs (“Legal Affairs”) for a review of the decision. Review of the decision is not a matter of right, but is within the sound discretion of Legal Affairs. If granted, the discretionary review is limited to the record from Kennesaw State University’s appeal process. Any petition to Legal Affairs must be submitted in writing to Legal Affairs within a period of 20 calendar days following the decision of the President. Legal Affairs will determine whether the application for review shall be granted.

(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, 2/14, 7/15, 7/16, 7/17
GENERAL INFORMATION

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

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

I. CLASSROOM INSTRUCTION

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

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

PAPERS AND TESTS
   Tests may be reviewed at designated times and arrangements for further review may be made with the instructor. Papers will be returned to students at designated times. Students will receive feedback on all graded written work.

GRADES
   In the MSN program, practica are separate courses, except for 7735/6.

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

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

**All Graduate students - Grades and Candidacy for Graduation**

Students must earn a course grade of **B (80)** or better in every course in order to progress in the program.

**Course Repeat Policy for MSN Curriculum**

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

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**C. CONFIDENTIALITY OF PATIENT INFORMATION**

**WellStar School of Nursing**

**Policy on Compliance with Patient Privacy Rules**

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

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

For the purpose of compliance with these rules:

In all clinical experience nursing students are allowed to transcribe information from private health information documents but are not allowed to remove any patient documents or copies thereof from the clinical setting. If any student violates this policy KSU Judiciary Charges may be brought against that student.

All information about patients and their families must be treated as privileged communication. This means that the information is confidential and can only be released to authorized persons. Occasionally students with access to information about patients may be approached by others in the community for information. If this should occur, students cannot provide any information, which is not available to everyone (i.e., diagnosis of patient, detailed account of progress, type of surgery, etc.). Therefore, students must not discuss patients in the presence of outsiders (i.e., in the coffee shop, elevator, hall of clinical agencies or on campus). Unauthorized persons may make use of information, which would harm the patient or the family.
D. **APPEARANCE**

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

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

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

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

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

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

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

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

**CELL PHONES:** All cell-phones must be off or switched to vibrate during class. The student can use a cell-phone during breaks from nursing classes. Most of the clinical facilities prohibit the use of cell-phones.
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing

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 nursing faculty may be subject to, but is not limited to, the following outcome(s):

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

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

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

Revised: 11/12/07
Reviewed: 7/13, 2/14, 7/15, 7/16, 7/17
Kennesaw State University
WellStar College of Health & Human Services
WellStar School of Nursing

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 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, 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.
• Evaluation and referral for treatment.
• Provisions for re-entry to WSON upon successful rehabilitation.
• Disciplinary procedures for a chemically impaired student who is unable or unwilling to be rehabilitated.

**Prevention and Education**

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

**Procedure for Drug Testing**

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

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

Identification

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

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

Phase I

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

Phase II

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

- Purposes of conference are to:
  - convey concern for the student as caregiver as well as concern for the patients;
  - explain how the behavior interferes with the student’s performance in the course;
  - explain academic consequences resulting from the student’s chemical impairment identification;
  - secure student agreement to a comprehensive chemical abuse evaluation for the purpose of professional evaluation of chemical abuse status and the determination of a treatment plan.
- A written contract for the chemically impaired student nurse (see Appendix F) is reviewed and the student is requested to agree to the terms set forth. WSON Director asks the student to sign the contract and the Agreement for Monitoring the Chemically Impaired Student (see Appendix G) confirming that the student understands the terms of the contract and academic consequences. If the student refuses to sign the contract, the student may be administratively dismissed from the nursing program in accordance with the WSON policy. (see Policy on Unsafe Practice in KSU WSON Student Handbook).
• WSON Director provides student with a list of state licensed agencies that provide chemical abuse evaluation services (see Appendix A). WSON Director also reviews with student that he/she is responsible for the cost of the chemical abuse evaluation and any prescribed treatment.

Other issues to be considered when obtaining treatment:

• Realize the potential of suicidal risk upon intervention/confrontation of an issue of concern, and the time lapse to have an evaluation.
• There are options on campus at KSU for the student to obtain evaluation, counseling and treatment services: The Collegiate Recovery Center, the KSU Health Clinic and Student Success Services
• Have student/parent check insurance plan to see what providers are in network.
• Utilize county mental health facilities if the student does not want to use services available on campus and insurance or finances are an issue.
• Many treatment centers will do an initial triage for free, to at least evaluate for any risk of self-harm, and will provide resources for students.

Evaluation

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

• Non-validation of the Violation of the KSU WSON Chemically Impaired Student Nurse Policy (i.e., the comprehensive chemical abuse evaluation does not support/substantiate the alleged report of student behaviors indicative of chemical impairment). In the event of a non-validation of violation, all documentation will be removed from the student’s file. Upon receipt of a negative drug test and written recommendations of the chemical abuse evaluator that there is no evidence of substance abuse, the student may return to all courses in progress with no academic penalty related to chemical impairment.
• Validation of the Violation Without Implementation of the KSU WSON Chemically Impaired Student Nurse Policy (i.e., the comprehensive chemical abuse evaluation supports/substantiates the alleged report of student behaviors indicative of chemical impairment and the student refuses to follow the policy regarding treatment and monitoring). If the student refuses to sign the contracts for monitoring and return to the nursing program (See Appendices F & G), then the student may be administratively dismissed from the nursing program by the WSON Director. WSON Director will point out that it is in the student’s interest to accept the outlined treatment and monitoring for chemical abuse.
• Validation of the Violation With Implementation of the KSU WSON Chemically Impaired Student Nurse Policy (i.e., the comprehensive chemical abuse evaluation supports/substantiates the alleged report of student behaviors indicative of chemical impairment and the student agrees to follow the policy regarding treatment and monitoring). Student signs the contracts for monitoring and return to the nursing program (See Appendices G & H), and is allowed to continue in the nursing program as long as the student is in compliance with his/her substance abuse treatment program.
• Mixed or Inconclusive Results of the Chemical Abuse Evaluation. The student will be given the option to seek another mental health assessment. The monitoring and treatment agreement
will then depend on the outcome of the second evaluation. If the student requires professional treatment, the student will sign a written plan of action for correcting the behavior, with a realistic time frame for meeting the recommendations of the action plan. The student will be allowed to continue in the nursing program as long as the student is in compliance with the negotiated action plan.

**Academic Outcome**

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

**Other**

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

**Re-entry to WSON**

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

**Noncompliance/Relapse**

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

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

Bibliography


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

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

Kennesaw State University
WellStar School of Nursing

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

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

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

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

Low-Cost Counseling Resources:
- The Link
- The Verdery Center & Clinic
- Phoenix Program

Residential Programs:
- St. Judes Recovery, Atlanta
- Atlanta Woman’s Mission – My Sister’s House, Atlanta
- Breakthru House Inc., Decatur
- Turnaround Recovery Residences
- Salvation Army

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

Kennesaw State University
WellStar School of Nursing

List of Drugs Included in Drug Screening Test

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

- Alfentanil
- Butorphanol (Stadol)
- Fentanyl
- Ketamine
- MDMA (ecstasy)
- Nalbuphine (Nubain)
- Sufentanil
- Tramadol
- Alcohol
- Amphetamines & Methamphetamines
- Barbiturates
- Benzodiazepines
- Cannabinoids
- Cocaine
- Methadone
- Heroin
- Opiates
- Phencyclidine
- Propoxyphene
- Other drugs may also be detected

Revised 2017
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 NOTARIZED 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 your performance as a student, you will be administratively dismissed from the program, according to applicable policies of Kennesaw State University.

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

Student_________________________  Dean_____________________

Date_____________  WSON Director___________________

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

Kennesaw State University
WellStar School of Nursing

Chemically Impaired Student Nurse Letter for Returning to the Nursing Program

Dear Ms./Mr. ______________________________ (Student)

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

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

Also, please keep in mind that:

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

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

________________________________________  _______________________
Director, WSON  Date

Appendix K

Kennesaw State University
WellStar School of Nursing

Chemically Impaired Student Dismissal Letter

Dear Ms./Mr. _________________

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

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

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

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

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

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

Date________________________               Date_____________________________


Revised 7/13
Kennesaw State University
WellStar School of Nursing

Examination Policy

Checking In
1. Upon arrival, all personal items will be stored in a locker or at the front of the examination room.
2. All book bags, books, papers, etc. must be placed in the front of the room and secured prior to the start of the examination. All electronic devices and watches (cell phones, smart watches, MP3 players, cameras, fitness bands, etc.) must be removed and secured as advised by the proctor.
3. Students will need to present KSU Student Identification Card before the exam begins to validate their identity.
4. Hats, scarves, and gloves are prohibited during exams unless provisions have been made for religious/cultural apparel.
5. Students are to be seated at least every other seat in the examination room when possible.
6. Students may be given assigned seating as designated by exam proctor/faculty.

During Examination
1. Accessing personal items (cell phones, smart watches, MP3 players, cameras, fitness bands, etc) is prohibited during the course of the examination.
2. Students cannot consume food or drink, gum or candy during the exam period.
3. Students may only use resources, such as calculators, provided by the examination proctor during the exam or as otherwise designated by the proctor.
4. Students may not seek help from any other party in answering items (in person, by phone, text or by email) during the examination.
5. Students may not copy or reconstruct exam items during or following the exam for any reason.
6. If a student witnesses a violation of the WellStar School of Nursing Examination policy, the student is required to report it to the proctor immediately and comply with any follow up investigation.
7. Non-adherence to any component of the examination policy is cause for initiation of the misconduct policy as stated in the Student Code of Conduct Regulations in the KSU catalog and student handbook.
8. Students will be expected to sign an honor code pledge before beginning an examination.
   
   I have neither given nor received aid in the completion of this examination. ____________________
   (Initial Here)
9. Exam answer sheets or scratch paper issued during the examination must be covered at all times with a provided cover sheet. No writing is allowed on this cover sheet.
10. Students may not write along the margins of the examination, in between questions, or on the back of exam pages unless otherwise directed by the proctor.
11. Students must face forward during exams.
12. Students are to remain in their seat during an exam until excused by the exam proctor. If you have a question, raise your hand and a proctor will assist you.
13. Proctors will be in the examination room for all exams.
14. Proctors will walk around and observe students.
Examination Conclusion
1. Students may exit the examination area when dismissed by the proctor.
2. Students may be asked to sign out with the examination proctor at the conclusion of the exam.
3. Students are to collect their personal belongings and exit the examination area immediately following the exam. Students may not congregate in the hallway outside of the examination room.
4. Students may not remove examination items and/or responses (in any format) or notes about the exam from the examination room.
5. Students may not disclose or discuss examination information with anyone, other than the course faculty or persons designated by the course faculty (this includes posting or discussing questions on the Internet and social media websites).
6. Students may not reconstruct examination items at any time using memory of the exam or the memory of others.

Examination Review
1. The purpose of reviewing an examination is to identify patterns of mistakes or subject deficiencies.
2. Dates and times of examination review are at the discretion of the course faculty.
3. Students may be asked to present their KSU-issued student identification prior to examination review.
4. Students are not permitted to take a break from the examination review session.
5. All book bags, books, papers, etc. must be placed in the front of the room and secured prior to the start of the examination review. All electronic devices and watches (cell phones, smart watches, MP3 players, cameras, fitness bands, etc.) must be secured as advised by the proctor.
6. Students may not remove examination items and/or responses (in any format) or notes about the examination from the testing room.

References:
https://www.unthsc.edu/students/center-for-academic-performance/exam-review-policy/
http://www.unmc.edu/com/education/student-policies/exam-review.html
https://www.ncsbn.org/1219.htm

Approved: Fall 2006
Revised: 7/2017
Reviewed 7/13, 7/14, 7/15, 7/16
Policy Statement Regarding the Use of Information Technology Skills in the Graduate Nursing Program

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

SKILLS

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

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

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

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

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

**Classroom Use for Guest Speakers or External Groups**

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

**Suggested Guidelines:**

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

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

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

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

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

6. After the event has concluded the equipment used should be turned off and the room left in good condition (trash placed into containers, chairs and tables return to their original location). The Faculty Advisor will be responsible or may delegate 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, 7/16, 7/17
## Foreign Born Physician Track Curriculum Plan

Implemented Summer 2014*

*Track closed – Last class admitted Fall 2015*

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

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Summer (Semester 4)</th>
<th>Fall (Semester 5)</th>
<th>Spring (Semester 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 3318 Parent Child</td>
<td>6</td>
<td>Take NCLEX (Must possess a valid Georgia RN license to start Residency)</td>
</tr>
<tr>
<td></td>
<td>NURS 4416 Leadership</td>
<td>3</td>
<td>NURS 7725 Theory</td>
</tr>
<tr>
<td></td>
<td>NURS 4414 Complex</td>
<td>3 (if Challenge not passed)</td>
<td>NURS 8800 Common Adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NURS 8850 Residency I</td>
</tr>
<tr>
<td></td>
<td>NURS 7735 Adv. Health Assess.</td>
<td>4</td>
<td>NURS 8854 Residency II</td>
</tr>
<tr>
<td></td>
<td>NURS 7755 Adv. Pharmacology</td>
<td>2</td>
<td>NURS 8856 Research I</td>
</tr>
<tr>
<td></td>
<td>NURS 7765 Adv. Pathophysiology</td>
<td>2 (If Challenges not passed)</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>9-12</td>
<td>Total Hours</td>
<td>9-17</td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Summer (Semester 7)</th>
<th>Fall (Semester 8)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 8805 Common Child</td>
<td>3</td>
<td>Take Certification Exam</td>
</tr>
<tr>
<td></td>
<td>NURS 8851 Residency II</td>
<td>4</td>
<td>Apply for APRN Licensure</td>
</tr>
<tr>
<td></td>
<td>NURS 7715 Role</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 8830 Reproductive Health</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 8852 Residency III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 8853 Residency IV</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 8854 Research II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 8856 Research II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>9</td>
<td>Total Hours</td>
<td>12</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 IN ORDER TO GRADUATE WITH THE BSN. Students must take POLS 1101 American Government and HIST 2112 American History at a Georgia institution to satisfy this requirement. On-campus Bypass or CLEP examinations may be taken to successfully satisfy the requirements for POLS 1101 and HIST 2112.
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing  

SEMESTER SCHEDULE  
MSN Curriculum  

<table>
<thead>
<tr>
<th>WELLSTAR PRIMARY CARE NURSE PRACTITIONER PROGRAM</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>NURS 7735 - 4 hrs.</td>
<td>NURS 7725 - 2 hrs.</td>
</tr>
<tr>
<td>NURS 7755 - 2 hrs.</td>
<td>NURS 7746 - 2 hrs.</td>
</tr>
<tr>
<td>NURS 7765 - 2 hrs.</td>
<td>NURS 8800 - 3 hrs.</td>
</tr>
<tr>
<td>Residency - 90 hrs.</td>
<td>NURS 8850 - 4 hrs.</td>
</tr>
<tr>
<td></td>
<td>Residency - 135 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUMMER SEMESTER</strong></th>
<th><strong>FALL SEMESTER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7715 - 2 hrs.</td>
<td>NURS 8830 - 2 hrs.</td>
</tr>
<tr>
<td>NURS 8805 - 3 hrs.</td>
<td>NURS 8852 - 4 hrs.</td>
</tr>
<tr>
<td>NURS 8851 - 4 hrs.</td>
<td>NURS 8853 - 4 hrs.</td>
</tr>
<tr>
<td>Residency - 135 hrs.</td>
<td>NURS 8854 - 2 hrs.</td>
</tr>
<tr>
<td></td>
<td>Residency - 270 hrs.</td>
</tr>
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</table>
## NURSING ADMINISTRATION AND TRANSFORMATIONAL LEADERSHIP TRACK CURRICULUM

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7793 - 4 hrs.</td>
<td>NURS 7747 - 3 hrs.</td>
</tr>
<tr>
<td>NURS 7796 - 4 hrs.</td>
<td>NURS 6150 - 3 hrs.</td>
</tr>
<tr>
<td>NURS 7745 - 4 hrs.</td>
<td>NURS 8880 - 3 hrs.</td>
</tr>
<tr>
<td>Practicum – 90 hrs.</td>
<td>Practicum – 90 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER SEMESTER</th>
<th>FALL SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7780 – 3 hrs.</td>
<td>NURS 7795 - 3 hrs.</td>
</tr>
<tr>
<td>NURS 7794 – 3 hrs.</td>
<td>NURS 8863 – 1-3 hrs. variable</td>
</tr>
<tr>
<td>NURS 8881 – 3 hrs.</td>
<td>NURS 8882 - 4 hrs.</td>
</tr>
<tr>
<td>Practicum - 90 hrs.</td>
<td>Practicum - 135 hrs.</td>
</tr>
</tbody>
</table>

## NURSING EDUCATION LEADERSHIP IN THE DIGITAL WORLD TRACK CURRICULUM

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7736 - 3 hrs.</td>
<td>NURS 7747 - 3 hrs.</td>
</tr>
<tr>
<td>NURS 7745 - 4 hrs.</td>
<td>NURS 7751 - 3 hrs.</td>
</tr>
<tr>
<td>NURS 7765 - 2 hrs.</td>
<td>NURS 8873 - 4 hrs.</td>
</tr>
<tr>
<td>Practicum - 45 hrs.</td>
<td>Practicum - 135 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER SEMESTER</th>
<th>FALL SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7752 - 3 hrs.</td>
<td>NURS 7755 - 2 hrs.</td>
</tr>
<tr>
<td>NURS 7753 - 3 hrs.</td>
<td>NURS 7754 - 3 hrs.</td>
</tr>
<tr>
<td>NURS 8874 - 3 hrs.</td>
<td>NURS 8875 - 4 hrs.</td>
</tr>
<tr>
<td>Practicum - 90 hrs.</td>
<td>NURS 8863 – 1-3 hrs. variable</td>
</tr>
<tr>
<td>Practicum - 135 hrs.</td>
<td>Practicum - 135 hrs.</td>
</tr>
</tbody>
</table>

Revised 7/13, 2/14, 6/14
LEGAL LIMITATIONS OF LICENSURE

**Graduate**

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

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

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

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

A. Bylaws Committee

a. Purpose: To develop and maintain governance policies for the WSON.

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

c. Membership:
   1. At least five (5) Full-Time Faculty Teaching in the WSON
   2. One (1) Undergraduate Student
   3. One (1) Graduate Student

B. Diversity Committee (Advisory)

a. Purpose: To establish and maintain communication between WSON faculty and diverse students.

b. Responsibilities:
   1. Assess the needs of diverse students* majoring in nursing in order to improve their admission, retention, and graduation.
   2. Offer support to diverse students majoring in nursing in order to improve their admission, retention, and graduation.
*Diverse students are individuals who differ from dominant nursing population, such as race, ethnicity, religion, gender, socioeconomic status, and sexual orientation.

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

C. Fiscal and Physical Resources Committee

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

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

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

Graduate (MSN) Standing Committees

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

A. MSN Admissions, Progression, and Retention Committee

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

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

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

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

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

Changes in Curriculum

New course offerings, course deletions, and changes in requirements or curricula for the Graduate MSN program must go through an approval process as identified by the Graduate Policies and Curriculum Committee (GPCC).
http://www.kennesaw.edu/gpcc/procedures.html

a) Faculty of the Graduate MSN nursing program may propose changes.
b) To begin the process, faculty must log in to Curriculog and submit the online information. Prior to gaining access to Curriculog, faculty must complete the online training. Below is the link to information and access to the curriculum management process:
http://www.kennesaw.edu/curriculum/curriculog.html
c) Once information is submitted online, proposals are reviewed by the Graduate Curriculum and Program Evaluation Committee (GCPEC).
d) Proposals must be available to GCPEC committee members at least one week prior to scheduled meeting for discussion and vote.

e) A majority of voting members of the GCPEC is required to approve and adopt proposals.

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

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

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

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

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

C. MSN Student Advisory Committee

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

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

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


Revised and Accepted: 11/19/01
Revised: 07/08, 07/09, 07/10, 10/10, 7/13, 8/14, 4/15, 7/17
WHERE TO FIND INFORMATION ON SCHOLARSHIPS

Website: www.kennesaw.edu/scholarships

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

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

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

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

Assessment Philosophy and Continuous Program Improvement Plan

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 (Association of American Colleges and Universities and the Council for Higher Education Accreditation, 2008; 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 and student learning outcomes are intimately linked to the WSON’s assessment plan. The primary purpose of the plan is to foster continuous 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 to continually evaluate and refine strategies to assure the most appropriate means of assessing program and student learning outcomes.

Assessment of program and student learning outcomes is an expectation of programs of nursing education. Program outcomes are performance-based factors which include quality and productivity. Student learning outcomes assess the knowledge a student should possess upon completion of the learning process (Raup, King, Hughes, & Faidley, 2010). Instruments of student learning outcome assessment include the National Council Licensing Examination (NCLEX) for Registered Nurses, which all undergraduates must pass to be employable in the field of nursing; and the nurse practitioner/advanced practice certification exams 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.

Assessment Process

Assessment is a collaborative process that involves faculty, staff, students, and the professional community. The assessment process should be regularly examined for utility, feasibility, propriety, accuracy, continuity, and flexibility (Palomba & Banta, 1999). The continuous improvement framework for the WSON is shown in Figure A. The Comprehensive Evaluation Plan (CEP) provides the overall evaluation criteria, phases for data collection, analysis and synthesis of recommendations and decision-making for the WSON. The Total Assessment Blueprint (TAB) provides the expected student learning outcomes for the graduates of each nursing program within the WSON. The TAB 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 Undergraduate and Graduate Program Evaluation Committees are the oversight bodies that ensure the CEP is being followed. The Program Evaluation Committees receive information from various committees on surveys, BSN testing program, and other reports to summarize, evaluate, and present recommendations to the faculty for continuous quality improvement. Specific responsibilities for the Program Evaluation Committees and various other committees are outlined in the WSON Bylaws.
Comprehensive Evaluation Plan

The CEP is the WSON’s written document to guide faculty during the process of continuous program improvement. The CEP is divided into four sections (Mission & Governance; Institutional Commitment & Resources; Curriculum & Teaching Learning Practices; Assessment & Achievement), representing the four standards of program quality assessed by CCNE for program accreditation. Each program quality standard contains various elements that are assessed by WSON faculty. For each element, the evaluation methodology required, sources of information/data needed, timeframe for data collection, oversight responsibility, and the procedure for documentation of outcomes and program changes/revisions are outlined in detail. The undergraduate and graduate nursing programs each have TAB documents that specifically outline the multiple assessment measures and sources needed for data collection. Assessment requirements mandated by KSU’s Academic Program Assessment Plan are also incorporated into the CEP.

Total Assessment Blueprint

The faculty believes that program and student learning outcomes are best assessed by using multiple assessment measures. The TABS for the undergraduate and graduate programs document the multiple assessment measures used. The WSON faculty has carefully selected a variety of methods and approaches to assess program and student learning 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 WSON. The Program Evaluation Committees and other associated committees review each of the assessment methods annually, or more frequently if necessary, to determine program effectiveness and to foster continuous improvement.

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

The following assessment methods are used by both undergraduate and graduate Master’s programs:

**Exit Survey**

Undergraduate nursing students are surveyed electronically via a designated vendor’s assessment instrument immediately upon graduation from the nursing program. Results are tabulated by the vendor, analyzed by the Survey Committee, and presented to the Undergraduate Program Evaluation Committee (UPEC) for further analysis, with an emphasis on evaluating the nursing program’s student learning outcomes. Results and findings are presented annually to the undergraduate nursing faculty regarding potential curricular implications.

Graduate students who are in their last semester of any one of the master’s programs are assessed with a survey form. Students evaluate their current perceptions of the strengths and limitations of the program in preparing them for advanced practice nursing roles. This information will be of value in continuous graduate program improvement. Results are tabulated and analyzed by the Graduate Curriculum and Program Evaluation Committee (GCPEC). Results and findings are presented annually to the graduate faculty regarding potential curricular implications.
Employer Survey

Employers of graduates from the undergraduate nursing program are surveyed electronically via a designated vendor’s assessment instrument 9 – 18 months after the students’ graduation (dependent on the graduate providing employer contact information as part of the Alumni Survey). Results are tabulated by the vendor. In addition, designated persons of clinical agencies that employ KSU nursing graduates are periodically contacted and asked to complete a survey. All undergraduate employer survey results are analyzed by the Survey Committee and presented to the UPEC for further analysis, with an emphasis on evaluating the nursing program’s student learning outcomes. Results and findings are presented annually to the undergraduate nursing faculty regarding potential curricular implications.

Actual and potential employers of graduates of the master’s programs are randomly contacted (e.g., telephone calls) every three years to evaluate their current perceptions of KSU WSON graduates with regard to program strengths, and areas where graduates could be better prepared for advanced practice nursing roles. Graduates are asked to provide employer contact information. Preceptors of graduate students are considered potential employers. The faculty believes that evaluation by current or potential employers provides data regarding overall satisfaction with the WSON program and information about the students ’or graduates’ abilities. Results are tabulated and analyzed by GCPEC. Results and findings are presented when available to the graduate faculty regarding potential curricular implications.

Methods Used by the Undergraduate Program

The following assessment methods are used by the undergraduate program:

Current Comprehensive Testing Program

This is 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 (NURS 3209) and continues with testing throughout the program. At the end of the curriculum (NURS4417), 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 Undergraduate Program Testing Committee. These results, as well as observations and recommendations, are presented to the undergraduate 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 Undergraduate Program Evaluation Committee (UPEC) based on preset criteria listed in the TAB and presented to the undergraduate faculty annually regarding potential curricular implications. NCLEX pass rate data are also presented to the full WSON faculty biannually.

Alumni Survey
Undergraduate nursing students are surveyed electronically via a designated vendor’s assessment instrument 9 –18-months post-graduation of the nursing program. Results are tabulated by the vendor, analyzed by the Survey Committee, and presented to the UPEC for further analysis, with an emphasis on evaluating the nursing program’s student learning outcomes. Results and findings are presented annually to the undergraduate nursing faculty regarding potential curricular implications.

Preceptor Survey
During the last semester of the undergraduate nursing program, students are enrolled in a clinical capstone preceptorship. Senior student preceptors are surveyed electronically via a department-created assessment instrument near the end of the semester. Results are tabulated and analyzed by the Survey Committee and presented to the UPEC for further analysis, with an emphasis on evaluating the nursing program’s student learning outcomes. Results and findings are presented annually to the undergraduate nursing faculty regarding potential curricular implications.

Methods Used by the Graduate Master’s Programs
The following assessment methods are used by the master’s programs:

Nurse Practitioner National Certification Examination Pass Rates
This assessment approach has been used by the WellStar Primary Care Nurse Practitioner Program since inception in 1996. In the State of Georgia, nurse practitioners must submit to a credentialing process that includes reporting a passing score from the examination of one of two nationally recognized certification bodies to the Georgia Board of Nursing. Although both of these certifying bodies, the American Academy of Nurse Practitioners(AANP) and the American Nurses Credentialing Center (ANCC), now report aggregate scores to nursing programs, many graduates sit for both exams making aggregate score data difficult to interpret. Therefore, the WellStar Primary Care Nurse Practitioner program must contact each graduate to determine if the graduate passed one or both exams. This information is then verified utilizing data published by the Georgia Board of Nursing and other state boards. For those who we are able to
contact and who take the examination, the pass rate on at least one of two of these examinations is 90% or greater within one year of graduation. Results are compiled by the administrative team, and examined and presented to the graduate faculty by GCPEC annually to discuss any potential curricular implications. Nurse practitioner national certification examination pass rates are also presented to the full WSON faculty annually.

**Thesis Projects/ Research Projects/Course Projects**

These assessment approaches have been implemented in the MSN programs (refer to specific program total assessment blueprints for courses using these approaches). Percentages of students successfully completing projects are compiled to ensure that the aggregate number of students meets the criteria as outlined in the total assessment blueprints. Results are examined by GCPEC and presented to the graduate faculty annually regarding potential curricular implications.

**Methods Used by the Graduate Doctoral Program**

The following assessment methods are used by the graduate doctoral program:

The Doctor in Nursing Science (DNS) has three approaches of assessment that reflect entry, midpoint, and final outcome benchmarks. The first assessment approach is the Preliminary Examination and it evaluates students’ abilities to integrate and synthesize required doctoral course work, critically analyze and synthesize knowledge to articulate meaningful conclusions, and communicate in writing. The midpoint benchmark is the DNS Comprehensive Examination that is used to evaluate students’ abilities to demonstrate independence in scholarly work that merits continuation into doctoral candidacy. The final outcome assessed is the Doctoral Dissertation and is evaluated on students’ abilities to make an original and significant contribution to the advancement of nursing knowledge through autonomous research and the demonstration of validity of design and methodology, mastery of subject matter and theoretical concepts, as well as demonstrate publication-quality writing with excellent organization and documentation.

**Use of the CEP for Continuous Program Improvement**

A key principle of the continuous improvement process is to use data to develop specific, effective strategies to enhance student learning (Association of American Colleges and Universities and the Council for Higher Education Accreditation, 2008). Program and student learning outcome data are collected and analyzed by the undergraduate and graduate programs, as outlined by the CEP, for the purpose of continuous program improvement. On an ongoing basis, the program evaluation committees report assessment data and recommendations to their respective faculties for discussion of changes and revisions to program curricula, policies, documents, etc. The discussion and recommendations for program changes are documented in the undergraduate and graduate faculty meeting minutes. A summary of undergraduate or graduate program-specific changes are reported to the full faculty on an annual or biannual basis. Changes to policies or documents that are WSON-specific, rather than program-specific, are discussed and voted upon by the full faculty of the WSON.
References


Updated
9/12_PAC, 7/15
Revised 7/13,
7/14, 5/16
Reviewed 7/17
Figure A: Continuous Improvement Framework for the WellStar School of Nursing
Kennesaw State University
WellStar Primary Nurse Practitioner Program
TOTAL ASSESSMENT BLUEPRINT

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES/PROGRAM OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program outcomes</strong></td>
</tr>
<tr>
<td>1. Demonstrate continuing academic quality of students admitted to the program.</td>
</tr>
<tr>
<td>2. Maintain a program completion rate of 90% or higher within 6 years of admissions.</td>
</tr>
<tr>
<td>3. Demonstrate improvement in scholarly productivity of students.</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>1. Synthesize knowledge from nursing, related sciences, and humanities, including culturally appropriate concepts, in the implementation of advanced practice nursing to improve health care outcomes in primary care settings.</td>
</tr>
<tr>
<td>2. Integrate social, economic, ethical, legal, and cultural influences in the planning, delivery, management, and evaluation of potential and actual health care problems for individuals and families across the lifespan.</td>
</tr>
<tr>
<td>4. Apply professional and collaborative communication skills to improve patient self-care and to expedite the coordination of services and interprofessional referrals across a variety of settings.</td>
</tr>
<tr>
<td>5. Employ informatics and healthcare technologies in the delivery, integration, and coordination of care for individuals and families.</td>
</tr>
<tr>
<td>6. Employ leadership and advocacy skills in the implementation of ethical and critical collaborative decision-making to improve quality and safety outcomes for individuals and families in a variety of settings.</td>
</tr>
<tr>
<td>7. Translate evidence-based knowledge into practice by applying research outcomes to influence health care policy health care delivery, and care outcomes in a variety of practice settings.</td>
</tr>
</tbody>
</table>
### Assessment Criteria

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Source of Data/Time Frame</th>
<th>Responsible Party for Collection and Analysis</th>
<th>Associated Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Rate</strong></td>
<td>70% of students will complete the program within 6 years</td>
<td>Number of students enrolled Number of students graduated</td>
<td>Program Outcome 1</td>
</tr>
<tr>
<td>Student graduation records, KSU SAS Portal Fall 20XX</td>
<td>Associate Director for the Graduate Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Admission Rate</strong></td>
<td>The number of applications to the program will increase. 100% of qualified applicants will be admitted to the program.</td>
<td>MSN admission data from student records, Fall 20XX Number of completed applications to the program Percent of qualified applicants admitted</td>
<td>Program Outcome 2</td>
</tr>
<tr>
<td><strong>Employment Rate</strong></td>
<td>70% of students are employed in a nursing position</td>
<td>Exit Survey, Fall or Spring 20XX</td>
<td>CCNE Outcome</td>
</tr>
<tr>
<td><strong>Student Scholarly Productivity Assessment</strong></td>
<td>Assessment of Scholarly projects submitted for presentation or publications and including research project/thesis. 100% of students have completed a scholarly project.</td>
<td>Course report of NURS 8863 Exit Survey, Fall or Spring 20XX</td>
<td>Program Outcome 3</td>
</tr>
<tr>
<td></td>
<td>Course Faculty, GCPEC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>Source of Data/Time Frame</td>
<td>Responsible Party for Collection and Analysis</td>
<td>Associated Student Learning Outcome</td>
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</tr>
<tr>
<td><strong>Nurse Education and Nursing Administration Scholarly Papers and Projects</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A mean grade score of 80 or higher for the class</td>
<td>NUR 7793 Scholarly Paper, Fall 20XX</td>
<td>Course Faculty, GCPEC</td>
<td>SLO 1</td>
</tr>
<tr>
<td></td>
<td>NUR 8875 Self-Critique Paper, Fall 20XX</td>
<td>Course Faculty, GCPEC</td>
<td>SLO 1</td>
</tr>
<tr>
<td></td>
<td>NUR 7780, Scholarly Paper, Summer 20XX</td>
<td>Course Faculty, GCPEC</td>
<td>SLO 2</td>
</tr>
<tr>
<td></td>
<td>NUR 7751, Scholarly Project, Spring 20XX</td>
<td>Course Faculty, GCPEC</td>
<td>SLO 2</td>
</tr>
<tr>
<td></td>
<td>NUR 6150 Business Plan Project, Spring 20XX</td>
<td>Course Faculty, GCPEC</td>
<td>SLO 3</td>
</tr>
<tr>
<td></td>
<td>NUR 7752 Measurement Innovation Teaching Project, Summer 20XX</td>
<td>Course Faculty, GCPEC</td>
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<tr>
<td></td>
<td>NUR 8863 Research Project/Thesis, Fall 20XX</td>
<td>Course Faculty, GCPEC</td>
<td>SLO 4</td>
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<td></td>
<td>NUR 8882 Scholarly Paper, Fall 20XX</td>
<td>Course Faculty, GCPEC</td>
<td>SLO 5</td>
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<tr>
<td></td>
<td>NUR 7879 Scholarly Paper, Fall 20XX</td>
<td>Course Faculty, GCPEC</td>
<td>SLO 6</td>
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<tr>
<td></td>
<td>NUR 7753 Scholarly Paper, Summer 20XX</td>
<td>Course Faculty, GCPEC</td>
<td></td>
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<tr>
<td><strong>ASSESSMENTS/SURVEYS</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Exit Survey</strong></td>
<td>Summary of student responses to questions regarding program strengths and areas of program improvement.</td>
<td>GCPEC, Report provided each Fall Semester to graduate faculty, &amp; WSON Chair</td>
<td>SLO 2, 5, 7</td>
</tr>
<tr>
<td></td>
<td>On-line Survey completed by graduating students each semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preceptor Survey</strong></td>
<td>NUR 8882: Mean scores on specific survey question (7). Minimum acceptable mean score of 3 on 4 point Likert Scale</td>
<td>GCPEC, Report provided each Fall Semester to graduate faculty, &amp; WSON Chair</td>
<td>SLO 7</td>
</tr>
<tr>
<td></td>
<td>On-line Survey completed by preceptors in NUR 8882</td>
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</tr>
<tr>
<td>Program Assessment outcome Criteria</td>
<td>Assessment Results/Evidence</td>
<td>Evidence of Improvement and Recommendations for Change</td>
<td></td>
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<tr>
<td>--------------------------------------------------------------------------</td>
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<td></td>
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<tr>
<td>1. Graduation Rate</td>
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<tr>
<td>70% of students will complete the program within 6 years</td>
<td>• 20XX-20XX: X students admitted in 20XX</td>
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<tr>
<td></td>
<td>• % Graduation rate</td>
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<tr>
<td>2. Admission Rate</td>
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<tr>
<td>The number of applications to the program will increase. 100% of qualified applicants will be admitted to the program.</td>
<td>• Number of program applications in 20XX</td>
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<tr>
<td></td>
<td>• % of qualified applicants admitted to the program</td>
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<tr>
<td>3. Employment Rate</td>
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<tr>
<td>70% of students are employed in a nursing position</td>
<td>• 20XX-20XX: X students graduated in 20XX</td>
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<td></td>
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<tr>
<td></td>
<td>• % Employment rate</td>
<td></td>
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<tr>
<td>4. Student Scholarly Productivity</td>
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<tr>
<td>Assessment of Scholarly projects submitted for presentation or publications and including research project/thesis. 100% of students have completed a scholarly project.</td>
<td>• Percent of students passing the research project/thesis: XX% (n = X)</td>
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<tr>
<td></td>
<td>• Percent of students publishing research project/thesis in Digital Commons: XX% (n = X)</td>
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<tr>
<td>Student Learning Outcome Criteria</td>
<td>Assessment Results/Evidence</td>
<td>Criteria Met/Not Met</td>
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<tr>
<td><strong>1. Synthesize knowledge from nursing, related sciences, and humanities in the implementation of advanced nursing roles.</strong></td>
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<td></td>
</tr>
<tr>
<td>NUR 7793 Scholarly Paper: A mean grade score of 80 or higher for the class</td>
<td>NUR 7793 Scholarly Paper: Mean Grade Score: XX</td>
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</tr>
<tr>
<td>NUR 8875 Self-Critique Paper: A mean grade score of 80 or higher for the class</td>
<td>NUR 8875 Self-Critique: Mean Grade Score: XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 8863 Research Project/Thesis: 80% of the students will successfully complete a presentation of their research project/thesis</td>
<td>NURS 8863: Percent with Successful Presentation: XX%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Integrate social, economic, organizational, ethical, legal, and cultural influences in the planning, delivery, management, and evaluation of care for individuals, families, and populations.</strong></td>
<td>Exit Survey: X surveys sent, X survey returned, XX% response Response summaries:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 7780 Scholarly Paper: A mean grade score of 80 or higher for the class</td>
<td>NUR 7780 Scholarly Paper: Mean Grade Score: XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 7751 Scholarly Project: A mean grade score of 80 or higher for the class</td>
<td>NUR 7751 Scholarly Project: Mean Grade Score: XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Employ organizational and systems leadership skills in the implementation of quality improvement change processes to improve care outcomes for individuals, families, populations, and organizations.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 6150 Business Plan Project: A mean grade score of 80 or higher for the class</td>
<td>NUR 6150: Mean Grade Score: XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 7752 Measurement Innovation Teaching Project: A mean grade score of 80 or higher for the class</td>
<td>NUR 7752: Mean Grade Score: XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Translate evidence-based knowledge into practice by applying research outcomes within educational and practice settings.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 8863 Research Project/Thesis: 80% of the students will successfully complete a presentation of their research project/thesis</td>
<td>NURS 8863: Percent with Successful Presentation: XX%</td>
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<td></td>
</tr>
<tr>
<td>NUR 8882 Scholarly Paper: A mean grade score of 80 or higher for the class</td>
<td>NUR 8882: Mean Grade Score: XX</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. **Apply knowledge of health policy development process to improve health care outcomes.** Employ advocacy strategies at the systems levels to influence health policy processes for the improvement of care for individuals, families, populations, and organizations.

| Exit Survey: | X surveys sent, X survey returned, XX% response  
| Summary of student responses to questions regarding program strengths and areas of program improvement.  
| **NUR 7795 Scholarly Paper:** | Response summaries:  
| A mean grade score of 80 or higher for the class | NUR 7795: Mean Grade Score: XX |

6. **Employ informatics and healthcare technologies in the delivery, integration, and coordination of care for individuals, families, populations, and organizations.**

| NUR 8882 Scholarly Paper: | NUR 8882: Mean Grade Score: XX  
| A mean grade score of 80 or higher for the class |  
| **NUR 7753 Scholarly Project:** | NUR 7753: Mean Grade Score: XX  
| A mean grade score of 80 or higher for the class |

7. **Apply inter-professional collaboration, communication, and leadership skills in the management and coordination of care to improve outcomes for patients and populations.**

| Exit Survey: | X surveys sent, X survey returned, XX% response  
| Summary of student responses to questions regarding program strengths and areas of program improvement.  
| **Preceptor Evaluation Question 7: NUR 8882** | Response summaries:  
| Minimum acceptable mean score = 3. (Scale 1-4) | NUR 8882 Mean score: X |
| **Preceptor Evaluation Question 7: NUR 8875** | NUR 8875: Mean score: X  
| Minimum acceptable mean score = 3. (Scale 1-4) |

| Assessment Criteria | Assessment Results/Evidence | Criteria Met/Not Met  
| Evidence of Improvement and Recommendation for Change |

| Exit Survey: |  
| Preceptor Survey: |
| Other Areas of Improvement: |
### Kennesaw State University
#### WellStar Primary Nurse Practitioner Program

**EVALUATION OF OUTCOMES & TOTAL ASSESSMENT BLUEPRINT**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Source of Data/Time Frame</th>
<th>Responsible Party for Collection and Analysis</th>
<th>Associated Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NP Admissions Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 100% of MSN applicants meet the admissions requirements as stated in the application evaluation rubric</td>
<td>MS admission data, Fall 20XX Percent of applicants meeting admission requirements: XX% Number of admissions: n=</td>
<td>Associate Director for the Graduate Program, NP Program Coordinator, Graduate APR Committee</td>
<td>Program outcome 1</td>
</tr>
<tr>
<td><strong>Program Completion Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 90% of students graduate within 6 years.</td>
<td>KSU SAS Portal, Fall 20XX Data related to student admission and time to graduation</td>
<td>NP Program Coordinator and Faculty</td>
<td>Program outcome 2</td>
</tr>
<tr>
<td><strong>Student Scholarly Productivity Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Scholarly projects submitted for presentation or publications • 100% of students have completed a scholarly project</td>
<td>Course report of NURS 7725, 8854</td>
<td>NUR 7725, 8854 Course Faculty, Program Coordinator, GCPEC</td>
<td>Program outcome 3</td>
</tr>
<tr>
<td><strong>Employment Rate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 70% of students are employed in a nursing position</td>
<td>Exit Survey, Fall or Spring 20XX</td>
<td>GCPEC</td>
<td>CCNE Outcome</td>
</tr>
<tr>
<td>NP Assessment Criteria</td>
<td>Source of Data/Time Frame</td>
<td>Responsible Party for Collection and Analysis</td>
<td>Associated Student Learning Outcome</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>Residency Assessments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Care Residency IV Preceptor survey N8853 Criteria: 100% of students will meet or exceed expectations</td>
<td>Preceptor Evaluation Summary, Aggregate and individual semester: Fall 20XX</td>
<td>N8853 Course Faculty GCPEC</td>
<td>SLO 1,2,3,4,5,6,7</td>
</tr>
<tr>
<td>Papers/Projects: 90% of students will successfully complete the papers/projects.</td>
<td>Standard of care project, Fall 20XX</td>
<td>NURS 8853</td>
<td>SLO 1, 2, 6, 7</td>
</tr>
<tr>
<td><strong>Certification Exam NP</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 90% of the students will pass the Certification Exam | AANP Annual Aggregate Report
Written and verbal communication with graduates | Program Coordinator Program Coordinator                                                   | SLO 1                                                                             |
| **ASSESSMENTS/SURVEYS**                    |                                                                                          |                                                                     |                                     |
| **Exit Survey**                            |                                                                                          |                                                                     |                                     |
| Summary of student responses to questions regarding program strengths and areas of program improvement. | On-line Survey completed by graduating students, Fall 20XX
Graduate Student Advisory Committee Survey | GCPEC, Report provided each Fall Semester to graduate faculty, & WSON Chair
Program Coordinator & Faculty Committee Members | SLO 1,2,3,4,5,6,7                                                               |
| **Employer Survey**                        |                                                                                          |                                                                     |                                     |
| Summary of employer responses to questions regarding program strengths and areas of program improvement | Random contact with actual and potential employers (e.g., phone calls, focus groups, etc.) every three years starting Fall 2016. | GCPEC, Report provided every three years (beginning in 2016) to graduate faculty, & WSON Chair | SLO 1,2,3,4,5,6,7                  |
## EVALUATION OF ASSESSMENT OUTCOMES

### Preceptor Survey
Summary of preceptor responses to questions related to student performance

Preceptor Evaluations (quantitative and qualitative feedback)
Program Coordinator & Faculty Committee Members
SLO 1,2,3,4,5,6,7

### Evaluation Results Related to Program Outcomes

<table>
<thead>
<tr>
<th>Program Assessment Criteria</th>
<th>Assessment Results/Evidence</th>
<th>Criteria Met/Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate continuing academic quality of students admitted to the program</td>
<td>100% of MSN applicants meet the admissions requirements as stated in the application evaluation rubric.</td>
<td># admissions: XX Percent meeting requirements: XX%</td>
</tr>
<tr>
<td>2. Maintain a program completion rate of 90% or higher within 6 years of admissions</td>
<td>90% of students graduate within 6 years</td>
<td>Percent graduates in 6 years: XX%</td>
</tr>
<tr>
<td>3. Demonstrate improvement in scholarly productivity of students</td>
<td>Assessment of Scholarly projects submitted for presentation or publications</td>
<td>NURS 8854 Primary Care Clinical Project (n = XX), Percent of Graduate student scholarship: XX%</td>
</tr>
<tr>
<td></td>
<td>100% of students have completed a scholarly project during or within one year of graduation.</td>
<td>NURS 7725 Advance Practice Theory Course Scholarly Paper/Project (n = XX) Percent of Graduate student scholarship: XX%</td>
</tr>
</tbody>
</table>

### Evaluation Results Related to Student Learning Outcome

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Assessment Results/Evidence</th>
<th>Criteria Met/Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Synthesize knowledge from nursing, related sciences, and humanities, including culturally appropriate concepts, in the implementation of advanced practice nursing to improve health care outcomes in primary care settings.</td>
<td>XX surveys sent, X surveys returned, XX% response Exit Survey: Summary of strengths and areas of program improvement</td>
<td></td>
</tr>
<tr>
<td>Exit Survey: Summary of responses</td>
<td>NUR 8853 Evaluation of Student: 100% of students will meet or exceed expectations</td>
<td>NUR 8853 Preceptor Evaluation of Student: Percent successfully meeting expectations: XX%</td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>Assessment Results/Evidence</td>
<td>Criteria Met/Not Met</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Implement patient/family-centered evidence-based clinical prevention strategies for health promotion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUR 7735 Advance Health Assessment Review of Video Recorded History and Physical Assignment:</strong> 100% of students will meet or exceed expectations</td>
<td><strong>NUR 7735 Video Recorded History and Physical:</strong> Percent successfully meeting expectations: XX%</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Tool for EBP:</strong> 90% of class will successfully complete</td>
<td><strong>Teaching Tool for EBP:</strong> Percent successfully completed = XX% (N8852; n = XX)</td>
<td></td>
</tr>
<tr>
<td>Apply professional and collaborative communication skills to improve patient self-care and to expedite the coordination of services and interprofessional referrals across a variety of settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUR 8853 Practicum IV Preceptor Evaluation of Student:</strong> 100% of students will meet or exceed expectations.</td>
<td><strong>NUR 8853 Preceptor Evaluation of Student:</strong> Percent successfully meeting expectations: XX%</td>
<td></td>
</tr>
<tr>
<td><strong>NUR 7715 Scholarly Paper &amp; Presentation:</strong> 90% of class will successfully complete</td>
<td><strong>Scholarly Paper &amp; Presentation:</strong> Percent successfully completed = XX% (N7715; n = XX)</td>
<td></td>
</tr>
</tbody>
</table>
### Assessment Criteria
Employ informatics and healthcare technologies in the delivery, integration, and coordination of care for individuals and families.

<table>
<thead>
<tr>
<th>Exit Survey: Summary of responses</th>
<th>XX surveys sent, X surveys returned, XX% response</th>
<th>NUR 8853 Preceptor Evaluation of Student: Percent successfully meeting expectations: XX%</th>
</tr>
</thead>
</table>

### Exit Survey:
Summary of responses

**N8853 Practicum IV Preceptor Evaluation of Student:**
100% of students will meet or exceed expectations.

**Assessment Criteria**
Employ leadership and advocacy skills in the implementation of ethical and critical collaborative decision-making to improve quality and safety outcomes for individuals and families in a variety of settings.

<table>
<thead>
<tr>
<th>Exit Survey: Summary of responses</th>
<th>XX surveys sent, X surveys returned, XX% response</th>
<th>Standard of Care Project: Percent successfully completed = XX% (N8853; n = XX)</th>
</tr>
</thead>
</table>

**NUR 8853 Standard of Care Project:**
90% of class will successfully complete

### Exit Survey:
Summary of responses

**NUR 8853 Preceptor Evaluation of Student:**
Percent successfully meeting expectations: XX%

### Exit Survey:
Summary of responses

**N8854 Research Project:**
90% of class will successfully complete

**NUR 8854 Research Project:**
90% of class will successfully complete

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### Evidence of Improvement and Recommendation for Change

| Preceptor Evaluation of Student: | | |
|---------------------------------|-----------------------------------|
| Exit Survey: | Exit Survey: Summary of strengths and areas of program improvement |
| **Employer Survey (if applicable):** | NUR 8853 Preceptor Evaluation of Student: Percent successfully meeting expectations: XX% |

**N8853 Practicum IV Preceptor Evaluation of Student:**
100% of students will meet or exceed expectations.

**NUR 8854 Research Project:**
90% of class will successfully complete

**Research Project:** Percent successfully completed = XX% (N8854; n = XX)

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### Other Areas of Improvement:
### Program outcomes
1. Increase the graduation rate of students from the program within six years of admission.
2. Increase the number of qualified applicants accepted into the program.
3. Demonstrate the scholarly productivity of students during the program.

### Student Learning Outcomes
1. Synthesize knowledge from nursing, related sciences, and humanities in the implementation of advanced nursing roles.
2. Integrate social, economic, organizational, ethical, legal, and cultural influences in the planning, delivery, management, and evaluation of care for individuals, families, and populations.
3. Employ organizational and systems leadership skills in the implementation of quality improvement change processes to improve care outcomes for individuals, families, populations, and organizations.
4. Translate evidence-based knowledge into practice by applying research outcomes within educational and practice settings.
5. Employ advocacy strategies at the systems levels to influence health policy processes for the improvement of care for individuals, families, populations, and organizations.
6. Employ informatics and healthcare technologies in the delivery, integration, and coordination of care for individuals, families, populations, and organizations.
7. Apply inter-professional collaboration, communication, and leadership skills in the management and coordination of care to improve outcomes for patients and populations.
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Source of Data/Time Frame</th>
<th>Responsible Party for Collection and Analysis</th>
<th>Associated Program Outcome</th>
</tr>
</thead>
</table>
| **Graduation Rate**                  | Student graduation records, KSU SAS Portal Fall 20xx  
Number of students enrolled  
Number of students graduated | Associate Director for the Graduate Program                                   | Program Outcome 1           |
| 70% of students will complete the program within 6 years |                                                                           |                                                                     |                             |
| **Admission Rate**                   | MSN admission data from student records, Fall 20xx, Spring 20xx, Summer 20xx  
Number of completed applications to the program  
Percent of qualified applicants admitted | Graduate Admission, Progression, and Retention Committee, Associate Director for the Graduate Program | Program Outcome 2           |
| The number of applications to the program will increase.  
100% of qualified applicants will be admitted to the program. |                                                                           |                                                                     |                             |
| **Employment Rate**                  | Exit Survey                                                                             | GCPEC                                                              | CCNE Outcome                |
| 70% of students are employed         |                                                                           |                                                                     |                             |
| **Student Scholarly Productivity Assessment** | Course report of NURS 8863  
Exit Survey, Fall 20xx, Spring 20xx, Summer 20xx | Course Faculty, GCPEC                                               | Program Outcome 3           |
| Assessment of Scholarly projects submitted for presentation or publications and including research project/thesis.  
100% of students have completed a scholarly project. |                                                                           |                                                                     |                             |
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Source of Data/Time Frame</th>
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<th>Associated Student Learning Outcome</th>
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<tbody>
<tr>
<td>Nurse Education and Nursing Administration Scholarly Papers and Projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A mean grade score of 80 or higher for the class</td>
<td>NUR 7793 Scholarly Paper, Fall 20xx, NUR 8875 Self-Critique Paper, Fall 20xx, NUR 7780, Scholarly Paper, Summer 20xx, NUR 7751, Scholarly Project, Spring 20xx, NUR 6150 Business Plan Project, Spring 20xx, NUR 7752 Measurement Innovation Teaching Project, Summer 20xx, NUR 8863 Research Project/Thesis, Fall 20xx, NUR 8882 Scholarly Paper, Fall 20xx, NUR 7795 Scholarly Paper, Fall 20xx, NUR 7753 Scholarly Paper, Summer 20xx</td>
<td>Course Faculty, GCPEC, Course Faculty, GCPEC, Course Faculty, GCPEC, Course Faculty, GCPEC, Course Faculty, GCPEC, Course Faculty, GCPEC, Course Faculty, GCPEC, Course Faculty, GCPEC, Course Faculty, GCPEC, Course Faculty, GCPEC</td>
<td>SLO 1, SLO 2, SLO 2, SLO 2, SLO 3, SLO 3, SLO 3, SLO 4, SLO 6, SLO 4, SLO 6, SLO 5, SLO 6, SLO 7</td>
</tr>
</tbody>
</table>

**ASSESSMENTS/SURVEYS**

**Exit Survey**
- Summary of student responses to questions regarding program strengths and areas of program improvement.
- On-line Survey completed by graduating students each semester
- GCPEC, Report provided each Fall Semester to graduate faculty, & WSON Chair
- SLO 2, 5, 7

**Preceptor Survey**
- NUR 8882: Mean scores on specific survey question (7). Minimum acceptable mean score of 3 on 4 point Likert Scale
- On-line Survey completed by preceptors in NUR 8882, NURS 8875
- GCPEC, Report provided each Fall Semester to graduate faculty, & WSON Chair
- SLO 7
<table>
<thead>
<tr>
<th>Program Assessment outcome Criteria</th>
<th>Assessment Results/Evidence</th>
<th>Evidence of Improvement and Recommendations for Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduation Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70% of students will complete the program within 6 years</td>
<td>6 year time frame: 20xx – 20xx; x students admitted and x students completed degree within 6 years.</td>
<td>xx% graduated within 6 years.</td>
</tr>
<tr>
<td>2. Admission Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of applications to the program will increase. 100% of qualified applicants will be admitted to the program.</td>
<td># admissions (Fall 20xx): n = x  Percent meeting requirements: xx%</td>
<td></td>
</tr>
<tr>
<td>3. Employment Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70% of students are employed</td>
<td># Graduates n = xx; x graduates employed</td>
<td>xx% employment rate</td>
</tr>
<tr>
<td>4. Student Scholarly Productivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Scholarly projects submitted for presentation or publications and including research project/thesis. 100% of students have completed a scholarly project.</td>
<td>Percent of students passing the research project/thesis: xx% (n = x)  Percent of students publishing research project/thesis in Digital Commons: x% (n = x)</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcome Criteria</td>
<td>Assessment Results/Evidence</td>
<td>Criteria Met/Not Met</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------</td>
<td>---------------------</td>
</tr>
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<td><strong>1. Synthesize knowledge from nursing, related sciences, and humanities in the implementation of advanced nursing roles.</strong></td>
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<tr>
<td>NUR 7793 Scholarly Paper</td>
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<td>NUR 7793 Scholarly Paper: Mean Grade Score: xx (n = x)</td>
</tr>
<tr>
<td>NUR 8875 Self-Critique Paper:</td>
<td>A mean grade score of 80 or higher for the class</td>
<td>NUR 8875 Self-Critique: Mean Grade Score: xx (n = x)</td>
</tr>
<tr>
<td>NURS 8863 Research Project/Thesis:</td>
<td>80% of the students will successfully complete a presentation of their research project/thesis.</td>
<td>NURS 8863: Percent with Successful Presentation: xx% (n = x)</td>
</tr>
<tr>
<td><strong>2. Integrate social, economic, organizational, ethical, legal, and cultural influences in the planning, delivery, management, and evaluation of care for individuals, families, and populations.</strong></td>
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<td></td>
</tr>
<tr>
<td>Exit Survey:</td>
<td>Summary of student responses to questions regarding program strengths and areas of program improvement.</td>
<td>X surveys sent, x survey returned, xx% response</td>
</tr>
<tr>
<td>NUR 7780 Scholarly Paper:</td>
<td>A mean grade score of 80 or higher for the class</td>
<td>NUR 7780 Scholarly Paper: Mean Grade Score: xx (n = x)</td>
</tr>
<tr>
<td>NUR 7751 Scholarly Project:</td>
<td>A mean grade score of 80 or higher for the class</td>
<td>NUR 7751 Scholarly Project: Mean Grade Score: xx (n = x)</td>
</tr>
<tr>
<td><strong>3. Employ organizational and systems leadership skills in the implementation of quality improvement change processes to improve care outcomes for individuals, families, populations, and organizations.</strong></td>
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<tr>
<td>NUR 6150 Business Plan Project:</td>
<td>A mean grade score of 80 or higher for the class</td>
<td>NUR 6150: Mean Grade Score: xx (n = x)</td>
</tr>
<tr>
<td>NUR 7752 Measurement Innovation Teaching Project:</td>
<td>A mean grade score of 80 or higher for the class</td>
<td>NUR 7752: Mean Grade Score: xx (n = x)</td>
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<tr>
<td><strong>4. Translate evidence-based knowledge into practice by applying research outcomes within educational and practice settings.</strong></td>
<td></td>
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</tr>
<tr>
<td>NURS 8863 Research Project/Thesis:</td>
<td></td>
<td>NURS 8863: Percent with Successful Presentation: xx% (n = x)</td>
</tr>
</tbody>
</table>
80% of the students will successfully complete a presentation of their research project/thesis.

**NUR 8882 Scholarly Paper:**
A mean grade score of 80 or higher for the class

NUR 8882: Mean Grade Score: xx (n = x)

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Assessment Results/Evidence</th>
<th>Criteria Met/Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. <strong>Apply knowledge of health policy development process to improve health care outcomes.</strong> Employ advocacy strategies at the systems levels to influence health policy processes for the improvement of care for individuals, families, populations, and organizations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Survey: Summary of student responses to questions regarding program strengths and areas of program improvement.</td>
<td>x surveys sent, x survey returned, xx% response Response summaries: Summary of strengths and areas of program improvement</td>
<td></td>
</tr>
<tr>
<td><strong>NUR 7795 Scholarly Paper:</strong></td>
<td>A mean grade score of 80 or higher for the class</td>
<td>NUR 7795: Mean Grade Score: xx (n = x)</td>
</tr>
<tr>
<td>6. <strong>Employ informatics and healthcare technologies in the delivery, integration, and coordination of care for individuals, families, populations, and organizations.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUR 8882 Scholarly Paper:</strong></td>
<td>A mean grade score of 80 or higher for the class</td>
<td>NUR 8882: Mean Grade Score: xx (n = x)</td>
</tr>
<tr>
<td><strong>NUR 7753 Scholarly Project:</strong></td>
<td>A mean grade score of 80 or higher for the class</td>
<td>NUR 7753: Mean Grade Score: xx (n = x)</td>
</tr>
<tr>
<td>7. <strong>Apply inter-professional collaboration, communication, and leadership skills in the management and coordination of care to improve outcomes for patients and populations.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Survey: Summary of student responses to questions regarding program strengths and areas of program improvement.</td>
<td>x surveys sent, x survey returned, xx% response Response summaries: Summary of strengths and areas of program improvement</td>
<td></td>
</tr>
<tr>
<td>Preceptor Evaluation Question 7: NUR 8882 Minimum acceptable mean score = 3. (Scale 1-4)</td>
<td>NUR 8882 Mean score: xx (n = x)</td>
<td></td>
</tr>
<tr>
<td>Preceptor Evaluation Question 7: NUR 8875 Minimum acceptable mean score = 3. (Scale 1-4)</td>
<td>NUR 8875: Mean score: Mean Grade Score: xx (n = x)</td>
<td></td>
</tr>
</tbody>
</table>

Evidence of Improvement and Recommendation for Change

Exit Survey:
Preceptor Survey:
Employer Survey (if applicable):
Other Areas of Improvement:
THESIS/RESEARCH PROJECT GUIDELINES

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

Steps in the Thesis/Research Project Process

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

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

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

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

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

5. Proposal Defense Meeting: Prior to obtaining IRB approval, the student will have a proposal defense meeting with faculty research advisors. In the case of a research project, the student will meet with the chairperson to defend the proposal (other faculty or course faculty may be invited, however). The proposal defense is an opportunity for the student to demonstrate understanding of the research process and their selected methodology and will not be scheduled unless faculty research advisors believe the student is ready to proceed with the research project. The student should plan the date and place of the defense with the chairperson and second reader (if required). The student will provide all faculty research advisors with a digital copy of the proposal. The proposal should be sent to the advisors at least 2 to 3 weeks before the defense date to ensure that faculty advisors have adequate time to read, reflect on, and respond to the proposal. The student will also prepare a 20 to 30 minute presentation as part of the proposal defense.
The chairperson will: 1) confirm candidate readiness, the date, time, and location 2) schedule a room for the defense 3) request any necessary technology for the defense, and 4) set the agenda for the defense (student's presentation; committee's comments, questions, and suggestions; discussion; committee's conference; summary of result; outline next step in the process).

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

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

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

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

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

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

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

8. Data Analysis: Data analysis should occur during NURS 8863 with completion of chapters 4 & 5, but can be completed sooner if the student progresses faster through the timeline. The chairperson will guide the student in obtaining assistance for statistical analysis from the KSU College of Statistics.

9. Revisions to Chapters 1, 2, & 3 and Writing of Chapters 4 & 5: The student will revise chapters 1, 2, & 3 and write chapters 4 & 5. The student will communicate with the chairperson regarding the final timeline for completion.

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

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

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

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

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

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

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

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

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

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

12. Prepare Final Copy of Thesis: All theses are permanently archived through the DigitalCommons@Kennesaw. DigitalCommons@Kennesaw can support a range of thesis/project formats.

The student is responsible for preparing the numbers of copies of the thesis in the format specified by the Graduate College (Appendix K). Refer to the Digital Commons @ Kennesaw State University: A Contributor’s Guide for specific instructions on submitting the thesis to Digital Commons (http://digitalcommons.kennesaw.edu/lib_subjbib/22/). The student completes the Non-Exclusive License Agreement–Student Form (Appendix L) and emails the form along with an electronic final copy of the thesis to the Digital Commons Administrator.
APPENDIX A
Timeline

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

<table>
<thead>
<tr>
<th>Semesters Prior to NURS 7745</th>
<th>NURS 7745</th>
<th>NURS 7747</th>
<th>NURS 8863</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Student selects research topic of interest</td>
<td>1. Student completes the following components of the research proposal by the end of NURS 7745:</td>
<td>1. Student completes the following components of the research proposal by the end of NURS 7747:</td>
<td>1. Student completes the following components of the research proposal by the end of NURS 8863:</td>
</tr>
</tbody>
</table>
| 2. Student reviews WSON faculty profiles to determine potential candidates to serve as chairperson | **Quantitative Proposal** Chapters 1 & 2  
- Purpose  
- Background and significance  
- Statement of the problem  
- Theoretical/Conceptual Framework  
- Hypotheses/Research Questions  
- Definitions  
- Assumptions  
- Limitations  
- Review of Literature | **Quantitative Proposal** Chapter 3: Methods  
- Design  
- Sample and setting, power analysis  
- Data collection procedures  
- Instruments  
- Threats to validity  
- Data analysis plan  
- Protection of human subjects | **Quantitative Proposal & Qualitative Proposal** Chapter 4 & 5  
- Results  
- Discussion |
| 3. Student sets up interviews with potential faculty | **Qualitative Proposal** Chapters 1 & 2  
- Phenomenon of interest  
- Statement of the problem  
- Type of qualitative study  
- Theoretical perspective  
- Philosophy  
- Assumptions  
- Limitations  
- Relevant concepts  
- Study purpose | **Qualitative Proposal** Chapter 3: Methods  
- Design including assumptions & rationale for qualitative design  
- Population and setting  
- Ethical considerations  
- Data collection plan  
- Data analysis plan  
- Methods for maintaining rigor | 2. Student collaborates with the faculty chairperson in |
<p>| 4. Student selects faculty chairperson and obtains agreement with faculty to serve in the role | | | |
| 5. Student works with faculty chairperson to narrow research topic | 2. Student collaborates with the faculty chairperson in conducting qualitative data analysis (qualitative studies) | | |</p>
<table>
<thead>
<tr>
<th>Semester Prior to NURS 7745</th>
<th>NURS 7745</th>
<th>NURS 7747</th>
<th>NURS 8863</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Faculty participates in interviews</td>
<td><strong>1.</strong> Faculty chairperson works with the student throughout the semester in completing/editing/revising components of the research proposal outlined above</td>
<td><strong>1.</strong> Faculty chairperson works with the student throughout the semester in completing/editing/revising components of the research proposal outlined above</td>
<td><strong>1.</strong> Faculty chairperson works with the student throughout the semester in completing/editing/revising components of the research proposal outlined above</td>
</tr>
<tr>
<td><strong>2.</strong> Faculty works with student to narrow research topic</td>
<td><strong>2.</strong> Faculty chairperson collaborates with student in selecting a second reader by the 4th week of the semester</td>
<td><strong>2.</strong> Faculty chairperson assists student in arranging and meeting with statistician to determine statistical analyses</td>
<td><strong>2.</strong> Faculty chairperson provides guidance to the student during the data collection phase</td>
</tr>
<tr>
<td><strong>3.</strong> Faculty agrees to serve as chairperson and completes the Request for Approval of</td>
<td><strong>3.</strong> Faculty agrees to serve as chairperson and completes the Request for Approval of</td>
<td><strong>3.</strong> Faculty agrees to serve as chairperson and completes the Request for Approval of</td>
<td><strong>3.</strong> Faculty chairperson assists student in building an excel/SPSS/SAS file to</td>
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<tr>
<td></td>
<td><strong>2.</strong> Faculty collaborates with student in developing a schedule to complete/edit/revise the components outlined above during the semester</td>
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<td><strong>3.</strong> Student collaborates with faculty chairperson about potential second reader candidates</td>
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<td></td>
<td><strong>4.</strong> Student interviews and select second reader faculty by the 4th week of the semester</td>
<td><strong>4.</strong> Student interviews and select second reader faculty by the 4th week of the semester</td>
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<td></td>
<td><strong>5.</strong> Student provides the Request for Approval of Thesis/Dissertation Committee Form to the chairperson/second reader for signatures</td>
<td><strong>5.</strong> Student provides the Request for Approval of Thesis/Dissertation Committee Form to the chairperson/second reader for signatures</td>
<td><strong>5.</strong> Student provides the Request for Approval of Thesis/Dissertation Committee Form to the chairperson/second reader for signatures</td>
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<tr>
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<td></td>
<td>7. Student in collaboration with faculty chairperson/second reader schedules and conducts the final proposal defense meeting</td>
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<td></td>
<td>8. Student provides the Thesis/Dissertation Defense Outcome Form to the chairperson/second reader for signatures</td>
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<tr>
<td></td>
<td></td>
<td>9. Student prepares final manuscript as outlined for archiving in DigitalCommons@Kennesaw and provides the Final Submission of Thesis or Dissertation Form to the chairperson for signatures</td>
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<tr>
<td><strong>Faculty Chairperson/ Second Reader</strong></td>
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</tr>
<tr>
<td>Semester Prior to NURS 7745</td>
<td>NURS 7745</td>
<td>NURS 7747</td>
<td>NURS 8863</td>
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</tr>
<tr>
<td><strong>Thesis/Dissertation Committee Form and forwards to the Program Director for signatures</strong></td>
<td>3. Faculty chairperson collaborates with student in scheduling and conducting proposal defense presentation</td>
<td>4. Faculty chairperson/second reader completes the Thesis/Dissertation Proposal Approval Form and the Application for Admission to Candidacy Form and forwards to the Program Director for signatures</td>
<td>enter data (quantitative)</td>
</tr>
<tr>
<td><strong>Faculty chairperson/second reader provides feedback to the student within 2 weeks regarding any work submitted by the student</strong></td>
<td>4. Faculty chairperson/second reader provides feedback to the student within 2 weeks regarding any work submitted by the student</td>
<td>5. Faculty chairperson assists student in meeting with statistician to perform data analysis (quantitative)</td>
<td>5. Faculty chairperson assists student in qualitative data analysis (qualitative studies only)</td>
</tr>
<tr>
<td>3. Faculty chairperson/second reader provides feedback to the student within 1 week regarding any work submitted by the student</td>
<td>5. Faculty chairperson provides guidance to student in preparing IRB approval application and approves the IRB approval application prior to submitting to the IRB</td>
<td>6. Faculty chairperson/second reader collaborates with student in scheduling and conducting final proposal defense presentation</td>
<td>6. Faculty chairperson/second reader completes the Thesis/Dissertation Defense Outcome Form and forwards to the Program Director for signatures</td>
</tr>
<tr>
<td>6. Faculty chairperson/second reader edits/revises final proposal manuscript</td>
<td>7. Faculty chairperson/second reader edits/revises final proposal manuscript</td>
<td>8. Faculty chairperson/second reader approves final manuscript for archiving in DigitalCommons@Kennesaw and signs the Final Submission of Thesis or Dissertation Form. The chairperson forwards the Final Submission of Thesis or Dissertation Form to the Program Director for signatures</td>
<td>9. Faculty chairperson/second reader approves final manuscript for archiving in DigitalCommons@Kennesaw and signs the Final Submission of Thesis or Dissertation Form. The chairperson forwards the Final Submission of Thesis or Dissertation Form to the Program Director for signatures</td>
</tr>
<tr>
<td>Semester Prior to NURS 7745</td>
<td>NURS 7745</td>
<td>NURS 7747</td>
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<tr>
<td></td>
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<td></td>
<td><strong>Faculty chairperson /second reader will provide feedback to student within 2 weeks regarding any work submitted by the student</strong></td>
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<tr>
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<td></td>
<td><strong>If a student has not completed/defended the thesis/research project during NURS 8863, he/she will be allowed to re-enroll in the NURS 8863 course one time for three (3) more semester hours until the thesis/research project is completed.</strong></td>
</tr>
</tbody>
</table>


APPENDIX B

Request for Approval of Thesis/Dissertation Committee
This form is available electronically from the KSU Graduate College.

Kennesaw State University
Graduate College

Request for Approval of Thesis/Dissertation Committee

Name ___________________________  KSU ID ___________________________

Email ___________________________  Phone Number ______________________

Program __________________________

1. Thesis/Dissertation Chair Signature
   Print Name ___________________________  Program ________________
   Date ___________________________  Yes  No  Grad Faculty Status*  Date Last Approval*

2. Committee Member Signature
   Print Name ___________________________  Program ________________
   Date ___________________________  Yes  No  Grad Faculty Status*  Date Last Approval*

3. Committee Member Signature
   Print Name ___________________________  Program ________________
   Date ___________________________  Yes  No  Grad Faculty Status*  Date Last Approval*

4. Committee Member Signature
   Print Name ___________________________  Program ________________
   Date ___________________________  Yes  No  Grad Faculty Status*  Date Last Approval*

5. Committee Member Signature
   Print Name ___________________________  Program ________________
   Date ___________________________  Yes  No  Grad Faculty Status*  Date Last Approval*

*Grad College Office Use

Signatures

Program Director ___________________________  Date ___________________________

Department Chair ___________________________  Date ___________________________

Graduate Dean ___________________________  Date ___________________________

Rev 7/1/12
APPENDIX C

Overview of Thesis Organization for Quantitative Research

Title Page

Signature Page (Thesis/Dissertation Defense Outcome Form)

Table of Contents

Table of Figures

Table of Tables

Abstract

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

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

Chapter 1: Introduction

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

Chapter 2: Review of the Literature

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

Chapter 3: Methods

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

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

Chapter 4: Results

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

Chapter 5: Discussion

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

References

Appendices
APPENDIX D

Overview of Thesis Organization for Qualitative Research

Title Page

Signature Page (Thesis/Dissertation Defense Outcome Form)

Table of Contents

Table of Figures

Table of Tables

Abstract

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

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

Chapter 1: Introduction

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

Chapter 2: Review of the Literature

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

Chapter 3: Methods

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

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

Chapter 4: Results

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

Chapter 5: Discussion

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

References

Appendices
APPENDIX E
Thesis/Dissertation Proposal Approval

This form is available electronically from the KSU Graduate College.

Kennesaw State University
Graduate College

Thesis/Dissertation Proposal Approval

Name ___________________________________________ KSU ID ____________________________

Email ___________________________________________ Phone Number ________________________

Program ___________________________________________

Title:

□ DBA □ DNS □ EDD □ EDS □ Masters □ PHD

Degree Type (check): _____________________________

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

□ The proposal is accepted

□ The proposal is accepted with the following qualifications:

________________________________________________________________________

Signatures

Thesis/Dissertation Chair/Major Professor ___________________________ Date ____________

Program Director ___________________________ Date ____________

Department Chair ___________________________ Date ____________

Graduate Dean ___________________________ Date ____________

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

This form is available electronically from the KSU Graduate College.

Kennesaw State University
Graduate College

Application for Admission to Candidacy

Name ___________________________  KSU ID ___________________________

Email ___________________________  Phone Number ______________________

Program __________________________

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

Candidate Signature ___________________________  Date ________________

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

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

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

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

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

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

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

Degree Program: ___________________________

Signatures

Thesis/Dissertation Chair/Major Professor ___________________________  Date ________________
Thesis committee members are to complete the rubric. Check the evaluation criteria that are appropriate within each attribute category.

Student Name: __________________________________________________________ Date: ______________________

<table>
<thead>
<tr>
<th>Attribute for WRITTEN</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Quality of Science</td>
<td>Abstract fails to state the purpose, describe the sample population, and summarize planned methodology</td>
<td>Abstract adequately states the purpose, describes sample population, and summarizes planned methodology</td>
<td>Abstract clearly and succinctly states the purpose, describes sample population, and summarizes planned methodology</td>
</tr>
<tr>
<td></td>
<td>The research question(s) is poorly defined and connections to current research are minimal</td>
<td>The research question(s) is adequately defined and grounded in terms of current research</td>
<td>The research question(s) is well-defined and well-grounded in terms of current research</td>
</tr>
<tr>
<td></td>
<td>The significance of the problem/question(s) is not fully articulated</td>
<td>The literature review is appropriately articulated</td>
<td>The significance of the problem/question(s) is clearly and well articulated</td>
</tr>
<tr>
<td></td>
<td>The literature review is not appropriate to the topic and does not synthesize research across sources</td>
<td>The literature review is extensive and insightfully synthesizes research across sources</td>
<td>The literature review is extensive and insightfully synthesizes research across sources</td>
</tr>
<tr>
<td></td>
<td>Demonstrates poor understanding of theoretical concepts</td>
<td>Demonstrates understanding of theoretical concepts</td>
<td>Demonstrates mastery of theoretical concepts</td>
</tr>
<tr>
<td></td>
<td>The chosen research approach is not an acceptable match to the research question</td>
<td>The chosen research approach is an appropriate match to the research question</td>
<td>The selected research methodology is an appropriate match to the research question</td>
</tr>
<tr>
<td></td>
<td>Not all research tools are described and analysis methods are not discussed.</td>
<td>All research tools and methods of analysis are described</td>
<td>All research tools and methods of analysis are described in detail and are approach to the chosen approach.</td>
</tr>
<tr>
<td></td>
<td>The Reference list is incomplete and inaccurate.</td>
<td>The Reference list is complete and accurate (with fewer than 3 surface errors)</td>
<td>The Reference list is complete and accurate</td>
</tr>
</tbody>
</table>
| Attribute for WRITTEN | Does Not Meet Expectations  
*Provide a short explanation for each attribute that you select in this category.* | Meets Expectations | Exceeds Expectations |
|-----------------------|------------------------------------------------------------------------------|-------------------|----------------------|
| Quality of Writing    | ☐ Writing is weak  
☐ Numerous grammatical and spelling errors  
☐ Organization is poor  
☐ Does not adhere to APA format | ☐ Writing is adequate  
☐ Some grammatical and spelling errors apparent  
☐ Organization is logical  
☐ Adheres to APA format (with fewer than 3 formatting errors) | ☐ Writing is publication quality  
☐ No grammatical or spelling errors  
☐ Organization is excellent  
☐ Adheres to APA format |
| Overall Assessment    | ☐ Does not meet expectations | ☐ Meets expectations | ☐ Exceeds expectations |
**KENNESAW STATE UNIVERSITY**  
WellStar College of Health and Human Services  
WellStar School of Nursing-Graduate Nursing Programs  
MSN Leadership in Nursing  

**Thesis PROPOSAL ORAL DEFENSE Rubric**

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

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

Students Name: _____________________________ Date: __________________
APPENDIX H
Thesis/Dissertation Defense Outcome

This form is available electronically from the KSU Graduate College.

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

**Title:**

---

**Thesis/Dissertation Defense:**

- [ ] Passed
- [ ] Failed
- [ ] Date

All courses required for the degree have been completed satisfactorily

- [ ] YES
- [ ] NO

**Signatures**

- Thesis/Dissertation Chair/Major Professor
  - Date
- Committee Member
  - Date
- Committee Member
  - Date
- Committee Member
  - Date
- Committee Member
  - Date
- Committee Member
  - Date
- Program Director
  - Date
- Department Chair
  - Date
- Graduate Dean
  - Date

Rev. 2/15/12
APPENDIX I
Final Submission of Thesis or Dissertation

This form is available electronically from the KSU Graduate College.

Final Submission of Thesis or Dissertation

Name ________________________________  KSU ID ________________________________

Email ________________________________  Phone Number ________________________________

Program ________________________________

Title: __________________________________________

Release Options
Check one of the following:

☐ Provide open and immediate access

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

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

Attach documentation of restrictive pre-publication policy.

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

Candidate Signature ________________________________ Date ________________

Signatures

Thesis/Dissertation Chair/Major Professor ________________________________ Date ________________

Program Director ________________________________ Date ________________

Department Chair ________________________________ Date ________________

Graduate Dean ________________________________ Date ________________

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

Thesis FINAL WRITTEN Rubric

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

Student Name: _______________________________________________________________ Date: ______________________

<table>
<thead>
<tr>
<th>Attribute for WRITTEN</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Quality of Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Abstract fails to state the purpose, describe the sample, summarizes methodology, and major findings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Introduction fails to state the problem/issue, rationale, research question, and the significance of the study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Literature review fails to synthesize relevant research on the research problem and question(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Demonstrates poor understanding of theoretical concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Methodology section fails to describe types of methodology used, participant criteria and context, sampling procedures, methods of inquiry, data collection processes, data analysis processes, and limitations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Results section fails to state findings/results which are substantiated by collected evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Abstract adequately states the purpose, describes sample, summarizes methodology, and major findings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Introduction adequately states the problem/issue, rationale, research question, and the significance of the study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Literature review adequately synthesizes relevant research on the research problem and question(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Demonstrates understanding of theoretical concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Methodology section adequately describes types of methodology used, participant criteria and context, sampling procedures, methods of inquiry, data collection processes, data analysis processes, and limitations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Results section adequately states findings/results which are substantiated by collected evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Abstract clearly and succinctly states the purpose, describes sample, summarizes methodology, and major findings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Introduction clearly and succinctly states the problem/issue, rationale, research question, and the significance of the study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Literature review clearly and succinctly synthesizes relevant research on the research problem and question(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Demonstrates mastery of theoretical concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Methodology section clearly and succinctly describes types of methodology used, participant criteria and context, sampling procedures, methods of inquiry, data collection processes, data analysis processes, and limitations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Results section clearly and succinctly states findings/results which are substantiated by collected evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attribute for WRITTEN</td>
<td>Does Not Meet Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------</td>
<td>--------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Conclusion section fails to include statements that are substantiated by collected evidence and makes relevant recommendations for practice</td>
<td>Conclusion section adequately includes statements that are substantiated by collected evidence and makes relevant recommendations for practice</td>
<td>Conclusion section clearly and succinctly includes statements that are substantiated by collected evidence and makes relevant recommendations for practice</td>
</tr>
<tr>
<td></td>
<td>The reference list is incomplete and inaccurate.</td>
<td>The Reference list is complete and accurate (with fewer than 3 surface errors)</td>
<td>The Reference list is complete and accurate</td>
</tr>
<tr>
<td>Conclusion section clearly and succinctly includes statements that are substantiated by collected evidence and makes relevant recommendations for practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution to Discipline</td>
<td>Limited evidence of discovery</td>
<td>Some evidence of discovery</td>
<td>Exceptional evidence of discovery</td>
</tr>
<tr>
<td></td>
<td>Limited expansion upon previous research</td>
<td>Build upon previous research</td>
<td>Greatly extends previous research</td>
</tr>
<tr>
<td></td>
<td>Limited theoretical or applied significance</td>
<td>Reasonable theoretical or applied significance</td>
<td>Exceptional theoretical or applied significance</td>
</tr>
<tr>
<td></td>
<td>Limited publication impact</td>
<td>Reasonable publication impact</td>
<td>Exceptional publication impact</td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>Writing is weak</td>
<td>Writing is adequate</td>
<td>Writing is publication quality</td>
</tr>
<tr>
<td></td>
<td>Numerous grammatical and spelling errors</td>
<td>Some grammatical and spelling errors apparent</td>
<td>No grammatical or spelling errors</td>
</tr>
<tr>
<td></td>
<td>Organization is poor</td>
<td>Organization is logical</td>
<td>Organization is excellent</td>
</tr>
<tr>
<td></td>
<td>Does not adhere to APA format</td>
<td>Adheres to APA format (with fewer than 3 formatting errors)</td>
<td>Adheres to APA format</td>
</tr>
<tr>
<td>Overall Assessment</td>
<td>Does not meet expectations</td>
<td>Meets expectations</td>
<td>Exceeds expectations</td>
</tr>
</tbody>
</table>
KENNESAW STATE UNIVERSITY  
WellStar College of Health and Human Services  
WellStar School of Nursing-Graduate Nursing Programs  
MSN Leadership in Nursing

**Thesis FINAL ORAL DEFENSE Rubric**

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

Students Name: ___________________________________________ Date: _______________

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

Thesis Chair Signature  

Date  

Second Reader Signature  

Date
APPENDIX K
Thesis Formatting Guidelines

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

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

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

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

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

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

7. **Tables, Graphs, Figures, Appendices etc.**: Follow APA guidelines for formatting.
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

INCLEMENT WEATHER POLICY

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