



**KENNESAW STATE**  
**UNIVERSITY**

WELLSTAR COLLEGE OF HEALTH  
AND HUMAN SERVICES  
*School of Nursing*

## **UNDERGRADUATE NURSING PROGRAM**

**BACHELOR of SCIENCE in NURSING**

# ***STUDENT HANDBOOK***

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**\*\*2023 - 2024\*\***



It is with pleasure that I welcome you and all students to the Wellstar School of Nursing at Kennesaw State University. It is an exciting time to be a professional nurse and nursing student. The world recognizes our contribution to health and healing, and we are in need. In fact, nurses are often acknowledged as the most trusted profession. That trust bestowed on us collectively and individually arises from a rich history of caring science and collaboration with other healthcare professionals.

It is my daily privilege to lead the dedicated faculty and staff team who serve you. On behalf of that team, I applaud your dedication to your accomplished academic excellence that will serve as a foundation for your successful navigation of the student learning outcomes associated with a rigorous and evidence-based curriculum. We are here to support your success, help you reach your career goals, and look forward to you and your student colleagues leading healthcare and nursing.

Do not hesitate to take advantage of all resources and opportunities that will enhance your success.

Sincerely,  
Susan Dyess, PhD, RN  
Professor of Nursing  
Thomas and Elizabeth Holder Endowed Chair  
Director Wellstar School of Nursing  
Wellstar College of Health and Human Services  
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**WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES**

Wellstar School of Nursing

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I am pleased to welcome you to the undergraduate nursing program in the Wellstar School of Nursing (WSoN) at Kennesaw State University (KSU), located within the Wellstar College of Health and Human Services (WCHHS). We offer two Bachelor of Science in Nursing (BSN) programs - Traditional (over 6 semesters) and Accelerated (over 4 semesters) - for students who want to become a registered nurse. Our exceptional faculty and staff harmoniously work together to create a world-class undergraduate program that prepares graduates for generalist nursing practice to work with patients across the lifespan of healthcare environments.

The WSoN has over 13,000 square feet of state-of-the-art resources, including skills labs and simulation space with high-tech equipment and technology. As a BSN student in the WSoN, you will have the opportunity to participate in over 800 clinical hours across the curriculum, including skills labs, simulation, and direct patient care.

We hope your time with us is very rewarding and that you experience significant intellectual and personal growth. We recognize life can be challenging at times and that it may become difficult to maintain a healthy balance. The WSoN faculty and staff are here for you and are committed to your success. Please do not hesitate to reach out. We want to hear from you if you are experiencing any challenges throughout the program. While we cannot always change circumstances, we can compassionately listen, offer support, and provide you with valuable resources to help promote your success, health, and well-being.

Best wishes along your journey in becoming a registered nurse and joining one of the most valued, noble, and honorable professions. We commend you for your hard work, commitment, and dedication!

Sincerely,  
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## **Mission of the Wellstar School of Nursing**

### **Mission**

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.

### **Goals**

The Wellstar School of Nursing at Kennesaw State University functions to:

- Provide programs of high quality in undergraduate and graduate nursing education.
- Support an environment conducive to personal and professional growth, scholarship, and creative activity.
- Demonstrate leadership in providing service and professional practice within the university and the community.

Adopted: 10/2001

Last reviewed :7/2021

Last reviewed: 8/2022

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## 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 intra-professional and inter-professional 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 M. J., Carpenter R. D., & Fitzpatrick, J. J. (2015). *Encyclopedia of nursing education*. Springer Pub. Company LLC.

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## **Baccalaureate of Science in Nursing Program Organizing Framework**

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

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

### **Caring**

The entire curriculum revolves around the belief that nursing is the art and science of caring. Caring forms the foundational concept that supports attention to persons, families, groups, communities, and environments. Skill and competence, practical wisdom, caring attitude, and critical judgment are all examples of caring in practice. Caring supports the emphasis in the curriculum on holistic health and is the compelling force behind the development of professionalism and ethics. Acknowledging multiple ways of knowing, caring is also an important factor in faculty-student relationships and the use of creative learning strategies in classroom and clinical throughout the curriculum.

The American Nurses Association (2010a), with endorsement by a host of specialty organizations, developed *Nursing: Scope and Standards of Practice* which describes the scope of nursing practice and standards of professional nursing practice. "Scope of practice" relates to the identification of roles and boundaries that govern professional practice. The "standards of professional nursing practice" depict the minimum level of competence expected of nurses while acknowledging that practice is context laden. The individual standards of professional practice coincide with elements of the matrix of the nursing process. The standards of professional performance reflect the competent level of behavior expected of a professional nurse which emphasizes ethics, ongoing education, quality, communication, collaboration, evaluation, resource utilization and environmental health.

The "Standards" are utilized as a structure in each baccalaureate nursing course to teach the promotion of a caring and healing environment which facilitates holistic health of patients as individuals,

families, groups, or communities. Caring, as the essence and central focus of nursing, permeates all aspects of inquiry and education in nursing, fostering expectations for excellence and providing guidance for personal behavior and professional practice. Philosophical, interpersonal, and technical components of caring are learned and reaffirmed as the student attends to the processes of nursing. The concept of caring is taught in the first nursing course (NURS 3209) and is addressed throughout clinical and didactic courses within the curriculum.

### **Professionalism/ Ethics**

Professionalism is desired and expected of those who enter nursing. It is characterized by learning, knowledge and competence gained through higher education, a commitment to the welfare of society, an orientation to serve and adherence to a professional ethic. Professionalism is demonstrated through expertise, analysis, responsibility, accountability, and autonomy. Knowledge is gained throughout the educational process that addresses current science, clinical evidence, information management, leadership, quality, and patient care technology. It includes being accountable for upholding the codes of nursing ethics (American Nurses Association, 2015; International Council of Nurses, 2021), standards of nursing practice and legal parameters of the profession. It is also demonstrated in attitude, demeanor and methods of respectful patient and inter- and intra-professional communication and collaboration.

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

The inculcation of professional identity is a developmental process therefore professionalism and ethics are in all courses in the curriculum. They are discussed in the first nursing course, Theoretical Basis for Holistic Nursing & Health (NURS 3209) and are the focus of Professionalism and Ethics in Nursing (NURS 3302), during the second semester. Using this foundation, students continue to discuss and deliberate issues of ethics and professionalism throughout the curriculum, for example, in Nursing Research for Evidence-based Practice (NURS 4402), Parent-Child Nursing (NURS 3318), Mental Health Nursing (NURS 3314), Community Health Nursing (NURS 4412), and Nursing Leadership Practicum: Transition to Practice (NURS 4419).

## **Holistic Health**

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

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

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

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

All levels of prevention serve as springboard for the role that prevention plays in health today as typified by *Healthy People 2010* (US Dept. of Health and Human Services, 2000), *Healthy People 2020* (US Dept. of Health and Human Services, 2010), and *Healthy People 2030* (US Dept. of Health and Human Services, 2020). These documents have set the agenda for the way prevention is addressed from a national perspective. Nursing has reformulated the concepts of prevention to address nursing actions that promote holistic health. The faculty is committed to encouraging holistic health of patients as individuals, families, groups, and communities.

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

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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.

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*.

Silver Spring, MD: Author.

Retrieved from <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>



## **Baccalaureate of Science in Nursing Program Program Outcomes**

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

1. Demonstrate quality by maintaining both professional accreditation through the Commission Collegiate Nursing Education (CCNE) and acceptable performance of graduates on the National Council State Boards of Nursing License Exam (NCLEX).
2. Provide a learning environment that ensures meeting the program benchmark for graduation rates.
3. Prepare graduates for success in attaining employment in the nursing profession.

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Last reviewed 7/2021  
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Last reviewed 6/2023

## **Baccalaureate of Science in Nursing Program Student Learning Outcomes**

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

1. Synthesize knowledge from a liberal education including social science, natural science, nursing science and the art and ethics of caring as a foundation for providing holistic nursing care.
2. Implement competent, patient-centered care of individuals, families, groups, communities, and populations along the health-illness continuum and throughout the lifespan within multicultural environments.
3. Utilize leadership skills to critically examine and continuously improve healthcare delivery systems, with emphasis on safety, quality, and fiscal responsibility.
4. Analyze current research and apply conceptual/theoretical models for translating evidence into clinical practice.
5. Apply knowledge and skills in information management and patient care technology in the delivery of quality patient care.
6. Identify the significance of local, state, national, and global healthcare policies including financial and regulatory environments.
7. Demonstrate effective communication skills with an interdisciplinary healthcare team including collaboration, negotiation, and conflict management.
8. Employ principles of health promotion, and disease/injury prevention in providing care to individuals and populations.
9. Assume responsibility and accountability for professionalism, including lifelong learning, and the inherent values of altruism, autonomy, human dignity, integrity, and social justice in the practice of nursing.

Last reviewed 7/2021

Last reviewed 8/2022

Last reviewed 6/2023



## WHERE TO FIND INFORMATION ON SCHOLARSHIPS

The [Kennesaw State University Undergraduate Catalog](#) includes a description of available nursing scholarships, a reference chart to determine eligibility, and the application process. This assistance is through the Office of Scholarships and Financial Aid (Website: <https://financialaid.kennesaw.edu/financial-aid-types/scholarships/index.php>).

## GENERAL COST OF THE PROGRAM

The cost will vary by semester and other factors such as in-state and out-of-state tuition. Please refer to Financial Aid's [estimated cost of attendance](#). For examples of additional fees and expenses you may incur, including those specific to the nursing program, please refer to the: [Tuition, Expenses, and Financial Aid section of the KSU Undergraduate Catalog](#)

## GRADUATION EXPENSES

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

	Costs**
Diploma	\$40.00
Cap & Gowns	\$ 85.00
Petition Fee	\$ 50.00
Nursing Pin (available at bookstore)	Price varies
NCLEX Exam	\$200.00 for Exam
Georgia Board of Nursing	\$ 40.00
Average cost of a review course	\$500.00

**\*\*Prices subject to change**



## **LEGAL LIMITATIONS OF LICENSURE**

### **Undergraduate**

After completion of the requirements for the Bachelor of Science in Nursing degree, graduates will be eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX) to practice as a registered nurse (R.N.). All applicants must be aware that the state examining board has the right to refuse to grant a R.N. nurse license to any individual regardless of educational credentials under circumstances of:

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

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



## **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 educational goals.

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

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

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

Last reviewed: 7/2021

Last reviewed: 8/2022

Last reviewed: 6/2023



## **NURSING ORGANIZATIONS**

### **SIGMA**

Sigma 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. In 2019, Mu Phi added the Wellstar Health System as a practice partner, and the chapter charter is now known as Mu Phi at-Large. The purpose of the organization is to recognize superior achievement in nursing, to encourage leadership development, to foster high nursing standards and to strengthen the commitment to the ideals of the profession. Specific requirements are needed for membership.

#### **Undergraduate Students must**

- have completed ½ of the nursing curriculum.
- have at least a GPA of 3.5 (based on a 4.0 grading scale).
- rank in the upper 35 percentile of the graduating class.
- meet the expectation of academic integrity.

### **KSU STUDENT NURSES ASSOCIATION**

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



## 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 or failure. 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.

### I. CLASSROOM INSTRUCTION

#### A. CLASS ATTENDANCE

Refer to the Kennesaw State University Undergraduate Catalog and the Kennesaw State University Student Handbook. To maximize your learning experiences, students are encouraged to attend all classes. See individual syllabi for grading regarding attendance.

#### B. LEARNING RESOURCES

The following resources are available to students, including but not limited to: KSU library, KSU Writing Center, computer programs, videos, interactive videos, simulators, and nursing skills laboratory.

#### C. PAPERS AND TESTS

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

#### D. GRADE

Official policies of Kennesaw State University regarding grades are found in the Kennesaw State University Student Handbook. For clinical courses, students must receive a satisfactory grade in clinical as well as a passing grade in the theoretical component to progress to the next sequential nursing course. Each nursing syllabus will indicate the course requirements.

[Academic Policies Grading Policies - Kennesaw State University - Acalog ACMSTM](#)

All nursing courses assign letter grades based on the following numerical grades:

### **UNDERGRADUATE**

A = 90-100

B = 80-89

C = 75-79

D = 70-74

F = 69 and Below

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

## **II. CLINICAL, LABORATORY, AND SIMULATED EXPERIENCES**

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

- A. In order to provide quality clinical sites and faculty, the nursing program has clinical experiences at multiple sites around metro Atlanta, 7 days a week, and at various hours. You must be able to attend your assigned clinical days and provide your own transportation.
- B. Attendance for off-campus laboratory experiences is **REQUIRED**. The rationale for mandatory attendance is to provide sufficient opportunities for a student to meet the clinical objectives associated with each nursing course. The instructor uses the clinical objectives as the basis for the evaluation of a student's clinical performance.
- C. CLINICAL ABSENCE OR UNAUTHORIZED DEPARTURE FROM THE CLINICAL SITE

Should a student have a clinical absence or need to depart from the clinical site during clinical, the procedure below shall be followed:

1. The student **MUST** notify the clinical instructor directly and receive approval, **PRIOR** to the beginning of the clinical experience. The clinical instructor must also be notified, and approval received before the student may leave the clinical agency or assigned unit. Failure to do so may result in an automatic clinical failure.
2. If the clinical instructor is not notified prior to the beginning of clinical, this behavior may reflect on the student's clinical evaluation under "Member of a Profession" and may result in an automatic clinical failure.

3. Absences which interfere with a student's ability to meet the clinical objectives (usually more than one) will be reviewed by the teaching team.
4. If during the program a student experiences a health condition, the student may be requested to provide a written note from a healthcare provider indicating the student is cleared to attend/return to clinical without limitations. This is for the safety of the student and the patients they care for.

D. CLINICAL LATENESS

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

E. PREPARATION FOR CLINICAL AND NURSING SKILLS/SIMULATION LABORATORY

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

F. ERRORS

Should a student make an error of either omission or commission of care, they must report this immediately to the team leader or coordinator on the unit as well as the clinical instructor. Students should also complete and submit the Clinical Error and Near Miss report form provided in the WSoN BSN Student Handbook.

G. EVALUATION CONFERENCES

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

## H. GRADES

Students are graded as satisfactory or unsatisfactory for a clinical experience. A final grade of unsatisfactory in a clinical component result is failure of the course; a grade of “D” will be recorded. An overall grade of satisfactory is required in order to progress to the next sequential nursing course. Any student has the right to appeal for a final grade.

## I. TRANSPORTATION

Students are responsible for their own transportation to class and off-campus clinical experiences (e.g., home visits in community health).

## J. CONFIDENTIALITY OF PATIENT INFORMATION

### **Wellstar School of Nursing Policy on Compliance with Patient Privacy Rules**

Compliance with the Health Insurance Portability and Accountability Act (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 experiences 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 (e.g., diagnosis of patient, detailed account of progress, type of surgery, etc.). Therefore, students must not discuss patients in the presence of outsiders (e.g., 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.

## K. APPEARANCE

**UNIFORMS:** Students are to wear a clean and neat complete uniform during the clinical experience (unless otherwise specified). Students will wear a mask to clinical as mandated by the clinical agency. This could be a surgical or an N95 mask. (See clinical credentialing section of the WSON BSN Student Handbook). The uniform consists of:

1. Hospital – All students are required to purchase black uniforms from the approved School of Nursing professional apparel vendor. Black athletic shoes or closed-toe, flat leather shoes with ankle socks or hose are to be worn. Clogs are NOT ALLOWED. When obtaining clinical assignment, business casual covered by a neatly pressed (wrinkle-free) lab coat is acceptable (see business casual dress).
2. On campus lab activities:
  - A. Simulation – Students will dress in the attire mandated by the course they are enrolled in to meet clinical guidelines.
  - B. Competencies – Students must wear their WSoN uniform.
3. Community Health Nursing dress code - Student will wear either the WSON uniform, or white shirt/blouse and navy blue or black pants/skirts, lab coats with Kennesaw State University sewn patch and Kennesaw State University name tag to the community clinical agency unless advised otherwise by the agency's personnel AND approved by the student's clinical instructor. This dress code applies not only to the hours of the precepted clinical experience, but to any time the student is in the community representing Kennesaw State University (e.g., teaching project, alternative experience, going to clinical site to complete paperwork/screening). Students are also expected to comply with the other sections (e.g., hair, shoes, jewelry, etc.) of the dress code as outlined in the Student Handbook.
4. When an agency requires business attire or "business casual", the Wellstar School of Nursing guidelines supersede them as follows: men's shirts must have collars. Low cut blouses or open shirts are inappropriate at all times; at no time should the area below the collar bone or abdomen be visible. Sweatshirts, t-shirts, overalls, denim and exercise clothing are not permitted at any time. Shorts, short skirts (more than three inches above the knee) and Capri pants are not appropriate. All black (including logos) athletic shoes or closed toe leather shoes with socks or hose are to be worn to all clinical experiences. Sandals, flip-flops, and spiked high heels are not acceptable. Students are held to this standard of dress regardless of what they observe in the agency. All students are to accept professional responsibility for appearance and dress in accordance with school policy.

5. Black and white name pin (white background with black lettering) that includes the following:
  - a. Name (First name and first initial of last name)
  - b. Kennesaw State University
  - c. BSN Student
  
6. Official Kennesaw State University patch to be worn on left side of the uniform.

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

**HAIR:** If hair length is below the collar, in most clinical settings it must be worn pinned up or tied back. Barrettes and hair combs in neutral colors may be worn. Faddish hair color (e.g., bright colors) is unacceptable and not permitted. Beards and mustaches are acceptable if neatly trimmed, and if the facial hair does not promote an infection prevention and control issue (e.g., obtaining a tight seal with respirator mask).

**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 face/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 (e.g., perfumes, scented deodorant, body lotion, cigarette smoke, etc.).

**CELL-PHONES:** All cell phones must be silent at clinical. Cell phones should not be visible in patient care areas.

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

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Last revised: 6/2023



## **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. Content missed due to university closure must still be delivered to students to help ensure course objectives and student learning outcomes are met. Individual faculty members will decide how best to deliver the missed content on a case-by-case basis. Examples of possible delivery options include synchronous or asynchronous online activities, recorded presentations, and alternative clinical assignments (e.g., virtual simulation). 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.

## **Dosage Calculation and Medication Administration Information**

### **I. Abbreviations**

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

#### Units of Measure

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

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

#### Routes of Administration

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

#### Times

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

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

#### Abbreviation

U (unit)  
IU (international unit)  
QD (daily)  
QOD (every other day)

#### Use Instead

Write “unit”  
Write “international unit.”  
Write “daily”  
Write “every other day.”

## II. Conversions

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

### Volume or Liquid Conversions:

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

### Mass or Weight Conversions:

2.2 lb.	=	1 kg
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### Length Conversion:

1 inch	=	2.5 cm
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### Conversions within metric:

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

## III. Dosage Calculation Rules

The rationale for the rounding rules in dosage calculation comes from the desire to deliver the most accurate dosage of medication with the equipment available. Different health care settings may have different equipment, and therefore students should always clarify rounding rules for the setting in which they are working. **For the purposes of grading, the following rounding rules will be used at the Wellstar School of Nursing unless specifically amended by the instructor in a particular course.**

## General Rules:

To help prevent medication errors:

- Always use a leading zero (0.X) before the decimal point for doses less than one.
- Trailing zeros after the last digit on the right should be omitted.

<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>
1.60 (may be misread as 160)	1.6
2.0 (may be misread as 20)	2
.75 (may be misread as 75)	0.75

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

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

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

## Oral Medications:

**Capsules: NEVER** break capsules: express answers as whole numbers.

### Tablets:

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

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

## Injectable Medications and Liquid Oral Medications:

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

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

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

#### IV. IV Flow Calculations:

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

- **Drops per minute are always expressed in whole numbers. You cannot regulate something to a half of a drop.**  
Because drops are expressed in whole numbers, general principles of rounding off are applied. Carry division of the problem to the 10<sup>th</sup> place and round to a whole number of drops.
  - Example: 33.2 gtt/min = 33 gtt/min  
64.5 gtt/min = 65 gtt/min
- Except in specialty care areas, most pumps deliver volumes in mL/hr. **For purposes of grading at KSU, IV flow rates must be expressed to the nearest whole number.** Because drops are expressed in whole numbers, general principles of rounding off are applied. Carry division of the problem to the 10<sup>th</sup> place and round to a whole number of drops.
  - Example: 166.6 mL/hr. = 167 mL/hr.

#### V. Pediatrics:

Rounding also varies according to population.

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

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

**“IS THIS ANSWER REALISTIC?”**

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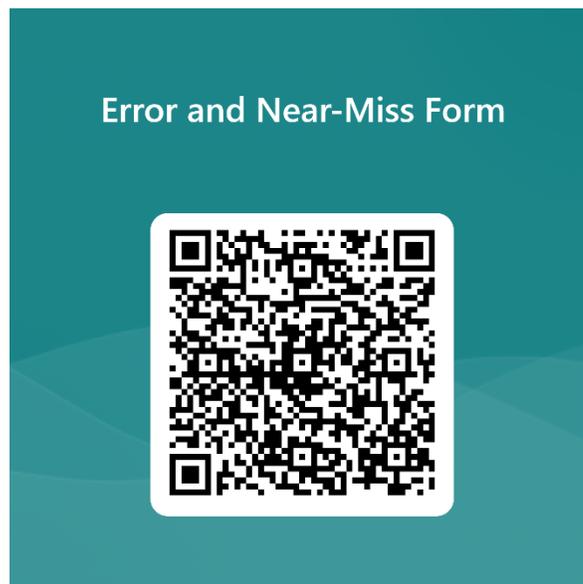
Last reviewed: 6/2023



## **CLINICAL ERROR AND NEAR MISS REPORTING**

For the purpose of patient safety and curriculum improvement, the WSoN reviews clinical errors and near misses in student clinical and simulation experiences.

Faculty and students participate in this important process by completing the anonymous report at the QR code below. This form does not take the place of agency error/incident reports.





## **REQUIREMENTS FOR CLINICAL PARTICIPATION**

Health records are due annually. If any of your health credentials (e.g., TB Testing, Tdap, CPR, etc.) are due to expire during a semester (regardless if done within the year), **you are required to update it by the listed deadlines for that semester unless you are specifically instructed otherwise.** It is the student's responsibility to find out what medical information is pending and all deadline dates. The expiration dates for approved health records are listed in ACEMAPP; if you are not sure about a particular requirement, contact a Credentialing Specialist at the [nu\\_medrecords@kennesaw.edu](mailto:nu_medrecords@kennesaw.edu) email. **You will NOT be allowed into the clinical site without this documentation being fully up to date.**

Use the Wellstar School of Nursing Physical Exam Requirements form to record the above information. Fill in all blanks on the form, and do not write, "see attached". Even though additional documentation may be required, you need to complete the form annually. 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 keep copies of all medical forms submitted to the Wellstar School of Nursing Office.

### **WELLSTAR SCHOOL OF NURSING PHYSICAL EXAM REQUIREMENTS**

- Physical Exam Requirements form (completed no more than 4-6 weeks prior to starting your first class and annually – expires after 13 months) and Immunizations signed by a Physician or Nurse Practitioner.  
**NOTE:** If during the program a student experiences a health condition, the student may be requested to provide a written note from a healthcare provider indicating the student is cleared to attend/return to clinical without limitations. This is for the safety of the student and the patients they care for.
- Students are required to purchase a subscription to ACEMAPP for tracking Nursing Program required health records. Students will be responsible for uploading their records into ACEMAPP and keeping their records current. Other credentialing platforms may also be required by clinical agencies.
- 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.

***Physical Exam Requirements form will be on the KSU Nursing Website or you can contact Wellstar School of Nursing Office @ 470-578-6061.***

## **PROOF OF HEALTH INSURANCE**

Please submit proof of current health insurance coverage that meets the standard requirements as outlined by the Board of Regents. A copy of your card is acceptable (front and back).

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

***For information on minimum coverage requirements as outlined by the Board of Regents please refer to [https://www.usg.edu/student\\_affairs/student\\_health\\_insurance\\_program\\_ship](https://www.usg.edu/student_affairs/student_health_insurance_program_ship)***

## **CPR CERTIFICATION**

Every Nursing Student is required to have a current CPR Certification. Your American Heart Association Certification **must** state “BLS for Health Care Provider.” Check the clinical requirements on the WSoN webpage for a list of suggested instructors.

## **TUBERCULOSIS TESTS or Chest X-Ray**

A blood test is required (a QuantiFERON Gold or Tspot are accepted) and must be updated annually.

- *If there is a history of positive TB testing results, you must have a negative Chest X-ray. Additionally, documentation regarding INH treatment recommendations may be required.*
- Students with recent positive results will be referred to the Health Department 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.***

## **VARICELLA**

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

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

## **MEASLES, MUMPS & RUBELLA ~ MMR**

Proof of 2 vaccinations **or** laboratory evidence of immunity, (reactive) quantitative titer for each measles, mumps, and rubella.

If you are in the process of getting the series of immunizations, please show documentation.

## **HEPATITIS B SERIES & TITERS**

Laboratory evidence of immunity, (reactive anti Hep B) Titer **and** documentation of appropriate immunization, i.e., 3 vaccinations at prescribed intervals to include reactive anti Hep B. Documentation that the series is in progress will be accepted when you first enter the program. If you are not immune a second series will be required.

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

## **Flu, COVID, and other Vaccinations**

You must adhere to clinical agency credentialing requirements to attend clinical. This includes all vaccination requirements of the agency. Successfully completing clinical is a requirement for progression in the nursing program.

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

## **PPE Agency Requirements**

When caring for certain patients, the CDC recommends certain personal protective equipment (PPE) be worn for the safety of everyone. Students must appropriately wear all PPE as required by clinical agencies. For example, many facilities require wearing an N-95 mask for certain populations. Fit testing is recommended to ensure a proper fit of respirators. Facial hair that lies along the sealing area of a respirator, such as beards, sideburns, or some mustaches, may interfere with respirators that rely on a tight facepiece seal to achieve maximum protection. Facial hair may need to be altered to achieve an appropriate fit and to meet clinical agency requirements.

## **PROOF OF BLOODBORNE PATHOGENS ASSESSMENT**

Every nursing student is required to have annual current bloodborne pathogens and OSHA assessment. These can be found in ACEMAPP.

## **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. (e.g., Pharmacy Tech, Respiratory Therapist, etc.)

## **MALPRACTICE INSURANCE**

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

## **STUDENT ATTENDANCE**

Students must be able to attend their assigned clinical days and provide their own transportation.

## **CRIMINAL BACKGROUND CHECK and DRUG SCREEN**

All students beginning the undergraduate nursing program will be required to complete a criminal background check and a drug screen in the first semester of the program and following a break in attendance 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 Associate Director of Undergraduate Programs 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.

Additional screenings may be required periodically throughout the program for various reasons such as: due to progression delays, by clinical agencies as assigned, random screens, or on the spot screens.

**All students who are not in compliance with required documentation *may not continue in clinical courses and WILL BE ENCOURAGED TO WITHDRAW TO AVOID CLINICAL COURSE FAILURE.***

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## RESOURCES FOR MEETING HEALTH REQUIREMENTS

### **Kennesaw State University Student Health Services:**

3215 Campus Loop Road  
Or 1074 Canton Place, Suite 5000 (University Village)  
Kennesaw, GA 30144-5591  
Phone #: 470-578-6644  
<https://studenthealth.kennesaw.edu/index.php>

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  
<https://www.cobbanddouglaspublichealth.com/about-us/locations-hours/>

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	

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## **Admission, Progression, and Retention Policies**

### **Admission Requirements for BSN Degree**

For admission policies, refer to the [Kennesaw State University Undergraduate Catalog](#) and the [WSoN Website \(https://wellstarcollege.kennesaw.edu/nursing/index.php\)](https://wellstarcollege.kennesaw.edu/nursing/index.php).

### **Progression and Readmission Policies within the Baccalaureate Nursing Program**

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

1. A student must receive at least a “C” in all nursing courses to progress.
  - (a) If less than a “C” is made in one course, the student will repeat that course, upon availability. If the student is accelerated, they will also move to traditional track.
  - (b) A student may repeat only one nursing course. A grade less than “C” in any two or more nursing courses will result in being dismissed from the program. Students who are dismissed are not eligible to reapply.
2. For required nursing courses that include designated proctored exams\* with objective test items (e.g., true/false, multiple choice, matching, short answers), a student must achieve a combined average of 75% or higher on the designated proctored objective exams (or equivalent thereof in course points) to pass the course. Grades are not rounded for the purposes of determining if a student has achieved the 75% proctored objective test score benchmark.
  - If a student achieves an average of 75% or higher on the designated proctored objective exams, then other components of the grade (e.g., papers, projects) are calculated into the final grade.
  - If a student achieves an average below 75% on the designated proctored objective exams, then the student’s average percentage score on the proctored objective exams is converted into the student’s final grade. The student will not receive a passing grade for the course.

\*Definition of a designated proctored exam: An exam (designated by course faculty per the Course Syllabus) administered under the direct supervision of a faculty member or faculty designated person. At a minimum, the faculty or appointed proctor should be able to

guarantee the identity of students taking the exam and provide sufficient supervision to ensure that students do not access outside resources to assist in answering questions.

Students who fail the clinical/lab portion of the course will earn a “D” as their final course grade. At that point, students cannot take any exams or participate in clinical, simulation or other lab checkoffs. Students may continue coming to lecture. No assignments completed after the failure will be accepted or graded.

3. Leave of Absence - If a student wants to pursue taking a leave of absence from the nursing program, please contact the Assistant Director of Nursing Student Success to discuss. Approval must be granted by the Associate Director of Undergraduate Programs (or designee) and is made on a case-by-case basis.
4. Withdrawals- If a student needs to withdraw from the nursing program, please contact the Assistant Director of Nursing Student Success for instructions.
5. If a student wants to leave the program temporarily, whether by choice or because of failure, re-admission to the nursing sequence is not guaranteed. Eligible students who drop out of the nursing sequence for any reason will be re-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 Director of Nursing or designee in writing of their interest. If a student has been on a leave from the nursing program for more than 24 months, then the student will need to re-apply for admission to the program and repeat the entire sequence of required nursing courses, if accepted for admission.
6. If a student is on leave from the program for an extended period of time without communication, the student may be administratively withdrawn from the program and ineligible to re-apply to the program.
7. Upon return from a leave from the nursing program, a formal written agreement that outlines criteria that must be met may be necessary to return to and progress in the program.

### **Grade Appeal Procedure**

If a complaint arises involving a course grade and the student believes that the instructor has violated their stated grading policy, the Grade Appeal Procedure outlined in the [KSU Undergraduate Catalog](#) will be followed.

## **Transfer Credit for Undergraduate Nursing Courses**

Transfer credit for nursing courses are rarely awarded toward a BSN degree in the KSU Nursing Program. For any course to be considered for transfer credit, the nursing course must be from an accredited nursing program and evaluated and approved by the Director or designee. The course must also have been completed within the past two years and a grade of “B” or better, received in the course. Transfers will be considered only if there is an open available space in the Nursing Program.

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

A formal appeal of a decision to deny admission, to delay progression, or to dismiss a student from the Wellstar School of Nursing may be made to the Admissions, Progression and Retention Committee within 30 days of notification of the decision. Prior to an appeal, students are encouraged to meet with the Assistant Director of Nursing Student Success. The Committee will review the student appeal, WSoN academic and clinical history and any exceptional or extenuating circumstances. The Committee will notify the student of its decision in writing. If a student wishes to appeal the decision of the Admissions, Progression and Retention Committee, a formal appeal must be submitted in writing to the Director of the Wellstar School of Nursing or designee within 30 days of receipt of notification of the Committee’s decision. The decision of the Director is final.

## **Re-Admission to the Undergraduate Nursing Program**

For students readmitted through the appeals process, should they fail one or more courses in the Nursing Curriculum, they will be dismissed from the Program again, but may make a formal appeal of the dismissal decision as previously described.

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## **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 Rules and Regulations of Student Life link [KSU Undergraduate Catalog](#) and the [Student Handbook](#) for policies regarding grievances or complaints.) In addition, nursing students not only have the right to open communications with nursing faculty, but also have the RESPONSIBILITY to keep these communication lines open. Methods of facilitating communication between students and faculty are student/faculty dialogues, student/advisor meetings, and faculty evaluations, representation on committees, pre-professional organization (Student Nurses Association), Graduate Nursing Student Organizations, course evaluations, student evaluations, and electronic communications.

### **Grade Appeal Procedure**

If a complaint arises involving a course grade and the student believes that the instructor has violated their stated grading policy, the Grade Appeal Procedure outlined in the [KSU Undergraduate 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 [KSU Undergraduate Catalog](#)

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Last revised: 6/2023

## Performance Standards

### Core Performance Standards for Admission and Progression

For successful completion of the WSoN nursing programs, the student must satisfy 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 they cannot meet one or more of these standards without accommodations or modifications, the student must self-identify, notify the Director of the School of Nursing (or designee) in writing, 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.

<b>Issue</b>	<b>Standard</b>	<b>Some Examples of Necessary Activities (not all necessary)</b>
Critical Thinking	Critical thinking ability sufficient for clinical and academic judgment.	Identify cause-effect relationships in clinical situations. Use of the scientific method in the development of nursing care plans. Evaluation of the effectiveness of nursing interventions. Respond effectively to emergency situations. Identify and manage multiple priorities in caring for patients.
Professional Relationships	Interpersonal ability sufficient to interact professionally with individuals, families, and groups from a variety of social, cultural, emotional, and intellectual backgrounds.	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.
Communication	Communication abilities sufficient for professional interaction with others in verbal, written, and computer-assisted forms.	Speak and write English sufficiently to be understood by patients and families. Explain treatment procedures,

<b>Issue</b>	<b>Standard</b>	<b>Some Examples of Necessary Activities (not all necessary)</b>
		<p>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.  Communicate therapeutically with patients, families, and colleagues in a variety of settings.</p>
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces.	<p>Move around patient's rooms, work spaces, and treatment areas.  Administer rescue procedures - cardio-pulmonary resuscitation.</p>
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care and to maintain safety and security standards.	<p>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.</p>
Hearing	Auditory ability sufficient to monitor, assess, and respond to health needs.	<p>Ability to hear monitoring device alarm, emergency signals, auscultatory sounds, and cries for help.</p>
Visual	Visual ability sufficient for observation, assessment, and responding to patient care needs.	<p>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.</p>



## **Computer Basic Technology Skills Required for the Nursing Program**

Upon admission to the nursing program, students should be competent in basic computer skills and word processing. If they do not possess these skills, it is the student's responsibility to seek training as a condition for admission into the program. A list of opportunities and resources will be provided.

### **Basic Skills required for the program.**

- Creating, saving, and retrieving files

- Formatting a document (spacing, alignment, margins, tabs)

- Manipulating text (font, size, styles)

- Printing

- Use of presentation technology (such as PowerPoint or Google slides and poster presentations)

### **Electronic Mail**

- Receiving mail

- Sending mail

- Attaching files

### **Research**

- Accessing the Internet and using search engines

- Searching databases related to nursing for documents on a specific topic.



The following curriculum plan is for students entering the Traditional nursing program.

<b>BSN CURRICULUM PLAN – TRADITIONAL PROGRAM</b>	
<b>Five Semesters Starting in the Fall*</b>	
<b>Fall Semester (1)</b> NURS 3209 – Holistic Nursing 4-6-6 NURS 3309 – Health Assessment 2-3-3 NURS 3304 – Clinical Pathophysiology for Nurses 3-0-3	<b>Spring Semester (2)</b> NURS 3313 – Adult Health Nursing 3-9-6 NURS 3302 – Professionalism & Ethics in Nursing 3-0-3 NURS 3303 – Pharmacology 3-0-3
<b>Fall Semester (3)</b> NURS 3314 – Mental Health Nursing 3-3-4 NURS 3318 – Parent & Child Nursing 3-9-6 ***NURS Elective 3-0-3	<b>Spring Semester (4)</b> NURS 4412 – Community Nursing 3-9-6 NURS 4414 – Complex Health Nursing 3-3-4 **NURS 4402 – Research 3-0-3
<b>Summer Semester (5)</b> NURS 4419 – Nursing Leadership Practicum: Transition to Practice 3-12-7	

<b>BSN CURRICULUM PLAN – TRADITIONAL PROGRAM</b>	
<b>Five Semesters Starting in the Spring*</b>	
<b>Spring Semester (1)</b> NURS 3209 – Holistic Nursing 4-6-6 NURS 3309 – Health Assessment 2-3-3 NURS 3304 – Clinical Pathophysiology for Nurses 3-0-3	<b>Fall Semester (2)</b> NURS 3313 – Adult Health Nursing 3-9-6 NURS 3302 – Professionalism and Ethics in Nursing 3-0-3 NURS 3303 – Pharmacology 3-0-3
<b>Spring Semester (3)</b> NURS 3314 – Mental Health Nursing 3-3-4 NURS 3318 – Parent & Child Nursing 3-9-6 ***NURS Elective 3-0-3	<b>Summer Semester (4)</b> NURS 4412 – Community Nursing 3-9-6 NURS 4414 – Complex Health Nursing 3-3-4 **NURS 4402 – Research 3-0-3
<b>Fall Semester (5)</b> NURS 4419 – Nursing Leadership Practicum: Transition to Practice 3-12-7	

\*NURS 3313 Adult Health Nursing and NURS 3318 Parent & Child Nursing are not offered in Summer session except for accelerated students.

\*\*NURS 4402: May be taken at other points in the curriculum, except first semester (based on availability).

\*\*\* NURS Elective: The 3-credit hour nursing elective may be taken at other points in the curriculum (based on availability).

**Free elective:** 2 credit hours; any course in University curriculum. There is also one carry-over hour from the core curriculum Area D credits.

The following curriculum plan is for students entering the Accelerated nursing program.

<b>BSN CURRICULUM PLAN – ACCELERATED PROGRAM</b>	
<b>Four Semesters Starting in the Fall</b>	
<b>Fall Semester (1)</b> NURS 3209 – Holistic Nursing 4-6-6 NURS 3309 – Health Assessment 2-3-3 NURS 3304 – Clinical Pathophysiology for Nurses 3-0-3 NURS 4402 - Research 3-0-3	<b>Spring Semester (2)</b> NURS 3313 – Adult Health Nursing 3-9-6 NURS 3302 – Professionalism & Ethics in Nursing 3-0-3 NURS 3303 – Pharmacology 3-0-3 NURS 3314 – Mental Health Nursing 3-3-4
<b>Summer Semester (3)</b> NURS 3318 – Parent & Child Nursing 3-9-6 NURS 4414–Complex Health Nursing 3-3-4 *NURS Elective 3-0-3	<b>Fall Semester (4)</b> NURS 4412 – Community Nursing 3-9-6 NURS 4419 – Nursing Leadership Practicum: Transition to Practice 3-12-7

<b>BSN CURRICULUM PLAN – ACCELERATED PROGRAM</b>	
<b>Four Semesters Starting in the Spring</b>	
<b>Spring Semester (1)</b> NURS 3209 – Holistic Nursing 4-6-6 NURS 3309 – Health Assessment 2-3-3 NURS 3304 – Clinical Pathophysiology for Nurses 3-0-3 NURS 4402 - Research 3-0-3	<b>Summer Semester (2)</b> NURS 3313 – Adult Health Nursing 3-9-6 NURS 3302 – Professionalism & Ethics in Nursing 3-0-3 NURS 3303 – Pharmacology 3-0-3 *NURS Elective 3-0-3
<b>Fall Semester (3)</b> NURS 3314 – Mental Health Nursing 3-3-4 NURS 3318 – Parent & Child Nursing 3-9-6 NURS 4414–Complex Health Nursing 3-3-4	<b>Spring Semester (4)</b> NURS 4412 – Community Nursing 3-9-6 NURS 4419 – Nursing Leadership Practicum: Transition to Practice 3-12-7

**\*NURS Elective:** The 3-credit hour nursing elective may be taken at other points in the curriculum (based on availability).

**Free elective:** 2 credit hours; any course in University curriculum. There is also one carry-over hour from the core curriculum Area D credits.

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## **Standardized Nation-Wide Nursing Exams**

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

### **ASSESSMENT AND REMEDIATION**

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

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

-Following the Proctored Assessment students are recommended to complete the following plan:

- Remediate specific areas of content weakness as identified by the student's Focus Review Plan and as directed by course faculty.
- Complete the appropriate remediation and forward completed remediation report as directed by course faculty.

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

### **SCHEDULE OF PROCTORED ASSESSMENTS**

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

**Timeline for ATI Testing Traditional Program**

Course placement of exams is subject to change. Each course syllabus includes the specific ATI Exam for that course and is the definitive source for Placement of ATI.

<b>1<sup>ST</sup> SEMESTER</b>
Fundamentals (Proctored)

<b>2<sup>ND</sup> SEMESTER</b>
Medical Surgical (Practice)
Pharmacology (Proctored)

<b>3<sup>RD</sup> SEMESTER</b>
Nursing Care of Children (Proctored)
Mental Health (Proctored)
Maternal /Newborn (Proctored)

<b>4<sup>TH</sup> SEMESTER</b>
Community Health (Proctored)
Medical Surgical (Proctored)

<b>5<sup>TH</sup> SEMESTER</b>
Leadership (Proctored)
Comprehensive (Proctored)

*Course placement of exams is subject to change. Each course syllabus includes the specific ATI Exam for that course and is the definitive source for Placement of ATI.*

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**Timeline for ATI Testing Accelerated Program**

Course placement of exams is subject to change. Each course syllabus includes the specific ATI Exam for that course and is the definitive source for Placement of ATI.

<b>1<sup>ST</sup> SEMESTER</b>
Fundamentals (Proctored)

<b>2<sup>ND</sup> SEMESTER</b>
Medical Surgical (Practice)
Pharmacology (Proctored)
Mental Health (Proctored)*
*Fall Entry Students only

<b>3<sup>RD</sup> SEMESTER</b>
Nursing Care of Children (Proctored)
Maternal Newborn (Proctored)
Medical Surgical (Proctored)
Mental Health (Proctored)**
** Spring Entry Students Only

<b>4<sup>TH</sup> SEMESTER</b>
Community (Proctored)
Leadership (Proctored)
Comprehensive (Proctored)

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## **ATI RN Comprehensive Predictor Test Description**

This test offers an assessment of the student's comprehension and mastery of basic principles including fundamentals of nursing; pharmacology; adult medical-surgical nursing; maternal newborn care; mental health nursing; nursing care of children; nutrition; leadership and community health nursing. The percentage of questions from all major NCLEX® client need categories (management of care, safety and infection control, health promotion and maintenance, psychosocial integrity, basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential, and physiological adaptation) will be similar to the percentage of questions on the NCLEX-RN®. This test will generate the following data: Individual Score (% Correct), Predicted Probability to Pass NCLEX-RN®, National and Program Means, Individual Scores (% Correct) within Content Topic Categories, Topics to Review and Individual Scores (% Correct), within an Outcome (Thinking Skills, Nursing Process, Priority Setting, NCLEX-RN® Client Need Categories, Clinical Areas, QSEN, NLN Competency, and BSN Essentials).



## **ATI RN Content Mastery Series Proficiency Level Definitions**

### **Content Mastery Series Proficiency Level Definitions**

#### **Proficiency Level 1 – student meeting this criterion:**

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

#### **Proficiency Level 2 – student meeting the criterion:**

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

#### **Proficiency Level 3 – student meeting the criterion:**

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

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Last reviewed 08/2022

Last reviewed: 6/2023



## **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 the 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, a 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 department-created assessment instrument immediately upon graduation from the nursing program. Results are tabulated and 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 department- created assessment instrument 9 – 11 months after the students' graduation (dependent on the graduate providing employer contact information as part of the Alumni Survey). Results are tabulated and analyzed by the Survey Committee. 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 (NURS 4419), 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 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 department-created assessment 9 – 11-months post-graduation of the nursing program. 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.

### **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.

### **Scholarly Papers/Projects/Course Assignments**

To enhance the robustness of the assessment process, a variety of graded course activities, assignments, tests, and/or competencies have been identified as appropriate measures of specified student learning outcomes. The courses are taken at or near the end of the baccalaureate program. These graded activities have been determined by the faculty of the involved courses to demonstrate the knowledge, skills, attitudes, and/or competencies involved and to align with the specified learning outcomes. Guidelines and/or rubrics specific to each assessment are outlined in the course syllabi. Faculty within the courses compile and report final data to the Program Evaluation Committee for further analysis. Results and potential curricular implications are presented to the faculty annually.

## 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.

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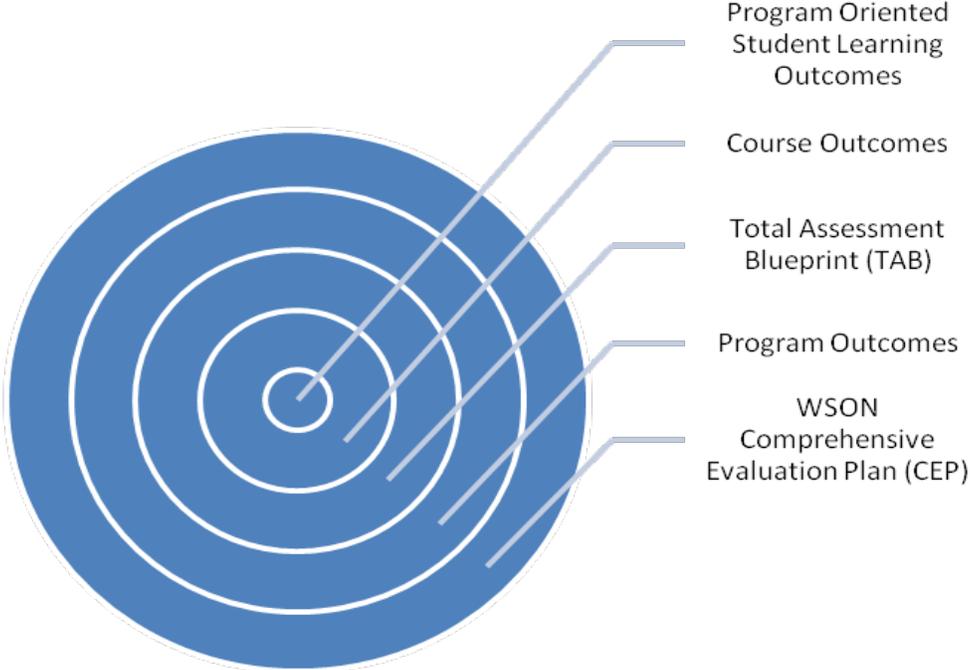
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**Figure A: Continuous Improvement Framework for the Wellstar School of Nursing**



**Table A: Undergraduate Program**  
**Student Learning Outcomes Evidence of Learning**

STUDENT LEARNING OUTCOME	NCLEX Pass Rate	ATI Comp. Predictor	Alumni Survey	Employer Survey	Exit Survey	Preceptor Survey	4419 Leadership Project	4419 Clinical Reflective Journal	4419 EBP Clinical Project	4419 Professional Communication /Behavior	4419 Clinical Skills Checkoff	4414 Population Project	4414 Family Assessment
1	x	x	x	X	x	x		x	x		x		
2	x	x	x	X	x	x		x		x	x	x	x
3	x	x	x	X	x	x	x	x	x			x	
4	x	x	x	X	x	x		x	x			x	x
5	x	x	x	X	x	x		x			x		
6			x	X	x	x		x	x			x	
7	x	x	x	X	x	x	x	x	x	x			
8	x	x	x	X	x	x		x				x	x
9	x	x	x	X	x	x		x	x	x		x	x

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## TOTAL ASSESSMENT BLUEPRINT

### STUDENT LEARNING OUTCOMES/PROGRAM OUTCOMES

#### **Program Outcomes**

1. Demonstrate quality by maintaining both professional accreditation through the Commission on Collegiate Nursing Education (CCNE) and acceptable performance of graduates on the National Council State Boards of Nursing License Exam (NCLEX).
2. Provide a learning environment that ensures meeting the program benchmark for graduation rates.
3. Prepare graduates for success in attaining employment in the nursing profession.

#### **Student Outcomes**

1. Synthesize knowledge from a liberal education including social science, natural science, nursing science and the art and ethics of caring as a foundation for providing holistic nursing care.
2. Implement competent, patient-centered care of individuals, families, groups, communities, and populations along the health-illness continuum and throughout the lifespan within multicultural environments.
3. Utilize leadership skills to critically examine and continuously improve healthcare delivery systems, with emphasis on safety, quality, and fiscal responsibility.
4. Analyze current research and apply conceptual/theoretical models for translating evidence into clinical practice.
5. Apply knowledge and skills in information management and patient care technology in the delivery of quality patient care.
6. Identify the significance of local, state, national, and global healthcare policies including financial and regulatory environments.
7. Demonstrate effective communication skills with an interdisciplinary healthcare team including collaboration, negotiation and conflict management.
8. Employ principles of health promotion, and disease/injury prevention in providing care to individuals and populations.
9. Assume responsibility and accountability for professionalism, including lifelong learning, and the inherent values of altruism, autonomy, human dignity, integrity, and social justice in the practice of nursing.



<b>Assessment Criteria</b>	<b>Source of Data/Time Frame</b>	<b>Responsible Party for Collection and Analysis</b>	<b>Associated Student Learning Outcome</b>
<b>NCLEX</b>			
NCLEX Pass Rate of 92% for each class on 1 <sup>st</sup> attempt	NCSBN quarterly reporting tools and unofficial self-reporting of graduates on a semester-by-semester basis.	Associate Director for the Undergraduate Program	1, 2, 3, 4, 5, 7, 8, 9
<b>ATI</b>			
80% of the NURS 4419 students will meet or exceed the benchmark of 72% (equivalent to a 94% pass rate on NCLEX) on the ATI Comprehensive Predictor each semester (include both attempts)	RN Comprehensive Predictor Exam administered each semester by N4419 course coordinator	Testing Committee Report provided to UPEC, Faculty, & WSoN Leadership.	1, 2, 3, 4, 5, 7, 8, 9
<b>SURVEYS</b>			
Preceptor Survey: Minimum acceptable mean score = 3.6 (Scale 1-5)	On-line Survey completed by N 4419 assigned preceptors each semester.	Survey Committee Report provided to UPEC, Faculty, & WSoN Leadership	1, 2, 3, 4, 5, 6, 7, 8, 9
Exit Survey: Minimum acceptable mean score = 3.6 (Scale 1-5)	On-line Survey completed by graduating students each semester.	Survey Committee Report provided to UPEC, Faculty, & WSoN Leadership	1, 2, 3, 4, 5, 6, 7, 8, 9
Alumni Survey: Minimum acceptable mean score = 3.6 (Scale 1-5)	On-line survey completed by alumni one year post-graduation	Survey Committee Report provided to UPEC, Faculty, & WSoN Leadership	1, 2, 3, 4, 5, 6, 7, 8, 9
Employer Survey: Minimum acceptable mean score = 3.6 (Scale 1-5)	On-line Survey completed by employers of alumni one year post-graduation	Survey Committee Report provided to UPEC, Faculty, & WSoN Leadership	1, 2, 3, 4, 5, 6, 7, 8, 9

<b>Course Assignments/Assessments</b>			
NURS 4412 Population Project: 90% of students will achieve a grade of 90% or higher on the Population Project.	Course Assignment administered by N4412 Faculty.	NURS 4412 Faculty Report provided to UPEC	2, 3, 4, 6, 8, 9
NURS 4412 Family Case Study: 90% of students will achieve a grade of 80% or higher on the Family Case Study.	Course Assignment administered by N4412 Faculty.	NURS 4412 Faculty Report provided to UPEC	2, 4, 8, 9
NURS 4419 Leadership Project: Expected mean score: 90% of 100 points = 90.	Course Assignment administered by N4419 Faculty.	NURS 4419 Faculty Report provided to UPEC	3, 7
NURS 4419 Professional Communication/Behavior: 95% of students will achieve a score of 100/100 points.	Student Evaluation conducted by N4419 Faculty.	NURS 4419 Faculty Report provided to UPEC	2, 7, 9
NURS 4419 Clinical Skills Competency Assessment: 100% of students will pass competency by the established clinical start date.	Student Evaluation conducted by N4419 Faculty.	NURS 4419 Faculty Report provided to UPEC	1, 2, 5
NURS 4419 Clinical Project: Expected mean score: 90% of 250 points = 225 points	Course Assignment administered by N4419 Faculty.	NURS 4419 Faculty Report provided to UPEC	1, 3, 4, 6, 7, 9
NURS 4419 Clinical Reflective Journal: Expected mean scores: 90% of 250 points = 225 points.	Course Assignment administered by N4419 Faculty.	NURS 4419 Faculty Report provided to UPEC	1, 2, 3, 4, 5 6, 7, 8, 9

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Last reviewed: 8/2022

Last reviewed: 6/2023



**KENNESAW STATE**  
**UNIVERSITY**

WELLSTAR COLLEGE OF HEALTH  
AND HUMAN SERVICES

*School of Nursing*

## **UNDERGRADUATE NURSING PROGRAM POLICIES**



## **EXAMINATION POLICY**

**The following policies shall be followed when taking an exam unless otherwise instructed by the Proctor/Faculty:**

### **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>

Last revised: 7/2017

Last reviewed 7//2021

Last reviewed 8/2022

Last revised: 6/2023



## **LEARNING RESOURCE CENTER POLICIES**

The Nursing Learning Resource Center (LRC) is a state-of-the-art learning facility designed to provide graduate and undergraduate students an opportunity to learn in a simulated clinical setting and enhance their nursing skills. The LRC serves as a multifunctional center where students acquire critical nursing skills, take part in simulation experiences, and apply physical assessment competencies necessary in nursing practice. Our students benefit from an improved sense of confidence as they transition to the actual clinical setting.

The primary goal of the Nursing LRC is to promote patient safety through practice, critical thinking and competency testing in a laboratory setting before going to surrounding clinical facilities.

It is the intent of the faculty and administration in the Wellstar School of Nursing to provide a safe environment for all students, staff, and faculty. The following policies promote safety standards:

1. No food or open drinks are permitted in the lab areas, exam rooms or simulation suites. Bottled liquids with a cap are permissible as long as it remains closed when not in use.
2. All manikins are to be treated with the same respect as live patients (e.g., log roll from side to side).
3. Ink pens, felt tipped markers, iodine and iodine-based products are strictly prohibited near the manikins. These items will permanently stain the manikin's skin.
4. All sharps used during the clinical experience will be disposed of in the proper receptacle.
5. Students are not permitted to sit on beds, stretchers, or wheelchairs unless practicing a particular skill under supervision.
6. All beds are to be returned to the lowest position, side rails up, bed linen neat and tucked in on all sides. Bedside trashcans are to be emptied into large trash receptacle after each lab experience.
7. Maintenance of equipment issues are to be reported to the Lab Faculty or Student Assistants on duty immediately.
8. Children and unauthorized personnel are not allowed in the lab areas.
9. All doorways in the lab areas must be free from obstruction at all times.
10. Manikins and equipment are not to be removed from the reserved space without coordination from Lab Faculty. The Simulation Support Professional is the designated person to remove or replace simulation manikins.
11. Students should sign up for Practice Lab time using the designated process.
12. Students should sign in and out of the Practice Lab on the designated Kiosk.
13. Individual nurse pack supplies are to be utilized when working in the Practice Lab. The Practice Lab will not be stocked with supplies.

Last reviewed 7/2021

Last reviewed 8/2022

Last revised 6/2023



## **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 Centers for Disease Control & Prevention (CDC), the American Hospital Association (AHA), and the Occupational Health and Safety Administration (OSHA).

The *Code of Ethics for Nurses* (ANA, 2015) states, "The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person." In accordance with the *Code of Ethics*, 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 diseases.

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, designated training on Bloodborne Pathogens, Safety, and OSHA.

In the event of 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.
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: 3/1993  
Last revised: 7/2013  
Last reviewed: 7/2021  
Last revised: 8/2022  
Last reviewed: 6/2023



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

The guidelines for this policy were developed using Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Post-Exposure Prophylaxis, published in the MMWR, June 29, 2001, 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 providers (HCP) at risk for HBV, HCV, or HIV infection is defined as a percutaneous injury (e.g., a needlestick or cut with a sharp object) or contact of mucous membrane or non-intact skin (e.g., exposed skin that is chapped, abraded, or afflicted with dermatitis) with blood, tissue, or other body fluids that are potentially infectious" (MMWR, 2001). All body fluids except sweat are considered potentially infectious.

The Centers for Disease Control & Prevention (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 workplace 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 exposure and should be considered an urgent concern. Guidelines for immediate action are contained in the WSoN Checklist for Blood & Body Fluids Post-Exposure Management. Additional interventions for **post-exposure prophylaxis for HBV, HCV, and HIV are at the Wellstar Kennesaw State University Health Clinic.**

In the event of exposure, students should call the National Clinicians' Post-Exposure Prophylaxis hot line at 1-888-448-4911. This hotline is available 24 hours a day.



## **BLOOD AND BODY FLUID POST-EXPOSURE MANAGEMENT**

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

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

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

The affected **STUDENT** will:

Immediately follow the steps of the WSoN Blood and Body Fluid Post-Exposure Management Checklist.

The **FACULTY** will:

Immediately assist the student to follow the steps of the WSoN Blood and Body Fluid Post-Exposure Management Checklist and ensure that a copy of the completed checklist is submitted to the Associate Director of the Undergraduate Nursing Program.



## **CHECKLIST: Blood and Body Fluid Post-Exposure Management**

Name: \_\_\_\_\_

Date of Exposure: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

Telephone #: \_\_\_\_\_

Date Completed

\_\_\_\_\_ 1. Wash exposed area with soap and water. If mucous membranes or eyes exposed, flushed with water for 15 minutes, with contact lenses removed.

\_\_\_\_\_ 2. Immediately report exposure to Employee Health Department of the Clinical Site. If Employee Health is closed, then report to the Emergency Department of the site.

If the site does not have Employee Health or an Emergency Department, then call the CDC National Clinicians' Post-Exposure Prophylaxis Hotline at 1-888-448-4911 and report to the Wellstar Kennesaw State University Health Clinic, or an Emergency Department or Urgent Care for evaluation of Blood or Body Fluid Post—Exposure Management.

\_\_\_\_\_ 3. Report incident to Faculty Member and Charge Nurse or Nurse Manager of assigned clinical area.

Name of Faculty Member: \_\_\_\_\_

Name of Unit Contact: \_\_\_\_\_

Title: \_\_\_\_\_

Institution: \_\_\_\_\_

Location in Institution: \_\_\_\_\_

Phone Number: \_\_\_\_\_

\_\_\_\_\_ 4. Complete necessary clinical agency documentation as required (e.g. hospital Incident Report).

\_\_\_\_\_ 5. Faculty member reports incident to course coordinator.

**Date Completed**

\_\_\_\_\_ 6. Complete the following information:

Explanation of exposure (please be as specific as possible)

-----  
-----  
-----  
-----  
-----  
-----  
-----

Name of Agency providing evaluation and follow-up care for student:

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Plan for student testing and prophylaxis (if needed).

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\_\_\_\_\_ 7. Receive Counseling regarding the need for ongoing evaluation, Treatment, and counseling if applicable.

\_\_\_\_\_ 8. Complete the anonymous Clinical Error and Near Miss Form (QR code on page 31).

\_\_\_\_\_ 9. Submit a copy of completed KSU WSoN Blood and Body Fluid Post-Exposure Management Checklist with signatures of faculty and student to Associate Director of Undergraduate Nursing for filing.

-----  
Faculty Signature and Date

-----  
Student Signature and Date



## **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 of 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 Student Behavior and Conduct or the ANA *Code of Ethics*

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

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

#### Procedure

When a student's behavior endangers the safety of a patient, peer, staff member, clinical agency, or clinical faculty, and/or demonstrates a serious breach of professional behavior, the instructor or clinical agency will immediately dismiss the student from the clinical setting. The student will not be allowed to continue in the clinical component of the program until a decision is made by a panel of nursing faculty.

#### Appeals Process

The student has the right to appeal against 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.

Last revised: 7/2014

Last reviewed: 7/2021

Last reviewed: 8/2022

Last revised: 6/2023



## PROCESS FOR CLINICAL REMEDIATION

- I. Remediation is a process of tutorial assistance for students who exhibit clinical deficiencies. It is a time for students to practice skills and to help them to refine those skills. The process is initiated by faculty and may involve learning activities in the campus skills lab (LRC), the audiovisual lab and/or the clinical setting.
- II. Remediation will be utilized when a student demonstrates a deficiency in a clinical objective related to skills(s).
  - a. Deficiency in psychomotor skills will be remediated in the nursing LRC. (See the list of lab skills on page 77).
  - b. Deficiencies in any other areas should be outlined in a Clinical Evaluation Contract by the faculty member (e.g., inability to prioritize nursing tasks, drug calculations, and inadequate nursing documentation). See page 78.

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

***If after signing, the student does not satisfactorily complete the specified activities in the Clinical Evaluation Contract, the student will be considered to have failed the course clinically and will be awarded a grade of D.***

- III. Process
  - a. Faculty member completes a Prescription for Remediation of Clinical LRC Skills (see page 79) for the Clinical Evaluation Contract.
  - b. The student will sign the document for remediation. This acknowledges that the process of remediation is understood by the student.
  - c. A copy will be given to the student, faculty member, and the Nursing LRC Coordinator, if appropriate. A copy will also be placed in the student's file.

- d. The student will review textbook material, laboratory manuals, and/or specific audiovisual material as outlined in the document for remediation.
- e. If the remediation is for a psychomotor clinical skill, the student will make an appointment with the Nursing LRC Coordinator. This must be done by the identified remediation completion date.
- f. The student will sign the document for remediation following completion of specified behaviors.
- g. The Nursing LRC Coordinator will forward the completed document for remediation to the referring faculty immediately upon completion. A copy will be given to the student, a copy retained by the Nursing LRC Coordinator, and a copy will be placed in the student's file.

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

- a. The evaluation component does not need to be done for every outlined remediation.
- b. If an evaluation of the deemed deficiency (ies) of skill(s) is required, the clinical faculty member will be responsible for the evaluation process, whether in the LRC lab or clinical area.
- c. The Prescription for Evaluation of Clinical LRC Skills Post Remediation form (see page 80) will be completed when evaluation of a psychomotor skill(s) is deemed necessary.

Approved: 9/1997  
Last reviewed: 7/2021  
Last revised: 8/2022  
Last revised: 6/2023



## **NURSING CLINICAL LAB SKILLS FOR BSN STUDENTS**

1. Vital signs (oral temperature, radial & apical pulse, respiratory rate)
2. Manual Blood Pressure
3. Focused Physical Assessment
4. Bed Bath/Oral Hygiene
5. Occupied/Unoccupied Bed Making
6. Range of Motion Exercise
7. Sterile Gloving
8. Sterile Dressing Change
9. Central Line Dressing Change
10. Standard Precautions and Isolation Procedures
11. Medication administration – PO
12. Medication administration – IM
13. Medication administration – SQ
14. Medication administration – IV Piggy Back
15. Medication administration – IV Push
16. Maintaining IV line
17. Maintaining a Central Line
18. Nasogastric Tube Insertion
19. Nasogastric Irrigation & Suction
20. Nasogastric Tube Assessment & Feeding
21. Urinary Catheterization
22. Tracheostomy Care
23. Tracheostomy Suctioning
24. Finger Stick Blood Glucose

## **CLINICAL EVALUATION CONTRACT**

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

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

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

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

**PRESCRIPTION FOR REMEDIATION OF CLINICAL LRC SKILLS**

- I. \_\_\_\_\_ requires  
(Student Name)  
remediation in \_\_\_\_\_  
(Course)
- II. Student is responsible for removing deficiency(ies) by \_\_\_\_\_  
(Date)
- III. Description of deficiency(ies) in the clinical area (attach notes from faculty-student conference if necessary):
- IV. Specific steps for removing the deficiency:  
(Consultation with LRC Coordinator may be necessary)
- V. Is an evaluation necessary? Yes \_\_\_\_\_ No \_\_\_\_\_  
(If yes, then obtain Remediation/Evaluation Prescription Form)
- Student** \_\_\_\_\_ **Date** \_\_\_\_\_
- Faculty** \_\_\_\_\_ **Date** \_\_\_\_\_
- 
- VI. Remediation completed in the lab on \_\_\_\_\_  
(date)  
\_\_\_\_\_ (Attach dates of  
(LRC Coordinator)  
specific outcomes).
- VII. I have completed the steps outlined in section IV to remove the deficiency.
- \_\_\_\_\_ (Student) \_\_\_\_\_ (Date)

*Copy and return the original to referring faculty upon completion.*

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

Last revised: Fall 1997  
Last reviewed 7/2021  
Last reviewed 8/2022  
Last reviewed 6/2023

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

I. Requires evaluation in **(Student)**

**(Course)**

II. Student will be evaluated on \_\_\_\_\_.  
**(Date)**

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

**(Student)**

\_\_\_\_\_  
**(Date)**

**(Faculty)**

\_\_\_\_\_  
**(Date)**

**IV. EVALUATION OUTCOME:**

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

**V. COMMENTS:**

\_\_\_\_\_  
**(Print student name)**

\_\_\_\_\_  
**(Date)**

\_\_\_\_\_  
**(Student signature)**

\_\_\_\_\_  
**(Date)**

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

Last revised: Fall 1997  
Last reviewed : 7/2021  
Last revised: 8/2022  
Last revised: 6/2023

## **Policy: Professional Student Behavior and Conduct**

Students in the Wellstar School of Nursing are expected to abide by the following principles and precepts for all school related activities on and off campus. Students are expected to conduct themselves in ways consistent with the American Nurses Association *Code of Ethics for Nurses* ([Student Handbook](#)) and for upholding the provisions of the [KSU Student Codes of Conduct](#) as published in the [KSU Undergraduate Catalog](#). The following principles of ethics are core values held by persons in the nursing profession (Taylor, Lynn, & Bartlett, 2023\*):

- 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
- Non-maleficence – duty to “do no harm”

### **A. Professional Behavior**

The KSU faculty expect students to always conduct themselves in a professional and respectful manner for all school related activities on and off campus. Students are expected to:

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 clinical. Notify appropriate faculty in a timely fashion if late or unable to attend.
6. Refrain from using slander (malicious, false or defamatory statements), or libel (defamation by written 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 all actions.
9. Be ready and prepared for class/clinical. Arriving unprepared can cause potential harm to patients and liability to the health care facility and university. Being unprepared is grounds for immediate dismissal from the clinical site for that clinical day, which will be counted as a clinical absence.
  10. Adhere to the Wellstar School of Nursing Dress Code. Dress professionally in clinical and in all professional encounters ([Student Handbook](#)).
  11. Adhere to the WSoN Substance Misuse and Substance Use Disorders in Nursing Students Policy/Procedures ([Student Handbook](#)).
  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. Non-adherence to Expected Professional Behavior and Conduct**

A student who displays non-professional behaviors or actions which violate the ANA *Code of Ethics* and/or the WSoN Policy “Professional Student Behavior and Conduct” will be brought to the attention of the Undergraduate Committee on Student Behavior and Conduct.

1. The faculty member identifying the behavior should meet with the student to discuss and document observed behavioral concerns as soon as any unprofessional behavior is identified.
2. When there is an alleged violation of professional behavior as specified in the ANA *Code of Ethics* and/or the WSoN Policy “Professional Student Behavior and Conduct” and if identified behavior(s) also constitutes a potential violation of the [KSU Student Codes of Conduct](#) the student may be referred to [KSU Department of Student Conduct and Academic Integrity \(SCAI\)](#) for appropriate investigation and possible university sanctions.

A faculty member who believes that a student has engaged in non-professional behavior may discuss that behavior with the Wellstar School of Nursing Undergraduate Committee on Student Behavior and Conduct. If the committee, in conjunction with the faculty and the Associate Director of Undergraduate Nursing, concludes that the student’s behavior violates the ANA *Code of Ethics* and/or the WSoN Policy: Professional Student Behavior and Conduct, as alleged, the student will be given an opportunity to meet with the accusing faculty member and a member of the committee and/or the Associate Director of Undergraduate Nursing. At that time, the student will have the chance to hear and

respond to the specific allegation(s). A student's decision not to attend such a meeting will not be construed as an admission of responsibility. However, if the student receives notification of the meeting and fails to attend, the committee will make a decision based on the available preponderance of evidence regardless of whether the student chooses to attend. If the committee finds that the student did breach professional standards, the student will be placed under a *Professional Behavior Contract* developed jointly by the reporting faculty member and committee. The faculty will then meet with the student to review the contract and its implications. Signatures on the contract will include the student, reporting faculty member, chair of the committee, and Associate Director for the Undergraduate Nursing Program.

3. The Undergraduate Committee on Student Behavior and Conduct may recommend that the student's *Professional Behavior Contract* include:
  - evaluation by KSU Student Health Services and/or KSU Counseling and Psychological services,
  - completion of an assigned project,
  - suspension from the undergraduate nursing program, or
  - dismissal from the undergraduate nursing program.

If a student is suspended or dismissed, the student has the right to appeal against the suspension or dismissal to the Admissions, Progression, and Retention (APR) Committee within 30 days. If the student does not agree with the APR committee, the decision can be appealed to the WSoN Director within 30 days.

4. Undergraduate faculty may be informed of all *Professional Behavior Contracts*, without the use of student identifiers, through the Undergraduate Committee on Student Behavior and Conduct's monthly report at the WSoN undergraduate faculty meeting.
5. A copy of the *Professional Behavior Contract* will be included in the student's WSoN academic file. The student will be required to adhere to the terms outlined in the contract during the remainder of their time in the program of study.
6. If a faculty member determines that a student has violated the *Professional Behavior Contract*, the student's behavior will be reported to the Undergraduate Committee on Student Behavior and Conduct and the Associate Director of the Undergraduate Nursing Program for further action.

\*Taylor, C. R., Lynn, P., & Bartlett, J. (2023). *Fundamentals of nursing: The art and science of person-centered care*. (10<sup>th</sup> ed.). Wolters Kluwer.

### **C. Academic Integrity**

The KSU faculty seeks to encourage students' intellectual and moral development in the nursing program. The [KSU Student Codes 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. Not Maintaining patient confidentiality or abiding by the Wellstar School of Nursing and clinical agency regulations, as well as HIPAA laws. Using social networking sites to post any information or pictures concerning clinical experiences is prohibited and is a HIPAA violation.
6. Submitting any work/assignment completed by another student.
7. Cheating on exams or any course assignment.

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

Last revised: 7/2019  
Last reviewed: 7/2021  
Last reviewed: 8/2022  
Last revised: 6/2023

## Professional Behavior Contract

**Students are expected to conduct themselves in ways consistent with the American Nurses Association *Code of Ethics for Nurses (Student Handbook)* and for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate Catalog. This contract is being generated because the student has engaged in non-professional behavior(s).**

**Student:**

**Date:**

### **Section 1: Description of Non-professional Behavior**

### **Section 2: Expected Behaviors**

### **Section 3: Consequences associated with Unprofessional Behavior**

### **Section 4: Consequences for not adhering to Professional Behavior Contract**

I, \_\_\_\_\_ a nursing student at Kennesaw State University, understand that I must satisfactorily meet the requirements in Section 2 in order to progress in the nursing program.

-----  
Student

Date

-----  
Faculty

Date

-----  
Chair of Committee on Student Behavior and Conduct

Date

-----  
Associate Director, Undergraduate Nursing Program

Date

My signature signifies that I have read and comprehend the contents of this contract. My signature does not indicate that I agree with the faculty member's evaluation of me. I further understand that if I do not sign this form, it will not negate the terms of the contract.

Cc: Director, Wellstar School of Nursing  
Associate Director Undergraduate Program, Wellstar School of Nursing  
Chair, Undergraduate Committee on Student Behavior and Conduct  
Student File



## **Substance Misuse and Substance Use Disorders in Nursing Students Policy/Procedures**

**The Kennesaw State University Wellstar College of Health & Human Services Wellstar School of Nursing requires a drug screen and background check after admission and periodically throughout the program to comply with clinical facility requirements. In addition, the WSoN or agencies may require random drug screens, on the spot drug screens if there is a suspicion of drug use, or routine drug screens if follow up is needed. Students enrolled in our programs must comply with agency requests in order to attend clinical and remain in the nursing program.**

### **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 WSoN and SNA sponsored learning activities and functions free of chemical impairment. The WSoN faculty is committed to assisting students with recovery from substance use disorder. In developing the policy and procedures for intervening with a student who displays symptoms of substance use disorder, 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).

*\*For this document, the terms substance abuse and addiction have been updated to the currently accepted terms substance misuse and Substance Use Disorder.*

## **Definitions**

- The WSoN faculty define the impaired student as a person who, while in the academic or clinical setting, is under the influence of, or has misused, either separately or in combination, mind-altering substances including alcohol, over-the-counter medications, prescribed medications, illegal drugs, inhalants or synthetic designer drugs.
- A student known to be impaired from substance misuse places a legal and ethical burden on WSoN faculty and administration. Legal ramifications of an impaired nursing student are injury to patients and potential malpractice, implicating the student, faculty, clinical agency, and educational institution.
- WSoN faculty has a responsibility to intervene when patient safety and clinical performance are compromised by a student who is misusing substances. When substance misuse is suspected, the *WSoN Substance Misuse and Substance Use Disorders in Nursing Students Policy/Procedures* will be implemented.

## **Prevention and Education**

Education is a crucial component in the prevention of substance use disorders and substance misuse. WSoN students, faculty, and staff are provided information about substance misuse, along with the consequences of impairment due to substance use disorder. During the WSoN orientation process, *WSoN Substance Misuse and Substance Use Disorders in Nursing Students Policy/Procedures* is disseminated, reviewed, and signed, along with information on services and programming offered by Kennesaw State University (KSU), including the Center for Young Adult Addiction and Recovery and Kennesaw State University Student Health Services.

## **Procedure for Drug Testing**

All WSoN students are required to complete a drug test prior to starting classes to comply with clinical agency credentialing. Students are also subject to random drug testing during the program and are required to comply with a drug test if suspicion of impairment exists. Drug testing is conducted by the WSoN identified laboratory. Cost associated with testing is the responsibility of the student. Students grant access to drug testing results to the WSoN and the clinical agencies requiring the testing. The Associate Director of the Undergraduate or Graduate Program of concern will review any positive drug screening results. The WSoN ensures confidentiality of results by making the information available only to the student and appropriate WSoN Administrators, Staff, and Faculty. If a student has a positive drug test, they will be required to withdraw from clinical courses immediately (see appendix J), and the intervention phases of this policy will be implemented.

## **Procedures for Faculty Intervention with a Student suspected of Substance Misuse or Substance Use Disorder**

The WSoN Faculty follows 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 regarding Student Code of Conduct—Use and Possession of Drugs, Including Alcohol).

1. Indicators suggesting impairment of a student's ability to meet standards of performance, competency, and safety are observed and documented by faculty.
2. Identification should be based on patterns of observable objective and quantifiable behaviors or indicators (See Appendix E, e.g., Slurred, or rapid speech, odor of alcohol, unsteady/staggering gait, mood swings, forgetfulness, sleeping). If suspected, the student must submit to immediate drug testing. 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.
3. Faculty who suspects student impairment are to notify the WSoN Associate Director of Graduate or Undergraduate Programs of their concern.
4. If the student demonstrates impaired behaviors that compromise patient safety and/or academic performance, remove the student to a private area. With a neutral party present, discuss observed behaviors with the student and allow the student to provide a verbal explanation.

If faculty observe symptoms or other indicators of impairment in a student, the student is informed of the faculty's responsibility to dismiss a student from the immediate area 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 a violation of the *KSU WSoN Substance Misuse and Substance Use Disorders in Nursing Students Policy/Procedures* is suspected. With the assistance of faculty or staff, the student will arrange safe transportation home or to the nearest approved drug testing facility for immediate testing. Faculty will document how the student left. The student will have eight hours to complete the drug test. Failure to do so can result in immediate dismissal from the nursing program.

## **Intervention**

### **Phase I**

- Faculty completes a reporting form of the alleged impaired student nurse with observed behaviors indicative of Substance Misuse or Substance Use Disorder (see Appendix F).
- Faculty informs students of observations indicative of chemical impairment. Students must submit to drug testing within eight hours of the reported behaviors. The test is conducted by a WSoN approved laboratory using established methods and procedures.
- The student is to be relieved of further clinical/laboratory/classroom responsibilities until a comprehensive professional evaluation can be completed.
- The student and WSoN Director are provided with a copy of this reporting form. 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 involved with the student during the semester on a “need to know” basis.
- WSoN Director reviews the procedural requirements of the *KSU WSoN Substance Misuse and Substance Use Disorders in Nursing Students Policy/Procedures*. Refusal of a student to submit to immediate testing or to any other requirement of this *Substance Misuse and Substance Use Disorders in Nursing Students 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 Substance Misuse or Substance Use Disorder, a conference is scheduled with the student, involved faculty member, member of the Undergraduate Committee on Student Behavior and Conduct, and WSoN Director. In addition, a Counselor from The Center for Young Adult Addiction and Recovery 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 evaluation for the purpose of professional assessment of substance use disorder status and the determination of a treatment plan.
- A written contract for the impaired nursing student (see Appendix G) 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 student with Substance Misuse or Substance Use Disorder* (see Appendix H) 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 students with a list of state licensed agencies that provide evaluation services along with services provided on campus by the Center for Young Adult Addiction and Recovery. (See Appendix B). WSoN Director also reviews with student that they are responsible for the cost of the evaluation and any prescribed treatment.

## **Other issues to consider 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 Center for Young Adult Addiction and Recovery, the KSU Health Clinic and Counseling and Psychological Services.
- Have students check insurance plans to see what providers are in network.

- Utilize county mental health facilities if the student does not want to use free services available on campus and insurance or finances are an issue.
- Many treatment centers will do a free initial triage to evaluate for any risk of self-harm and will provide resources for students.

### **Evaluation**

Upon completion of a comprehensive professional evaluation of Substance Use Disorder 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 Substance Misuse and Substance Use Disorders in Nursing Students Policy/Procedures*** (i.e., the comprehensive evaluation does not support/substantiate the alleged report of student behaviors indicative of substance misuse or substance use disorder). In the event of a non-validation of violation, all documentation is removed from the student's file. Upon receipt of a negative drug test and written recommendations from the evaluator that there is no evidence of substance misuse, 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 Substance Misuse and Substance Use Disorders in Nursing Students Policy/Procedures*** (i.e., the comprehensive evaluation supports/substantiates the alleged report of student behaviors indicative of substance misuse or substance use disorder 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 substance use disorder.
- **Validation of the Violation with Implementation of the *KSU WSoN Substance Misuse and Substance Use Disorders in Nursing Students Policy/Procedures*** (i.e., the comprehensive 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, returns to the nursing program (See Appendices H & I), and is allowed to continue in the nursing program if the student is in compliance with their Substance Use Disorder treatment program and remains free of substance misuse behaviors and substances for the duration of their participation in the nursing program.
- **Mixed or Inconclusive Results of the Substance Misuse Evaluation.** The student is 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 is allowed to continue in the nursing program if the student remains in compliance with the negotiated action plan.

### **Academic Outcome**

- The academic consequences required with the implementation of the *KSU WSoN Misuse and Substance Use Disorders in Nursing Students Policy/Procedures* 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) is assigned to courses dependent upon factors related to grade determination as outlined in the KSU Undergraduate and Graduate catalogs. If no treatment for substance use disorder or mental illness is required, the student may return to all courses in progress upon receipt of the written recommendation from the professional evaluator. If appropriate the identified student nurse may seek a medical withdrawal while seeking treatment and care for a Substance Use Disorder.

### **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 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 to the Director of WSoN regarding the course of specialized treatment and 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. The counselor’s assessment should include any restrictions on the student’s activities (i.e., limiting access to narcotics, schedule for counseling and mutual aid group meetings).
- Participation in support programs for recovery from chemical dependence is a lifelong process. The cornerstone to this process is ongoing participation in mutual aid and other support program meetings. Students will be encouraged to attend such meetings and be given the necessary time to do so when possible.

### **Noncompliance/Relapse**

- If for any reason, the student does not comply with the policies, procedures, or protocols, related to substance use or misuse the student may be administratively dismissed from the nursing program.
- If additional or continuing chemical impairment occurs after 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.

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

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

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

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

Policy revised 02/27/2019 by ad hoc committee to review and revise Chemically Impaired Student Nurse Policy (Cheryl Yarde, Leslie Holmes, Alex Giles, and Nancy Ballard) with the assistance of Lindsey Montgomery AOD Prevention Coordinator and Teresa Johnston, Executive Director of KSU Center for Young Adult Addiction and Recovery.

Reviewed: 7/2013

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Revised: 7/2019

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## **Appendices**

- Appendix A: Substance Use Disorder Policy Quick Reference Sheet for Faculty
- Appendix B: List of Treatment Centers Providing Substance Use Disorder Evaluation Services in Metropolitan Atlanta
- Appendix C: List of Drugs Included in Drug Screening Test
- Appendix D: Consent for Drug Testing Upon Admission to WSoN
- Appendix E: Symptoms and Other Indicators of Substance Misuse or Dependence
- Appendix F: Reporting Form for Alleged Impaired Student
- Appendix G: Contract for the Impaired Nursing Student
- Appendix H: Agreement for Monitoring the Impaired Student
- Appendix I: Contract for Return to Nursing Program
- Appendix J: Impaired Student Withdrawal Letter
- Appendix K: Impaired Student Nurse Letter for Returning to the Nursing Program
- Appendix L: Impaired Student Dismissal Letter



## Appendix A:

### Substance Use Disorder Policy Quick Reference Sheet for Faculty

- For guidance in crisis situations or for information in obtaining services contact the GA Mental Health Crisis Line 1-800-715-4225
- If the incident occurs on campus and immediate assistance is needed, call the KSU Behavioral Response Crisis Team at 770-423-6600, or the KSU Police at 770-423-6666 or 911.

**Faculty members are responsible for reading the entire Substance Use Disorder Policy, located in the Faculty Handbook, but this quick list details the immediate actions required by the Faculty member who observes the behaviors:**

1. Faculty observes student behaviors that may be indicative of Substance Misuse or dependence (see Appendix E)
2. Faculty completes Appendix F, reporting form and documents observed behaviors.
  - A. Faculty informs student of need for immediate drug testing at an approved facility (any Advantage Testing facility) and that they have 8 hrs. maximum to complete the drug testing or will face disciplinary action that may include dismissal from the program.
  - B. Faculty informs student that they cannot return to class/clinical/lab until a comprehensive evaluation is completed (they will be given further information regarding this at a conference to be held within 5 business days)
  - C. Assist student in arranging transportation to the testing center and/or home (do not let them drive impaired, but student is responsible for calling a family member and paying for it, if a taxi, etc. is called); include a note on Appendix F stating how student left the scene.
  - D. Notify the Course Coordinator and the Associate Director of the Program of the above.

**\*\*\*\* Convey concern for the student's welfare and be sure to watch for suicidal ideation (see crisis numbers above); remind student there are resources on campus that can help them throughout this process (e.g., the Center for Young Adult Addiction and Recovery, the KSU Student Health Clinic and the KSU Counseling and Psychological Services).**

3. A conference with faculty, students, Associate Director of program and a member of the Undergraduate Committee on Student Behavior and Conduct will be scheduled within 5 business days. During the conference:
  - A. Express concern for the student, describe how behaviors affect clinical/lab/classroom performance.

- B. Student must agree to have a comprehensive evaluation for substance use disorder or will be dismissed from the program.
  - C. Student must sign Appendix G and H.
  - D. Student given Appendix B which includes facilities that can complete the evaluation, including several sites on campus (Center for Young Adult Addiction and Recovery, KSU Student Health Clinic, or Counseling and Psychological Services).
4. Possible outcomes:
- A. Non-validation of a violation – information removed from student’s file and student can return to clinical/lab/class; **however, a clinical contract may still be necessary if the observed behaviors interfered with clinical performance.**
  - B. Validation of a Violation, but student refuses to comply with recommendations – student will be dismissed from program.
  - C. Validation of a Violation and student agrees to comply with all recommendations – student signs contracts (Appendices H & I) and can return to class/clinical/lab as long as they remain in compliance and substance free.
  - D. Mixed/Inconclusive results – Student needs second comprehensive evaluation and can return to program as long as they remain compliant with recommendations.

***If you have questions about the Substance Use Disorder Policy or any of the above information, please contact the Associate Director of the program or any member of the Undergraduate Committee on Student Behavior and Conduct.***



## **Appendix B:**

### **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:

- KSU Center for Young Adult Addiction and Recovery
- Counseling and Psychological Services at KSU
- KSU Health Clinic
- Talbott Recovery Campus Impaired Professionals Program & Aftercare, Atlanta
- Ridgeview Institute, Smyrna – Impaired Professional’s Program and Aftercare Program
- Metro Atlanta Recovery Residence (M.A.R.R.), Atlanta – Impaired Professional’s Program & Aftercare Program
- Blue Ridge Mountain Recovery, Gall Ground, Addiction Treatment
- 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
- Rivermend, Marietta Ga Outpatient Intensive Programs
- Wellstar Cobb Inpatient Behavioral Health

#### Low-Cost Outpatient Treatment:

- St. Judes Recovery, Atlanta
- Georgia Recovery Center, Marietta
- County Facilities (Fulton Co. Community Services Board, Cobb/Douglas Community Services Board, etc.)
- Cobb County Health Department 24-hour mental health assessments

Low-Cost Counseling Resources:

- The Link
- The Verdery Center & Clinic
- Phoenix Program

Residential Programs:

- St. Jude's 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 C:**

### **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 misuse. Drugs monitored may include:

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



**Appendix D:**

**Kennesaw State University  
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 Director 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 or required to comply with the recommendations made by a professional substance use disorder evaluator.*

I further understand that I will be subject to random drug tests while enrolled in the WSoN. I will be asked to submit a drug test if there is suspicion of substance misuse. A positive drug test or refusal to submit to testing may result in dismissal from the WSoN.

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

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

In Witness Whereof, this statement is executed this the \_\_\_\_\_ day of \_\_\_\_\_, in the year \_\_\_\_\_

-----  
Student's Signature

-----  
Student's Printed Name

**STATE OF** Georgia                      **COUNTY OF** Cobb

On this \_\_\_\_\_ 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.

\_\_\_\_\_  
NOTARY PUBLIC  
My commission expires: \_\_\_\_\_

**SEAL**

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



## **Appendix E:**

### **Symptoms and Other Indicators of Substance Misuse 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



**Appendix E (Continued):  
Symptoms and Other Indicators of Substance Misuse or Dependence**

**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 F:**

**Reporting Form for Alleged Impaired Student and  
Checklist of Specific Observations to Support Reporting Form for Alleged Chemically Impaired  
Nursing 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 Center for Young Adult Addiction and Recovery 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 Nursing Student**

Review the following list of overall behaviors of alleged impaired student 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**

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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 Substance Misuse and Substance Use Disorders in Nursing Students Policy/Procedures*. Interventions need to include discussion and referral to an experienced professional who can assist the nurse to obtain the appropriate help.

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



**Appendix G:**

**Contract for the Impaired Nursing Student**

I, \_\_\_\_\_, consent to obtain a comprehensive evaluation for the purpose of professional assessment of substance use disorder status and determination of a treatment plan.

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

I am responsible for the cost of the 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) (Medical Withdrawal) 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 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 H:**

**Agreement for Monitoring the 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, hallucinogens, tranquilizers, GHB, designer drugs, etc. In the event 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 ensure 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 I:**

**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 violated 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 H) 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 J:

### 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 and seek a medical withdrawal.
5. If you desire to return to your program of study, you notify in writing by \_\_ (date) \_\_ the WSoN Director of your intent to return for the (semester/year).
6. Upon receipt of your letter of intent to return to your program of study, you must undergo a health assessment by a health care provider designated by the WSoN Director. You must bear the cost of this evaluation. Your health assessment must indicate that you are well enough to re-enter the program. If the assessment does not indicate that you are well enough to re-enter the program, you subsequently will be administratively dismissed from the program. In addition, upon request to the WSoN Director, you must provide access to your health records.
7. If a grade of W, WF or F is received for (courses that are to be repeated), you repeat the course upon the return to the program.
8. If you are given a grade of Incomplete, you must complete the necessary requirements to complete the course.
9. If after re-entry into your program of study there is evidence, once again, of problems interfering with you performance as a student, you will be administratively dismissed from the program, according to applicable policies of Kennesaw State University.

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

Student\_\_\_\_\_

Dean\_\_\_\_\_

Date\_\_\_\_\_

WSoN Director\_\_\_\_\_

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



**Appendix K:**

**Impaired Nursing Student 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 a twelve-step program 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 this 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

[Adapted from Lambert, V. A., & Nugent, K. E., (1994). Addressing the academic progression of students encountering mental health problems. *Nurse Educator*, 19(5), 33-39.]



**Appendix L:**

**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 your 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 impaired (under the influence) and were having difficulty mentally processing information while carrying out your clinical responsibilities with patients. 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 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

Date\_\_\_\_\_

[Adapted from Lambert, V. A., & Nugent, K. E., (1994). Addressing the academic progression of students encountering mental health problems. *Nurse Educator*, 19(5), 33-39.]