



# Middle Georgia State University

SCHOOL OF HEALTH & NATURAL SCIENCES  
Department of Nursing

## Student Handbook

*Updated August 2020*

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To Our Nursing Students:

This Handbook is designed to facilitate your progression through the nursing curriculum and should be maintained throughout the program as a primary reference.

The policies, guidelines and resources are applicable to the Nursing Program and are consistent with those of MGA. Policies of the College are outlined in the [MIDDLE GEORGIA STATE UNIVERSITY CATALOG](#). A list of Students' Rights and Responsibilities are outlined in the MGA [STUDENT HANDBOOK](#).

All course specific policies will accompany the course syllabus. Inherent in all policies of the College and the Nursing Program is the student's right to due process.

Every effort is made to ensure that each student is aware of and has access to the contents of this handbook. An annual review and updating of the handbook is conducted to ensure its consistency with any changes resulting from ongoing program evaluation and curriculum revision. The most current nursing student handbook is maintained on the School of Health & Natural Sciences (SOHNS) web site.\*

If you have questions or concerns regarding matters not addressed by the content of this handbook, please contact:

### **School of Health & Natural Sciences**

**Telephone: Macon:** 478-471-2761 or 478- 471-2762  
1-800-272-7619 ext. 2761 or 2762

**Cochran:** 478-934-3057

**Dublin:** 478-275-6808

**Warner Robins:** 478-929-6680

**\* The Nursing Student Handbook is subject to change with due notice to students. Any revisions to policies, guidelines, or resources will be distributed to students. The most recently revised copy of the Nursing Student Handbook will supersede all previous publications of the document.**

## **Mission Statement**

*The mission of the Middle Georgia State University (MGA) Nursing Program is to provide quality evidence-based nursing education to a diverse student population. The purpose of the nursing programs is to prepare culturally sensitive graduates who are committed to provide safe and effective nursing care through health promotion and disease prevention and are able to use clinical reasoning skills in the provision of care.*

## **Philosophy**

The nursing programs serve as an integral part of MGA, and are grounded in the arts, sciences, and humanities. The faculty of these programs are dedicated to the pursuit of higher learning and are committed to the improvement of human health by educating health practitioners to provide exemplary health care. The improvement of human health is facilitated by the organizing conceptual framework based on the *Quality and Safety Education for Nurses* (QSEN) concepts – patient centered care, teamwork and collaboration, evidence-based practice, quality improvement, informatics, and safety. Two additional concepts are integral to MGA’s nursing programs – professionalism and leadership. The overall goal is to prepare future nurses with the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems in which healthcare providers work. Furthermore, as the nursing faculty consistently strive for individual and collective excellence, the cultivated environment is one that stimulates optimal improvement of others and maximizes teamwork. The nursing programs at MGA consistently demonstrate accountability, professional conduct, and the illustration of values that are guided by characteristics such as mutual respect, caring, integrity, trust, unity, and engagement.

The mission of MGA is to educate and graduate inspired, lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships, and community engagement. Consistent with this mission, the MGA Nursing Programs seek to provide quality evidence-based nursing education to a diverse student population and to prepare culturally sensitive graduates who are committed to provide safe and effective nursing care. The nursing faculty believes in providing nursing education programs that facilitate the education of nurses at both the Associate and Baccalaureate levels. We believe in affordable and accessible professional degree programs that lead to rewarding careers that enhance the economic vitality of central Georgia. We believe in providing educational opportunities for the career mobility and professional development of nurses. Both the Associates and the Pre-Licensure Programs provide graduates with the knowledge to enter practice as a licensed registered nurse. We believe that baccalaureate nursing education prepares students to demonstrate advanced thinking skills and who will have the knowledge to assume mid-level roles in leadership, education, community health care, and, in conducting, implementing, and

evaluating nursing research. The existing RN-BSN Completion Program provides an opportunity for licensed Registered Nurses to return to college to complete a baccalaureate nursing program by building on the knowledge base and clinical expertise of their Associate or Diploma education.

The nursing faculty believe nursing is a complex practice discipline that is interactive in nature. The nurse and human beings interact in a relationship that is individually unique and requires respect for human dignity, sensitivity to cultural variations, procurement and use of available resources, and adaptation of the environment to optimize patient health and self-care. Nursing serves society within local, regional, national, and international contexts. Nursing is a theory-guided, evidence-based practice that is reflective and is focused on holistic, person-centered caring that facilitates health and healing, through a commitment to quality health care for all. Nurses have unique privileges with regard to privacy and relationships with patients that require ethical, responsible behavior which consists of respect for the dignity of every human being. Nursing therapeutics include art and science and refer to the work of nursing, consisting of: evidence-based practice, reflective inquiry, cultural competence, and knowledge of disease processes and restorative health procedures. Caring relationships are central to the work of nursing, and the goal of the work of nursing is health and healing. Feeling cared for empowers humans to make decisions regarding self-determination and leads to improved outcomes and satisfaction for the nurse and the patient. In the current environment of rapidly changing technology, terrorism, disaster recovery, diversity, prevalent chronic disease, and a nursing shortage, the faculty believe that caring relationships are instrumental in providing quality health care.

The nursing faculty believe that the opportunities for service and outreach extend beyond the classroom and clinical settings. The nursing faculty at MGA believe it is essential to serve the institution, the community, and to maintain involvement in professional organizations. In addition, the faculty promote health and wellness by participating in collaborative events throughout the community. The faculty believe that evolving nursing education and practice require a commitment to diversity and interdisciplinary partnerships to meet the healthcare needs of individuals, families, groups, and society.

## **General Information**

The following information applies to all nursing programs. MGA and the SOHNS offer the following undergraduate degrees:

- Associate of Science in Nursing (ASN)
- Bachelor of Science in Nursing (BSN) options
  - Pre-licensure BSN program
  - RN-BSN Completion Program

The most current Academic Policies and Program information are available online at [www.mga.edu](http://www.mga.edu). The DON is located in the Jones Building on the MGA Macon campus. Nursing faculty offices are on the first floor of the Jones building. On-campus learning labs are located on the first floor of the Jones building, rooms Jones 151 and 155, on the Warner Robins campus in the STEM building first floor, in Alderman Hall on the Cochran campus, and in Dublin in room 104 and 225. The DON is also located on the Cochran campus in Browning Hall, on the Dublin campus on the second floor, and in Warner Robins on the first floor of the STEM building. Clinical learning experiences are held at various hospitals and health care agencies in the middle Georgia area.

## **Pre-Licensure Bachelors of Nursing Program (BSN)**

### ***Accreditation & Approval***

MGA nursing programs are approved by the Georgia Board of Nursing. Pre-licensure graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-RN) leading to licensure as a Registered Nurse (RN).

**Approval to admit applicants to the National Council Licensure Examination for Registered Nursing (NCLEX-RN) or to grant a license rests with the Georgia Board of Nursing. Applicants who have ever been arrested, convicted, sentenced, plead guilty, or plead nolo contendere or been given first offender status for any felony, a crime involving moral turpitude, or a crime violating federal law involving controlled substances or dangerous drugs or a DUI or DWI, or who have been issued a license which has been encumbered (denied, revoked, suspended, surrendered, restricted, or placed on probation) by any state board may take the RN licensing examination only at the discretion of the Georgia Board of Nursing. Furthermore, the license may not be issued until the matter has been resolved to the satisfaction of the Board.**

The Baccalaureate nursing program at Middle Georgia State University located in Macon, Georgia is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)

3343 Peachtree Road NE, Suite 850  
Atlanta, GA 30326  
(404) 975-5000  
<http://www.acenursing.us/accreditedprograms/programSearch.htm>

The most recent accreditation decision made by the ACEN Board of Commissioners for the Baccalaureate is Continuing Accreditation.  
View the public information disclosed by the ACEN regarding this program at  
<http://www.acenursing.us/accreditedprograms/programSearch.htm>



The curriculum leading to the Bachelor of Science in Nursing degree combines nursing and general education courses. General policies for the nursing program can be found online at: <http://www.mga.edu/health-sciences/default.aspx>

***BACHELOR OF SCIENCE IN NURSING PROGRAM OF STUDY***

<b>Term</b>	<b>Course/ Total Credit Hours</b>
Year 1 1st Semester	ENGL 1101 – 3 credits MATH 1101 or higher – 3 credits PSYC 1101 – 3 credits Area B Elective- Perspective course – 4 credits Area D 1 <sup>st</sup> Science Sequence – 4 credits <b>Total – 17 credits</b>
Year 1 2 <sup>nd</sup> Semester	ENGL 1102 – 3 credits MATH 1401 – 3 credits POLS 1101 – 3 credits Area F Elective- Sociology course – 3 credits Area D 2 <sup>nd</sup> Science Sequence – 4 credits <b>Total – 16 hours</b>
Year 2 1st Semester	English Lit Course – 3 credits PSYC 2103 – 3 credits HIST 2111 or HIST 2112 – 3 credits BIO 1114K- A&P I – 4 credits <b>Total – 13 credits</b>
Year 2 2nd Semester	Area E Elective- student’s choice – 3 credits Area C Elective- student’s choice – 3 credits BIO 1124K A & P II – 4 credits BIO 1134K Microbiology – 4 credits <b>Total – 14 credits</b>
Year 3 1st Semester	NURS 3001 – 7 credits NURS 3110 – 4 credits NURS 3200 – 4 credits <b>Total – 15 credits</b>
Year 3 2nd Semester	NURS 3111 – 5 credits NURS 3330 – 3 credits NURS 3115 – 7 credits <b>Total – 15 credits</b>
Year 4 1st Semester	NURS 4000 – 5 credits NURS 4116 – 4 credits NURS 4210 – 6 credits <b>Total - 15 credits</b>
Year 4 2nd Semester	NURS 4200 – 3 credits NURS 4211 – 4 credits NURS 4315 – 8 credits <b>Total – 15 credits</b>
<b>TOTAL HOURS</b>	<b>120 HOURS</b>

## **PRE-LICENSURE BSN STUDENT LEARNING OUTCOMES (SLOs)**

1. Synthesizes nursing that is patient-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients.
2. Collaborate with members of the interprofessional health care team to promote continuity of patient care and achievement of optimal outcomes.
3. Interprets best current evidence, expert opinion, and clinical expertise as a basis for nursing practice and clinical judgment.
4. Evaluates the development and implementation of quality improvement strategies to advance health care services.
5. Provide a safe environment for patients, self, and others.
6. Integrate information technology resources into the provision of patient care.
7. Practice nursing in a professional, ethical, and legal manner.
8. Use leadership skills in the delegation of safe, quality patient care.

## **RN-BSN Completion Program**

MGA's RN-BSN Completion Program is approved by the Georgia Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN)\*. The purpose of the RN-BSN Completion Program is to provide central Georgia Registered Nurses the opportunity to complete a baccalaureate nursing program. As a result, the program will provide central Georgia health care facilities with baccalaureate- prepared nurses. MGA's RN-BSN program is currently offered via traditional classroom delivery and online.

The RN-BSN Completion Program includes nursing and general education courses. Once core courses are complete, the RN-BSN program can be completed in three semesters. Students are required to complete the general education courses prior to entering the nursing sequence. The program can be completed in three semesters but is designed to meet your individualized learning needs.

Students may petition for approval of courses previously completed to be substituted for equivalent courses required for completion of the RN-BSN Completion Program. The petition process is to be initiated with the RN-BSN nursing faculty advisors.

\*The Baccalaureate nursing program at Middle Georgia State University located in Macon, Georgia is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

(404) 975-5000

<http://www.acenursing.us/accreditedprograms/programSearch.htm>

The most recent accreditation decision made by the ACEN Board of Commissioners for the Baccalaureate is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at

<http://www.acenursing.us/accreditedprograms/programSearch.htm>

### **Articulation Model**

The RN-BSN Completion Program adheres to the Georgia RN-BSN Articulation Plan for the admission and acceptance of students into the nursing program. Students who do not meet eligibility requirements to be accepted into the nursing courses will need to complete the following requirements prior to acceptance into the RN-BSN Completion Program:

1. Completion of validation testing will be required of all associate degree or diploma graduates who graduated from non-ACEN accredited schools outside the state of Georgia, who graduated more than four years ago, and have less than 1,000 clinical practice hours. Successful completion of the four subsets of the National League for Nursing (NLN) Nursing Acceleration Challenge

Exams (NACE) I & II Exams for RN-BSN students is required to validate current knowledge in the areas of Nursing Care of Child, Nursing Care of Childbearing Family, Nursing Care of the Adult Client, and Nursing Care of the Client with Mental Disorder. Interested individuals can contact the MGA RN-BSN Program Coordinator by calling (478) 471-2762 for a bulletin regarding the NACE Exams.

2. Clinical competencies will be validated through psychomotor skills evaluation by faculty. A list of selected skills and evaluation criteria will be provided to students prior to examination. Evaluation of psychomotor skills will occur prior to acceptance into the RN-BSN Completion Program.
3. Upon successful completion of examination and skills requirements, admission to the RN-BSN Completion Program, and completion of NURS 3100, Advanced Standing Course Credit ranging from 1-30 hours for NURS 3160 will be awarded. RN-BSN Completion Program students will then follow the Progression, Dismissal and Readmission standards applicable to all nursing students.
4. Students have one opportunity to demonstrate clinical competencies on the psychomotor skills exams. If a student is not successful in completing one or more components of the required NLN NACE I & II validation tests, an individual remediation plan will be developed. After completion of the remediation plan, the student will have a total of two opportunities to successfully complete the required testing in each area in which they were unsuccessful.

Additional information regarding admissions can be found in the Academic Catalog.

### **Special Standings**

Students enrolled in the sophomore year of an Associate Degree Nursing Program may take up to six semester credit hours of selected upper-division RN-BSN nursing classes prior to graduating with the Associate degree. This will allow Associate degree students who have completed core courses for a baccalaureate of science degree and have a minimum GPA of 2.5 to begin baccalaureate nursing studies. Courses that students are permitted to take in "special standing" are:

- NURS 3210 – Physical Assessment, Health Examination & Documentation Practices for the Professional Nurse
- NURS 3440 – Introduction to Nursing Research

Students will be encouraged to apply for the RN-BSN Completion Program upon successful completion of the NCLEX-RN exam. Course credits received under "Special Standing" status will apply if accepted in the RN-BSN Completion Program. Students will be subject to Admission and Progression requirements.

**RN-BSN COMPLETION PROGRAM, PROGRAM OF STUDY**

Term	Course/ Total Credit
Year 1 1st Semester	ENGL 1101 – 3 credits MATH 1101 or higher – 3 credits PSYCH 1101 – 3 credits Area B Elective- Perspective course – 4 credits Area D 1 <sup>st</sup> Science Sequence – 4 credits <b>Total – 17 credits</b>
Year 1 2nd Semester	ENGL 1102 – 3 credits MATH 1401 – 3 credits POLS 1101 – 3 credits Area F Elective- Sociology course – 3 credits Area D 2 <sup>nd</sup> Science Sequence - 4 credits <b>Total – 16 credits</b>
Year 2 1st Semester	English Lit Course – 3 credits PSYC 2103 – 3 credits HIST 2111 or HIST 2112 – 3 credits BIO 1114K- A&P I – 4 credits <b>Total – 13 credits</b>
Year 2 2nd Semester	Area E Elective- student’s choice – 3 credits Area C Elective- student’s choice – 3 credits BIO 1124K A & P II – 4 credits BIO 1134K Microbiology – 4 credits <b>Total – 14 credits</b>
First Semester	NURS 3100 – 5 credits NURS 3210 - 5 credits <b>Total – 10 credits</b>
Second Semester	NURS 3440 – 3 credits NURS 4100 – 8 credits <b>Total – 11 credits</b>
Third Semester	NURS 4300 – 9 credits <b>Total – 9 credits</b>
<b>TOTAL HOURS</b>	<b>120 HOURS</b>

## **RN-BSN COMPLETION STUDENT LEARNING OUTCOMES**

1. Synthesizes nursing that is patient-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients.
2. Collaborate with members of the interprofessional health care team to promote continuity of patient care and achievement of optimal outcomes.
3. Interprets best current evidence, expert opinion, and clinical expertise as a basis for nursing practice and clinical judgment.
4. Evaluates the development and implementation of quality improvement strategies to advance health care services.
5. Provide a safe environment for patients, self, and others.
6. Integrate information technology resources into the provision of patient care.
7. Practice nursing in a professional, ethical, and legal manner.
8. Use leadership skills in the delegation of safe, quality patient care.

## **Associate of Science in Nursing (ASN)**

### ***Accreditation & Approval***

MGA nursing programs are approved by the Georgia Board of Nursing. Pre-licensure graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-RN) leading to licensure as a Registered Nurse (RN).

**Approval to admit applicants to the National Council Licensure Examination for Registered Nursing (NCLEX-RN) or to grant a license rests with the Georgia Board of Nursing. Applicants who have ever been arrested, convicted, sentenced, plead guilty, or plead nolo contendere or been given first offender status for any felony, a crime involving moral turpitude, or a crime violating federal law involving controlled substances or dangerous drugs or a DUI or DWI, or who have been issued a license which has been encumbered (denied, revoked, suspended, surrendered, restricted, or placed on probation) by any state board may take the RN licensing examination only at the discretion of the Georgia Board of Nursing. Furthermore, the license may not be issued until the matter has been resolved to the satisfaction of the Board.**

The Associate nursing program at Middle Georgia State University located in Macon, Georgia is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

(404) 975-5000

<http://www.acenursing.us/accreditedprograms/programSearch.htm>

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate nursing program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at

<http://www.acenursing.us/accreditedprograms/programSearch.htm>

### ***General Information***

The curriculum leading to the Associate of Science in Nursing degree combines nursing and general education courses. General policies for the nursing program can be found online at:

<http://www.mga.edu/health-sciences/default.aspx>

**ASSOCIATE OF SCIENCE IN NURSING PROGRAM OF STUDY**

Term	Course/ Total Credit Hours
Year 1 First Semester	*ENGL 1101 – 3 credits *MATH 1101 or higher – 3 credits PSYC 1101 – 3 credits <b>Total – 9 credits</b>
Year 1 Second Semester	*ENGL 1102 – 3 credits PSYC 2103 – 3 credits **HIST 2111 or HIST 2112 or **POLS 1101 – 3 credits <b>Total – 9 hours</b>
Year 2 First Semester	English Lit Course – 3 credits BIO 1114K- A&P I – 4 credits <b>Total – 7 credits</b>
Year 2 Second Semester	BIO 1124K A & P II – 4 credits BIO 1134K Microbiology – 4 credits <b>Total – 8 credits</b>
Year 3 First Semester	NURS 1000 – 7 credits <b>Total – 7 credits</b>
Year 3 Second Semester	NURS 1500 – 6 credits NURS 1510 – 3 credits <b>Total – 9 credits</b>
Year 4 First Semester	NURS 2000 – 6 credits NURS 2010 – 4 credits <b>Total – 10 credits</b>
Year 4 Second Semester	NURS 2500 – 8 credits <b>Total – 8 credits</b>
<b>TOTAL HOURS</b>	<b>67 HOURS</b>

**\* ENGL 1101, ENGL 1102, and the Mathematics elective must be completed within the first 30 hours. If students choose to take a four-hour math course, then one hour of credit from this course will count in Area F where applicable.**

**\*\*Students must satisfy the U.S. and Georgia history requirement with either the U.S and Georgia History Exam or POLS 1101. Students must satisfy the U.S. and Georgia constitution requirement with either the U.S. and Georgia Constitution Exam or HIST 2111 or 2112.**



## **ASSOCIATE DEGREE IN NURSING STUDENT LEARNING OUTCOMES**

1. Evaluate nursing care to patients and families across the lifespan from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.
2. Collaborate with members of the interprofessional health care team to coordinate the provision of safe, quality care for patients and families so that optimal patient outcome is achieved and continuity of care is maintained.
3. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.
4. Promote the development and implementation of quality improvement strategies to advance health care services.
5. Provide a safe environment for patients, self and others.
6. Integrate information technology into the provision of patient care.
7. Practice nursing in a professional, ethical and legal manner.
8. Use leadership, management and priority setting skills in the provision and management of safe, quality patient-centered care.

## **Classroom Policies and Related Information**

### **Academic Standards**

In addition to the other academic regulations of the College, the following requirements apply to the Nursing Program:

- All clinical nursing courses require a satisfactory level of performance in theory and in clinical, including campus labs. All nursing courses require a minimum grade of at least a “C” (75%). Nursing Grading Scale: A=100-90, B=89-80, C=79-75, D=74-65, F=64 and below.
- There will be no rounding of nursing grades. A "D" is not acceptable as a passing grade in a nursing course.
- Grades for the clinical component of nursing courses are determined on a competency basis and designated as satisfactory or unsatisfactory. A satisfactory level of clinical competence is required in order to earn a passing grade (“C” or higher) in nursing courses. An unsatisfactory level of competence results in failure in that course. A course grade of “F” will be assigned if a student fails clinically.
- Safety in the calculation of medication dosages is an expected behavior. Students must satisfy clinical calculations examination requirements as specified in course syllabi.
- PLBSN & ASN students who have withdrawn with a **(W)**, **(WF)** or failed with a **(D or F)** in any two (2) nursing courses in any nursing program **will not** be eligible for re-entry or admission in the nursing program at MGA.
- Nursing course credits are valid for 42 months. All nursing courses must be completed within 42 months of the date of entry into the first nursing course.

## **Re-entry Policy**

1. Students seeking re-entry into any program of Nursing (i.e. Pre-licensure BSN, ASN, RN-BSN) must be fully admitted to the University in *good academic standing*.
2. Re-entry into any program of Nursing is not automatic and students are not guaranteed re-entry into the nursing program.
3. PLBSN and ASN students ***must submit*** a Letter of Intent to re-enter the nursing program within 10 working days after the registrar's office has posted final grades in the semester in which the course failure or withdrawal occurred.
4. PLBSN & ASN students who have withdrawn with a **(W)**, **(WF)** or failed with a **(D or F)** in any two (2) nursing courses in any nursing program ***will not*** be eligible for re-entry or admission in the nursing program at MGA.
5. Students planning to return to a nursing course, in which they have received a grade of **D** or **F** ***or withdrawn with a (W) or a (WF)*** must meet the following criteria:
  - a. Submit a [Letter of Intent](#)
  - b. Provide evidence of current immunizations (PPD or chest x-ray, Hepatitis-B series, tetanus and other required immunizations per health care agencies).
  - c. Provide evidence of current CPR card must be certified by the American Heart Association in Child and Adult basic life support (BCLS) for health care providers. Current professional liability insurance and health insurance, and current criminal background check and drug screen.
  - d. ***Attend a mandatory on-campus nursing skills day (PLBSN and ASN only).***
6. Re-entry is granted on a space available basis.
7. It may not be possible to re-admit all students who apply for readmission due to availability of clinical space and faculty resources. If there are more applicants than positions available in a nursing class, selection for readmission could include the following:
  - a. Nursing courses complete
  - b. Academic performance in nursing courses
  - c. Recorded academic misconduct and/or disruptive behavior
  - d. Written communication skills
8. All applications will be reviewed by the Admission, Recruitment and Retention committee.
9. Students requesting re-entry should contact their assigned nursing advisor with any questions or concerns.

RN-BSN Completion Program students are encouraged to speak with the RN-BSN Program Coordinator, Dr. Wilbur, regarding the [RN-BSN Re-entry Policy](#).

## **Preparation for Success - Requirements for Re-entry Students**

"Action is the foundational key to all success." ~ Pablo Picasso

"Education is not the filling of a pail, but the lighting of a fire." ~ William Butler Yeats

MGA nursing faculty member's commitments includes the following:

- Effectively and accurately communicating individual student progress towards career path and offering sound pragmatic recommendations/guidance in response to individual student issues, concerns, or possible obstacles to degree completion
- Referring students to appropriate resources if needed/as appropriate.

As such, re-entry students will be assigned a nursing faculty member Success Guide in addition to their nursing faculty member Academic Advisor. Re-entry students will be required to sign a Success Guide generated learning contract within 3 weeks of classes starting. Students will be required to meet with their assigned Success Guide as often as noted in the learning contract and are expected to comply with the learning contract action items until graduation. Meetings will focus on student's progress in nursing courses to include didactic and clinical performance.

### **Additional Fees**

Nursing enrolled students must have professional malpractice liability insurance and health insurance and will incur testing, and other additional fees associated with clinical and enrollment. Additional fee estimates may be found in the [MGA Academic Catalog](#).

### **Classroom Attendance**

Students are to follow the attendance policy as described in the [Middle Georgia State University Catalog](#) and the attendance policy cited in the individual course syllabi. The classroom experience is a vital part of college education. Interaction with instructors and other students is an important element of the learning process. Students are expected to attend all class sessions. Students who do not attend classes on a regular basis are subject to reassessment of financial aid eligibility.

Students are responsible for all material presented in their absence and for all course objectives. Students may be required to complete alternate assignments. Children are not allowed in the classroom or clinical setting. No audible phones or beepers will be allowed in the classroom and no electronic devices will be allowed in the clinical setting. Professional behaviors are expected at all times.

### **Online Course Enhancements**

Instructions will be provided at the beginning of the semester. Students are expected to have

reliable access to a computer with internet service. Computers are available for students in the MGA Library and the Academic Resource Center. Students are responsible for checking web communication prior to class and clinical.

### **Recordings (Audio or Video)**

No recording of any kind (video or audio) will be allowed by students in nursing classes or clinical sessions.

### **Technical Policy**

A plagiarism prevention service may be used in evaluation of written work submitted for the nursing courses. As directed by the instructor, students are expected to submit or have their assignments submitted through the service in order to meet requirements for the courses. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

### **Scholarly Writing**

The Nursing Programs expect that all scholarly work will be submitted utilizing APA format. The American Psychological Association (APA) publishes professional writing guidelines for scientific scholarly writing. It is strongly recommended that you purchase a current copy of the American Psychological Association Manual. Information is also available at: [www.apastyle.com](http://www.apastyle.com).

### **Accessibility Services (Former Disability Services)**

Students with special needs are encouraged to participate in the MGA Nursing Program. In order for the student to qualify for help and receive modifications, the Office of Accessibility Services must officially recognize the disability and address the need for assistance. In accordance to Federal law, no accommodations will be permitted until valid official medical documentation has been submitted to the Office of Accessibility Services and the student has been approved for "reasonable accommodations".

Students seeking academic accommodations for a special need must contact the Middle Georgia State University Office of Accessibility Services in Macon at (478)-471-2985 or in Cochran at (478)-934-3023. Students may also visit the Accessibility Services Office in room 266 of the Student Life Center on the Macon Campus or in Georgia Hall on the Cochran campus. Students may also view information regarding [Accessibility Services](#).

### **Disruptive and Unprofessional Behavior in Classroom and/or Clinical Setting**

It is the policy of the Nursing Program to create and maintain a teaching-learning environment conducive to the sharing of information, exploration of new knowledge and current problems, and the open expression of ideas while demonstrating respect for the dignity and worth of all individuals involved in the teaching-learning process. Students are encouraged to refrain from any and all behaviors constituting disorderly, disruptive, or obstructive actions which interfere with the teaching-learning process. Unprofessional behaviors include but are not limited to: profanity, disrespect of staff, faculty or peers, dishonesty, violations of dress code, and violations of legal and ethical standards of nursing practice. Students who violate this policy will be subject to disciplinary procedures by the SOHNS DON and MGA. For further information consult the MGA [Student Handbook](#).

## **Civility Code for Students**

Civility is an expectation of each School of Health & Natural Science student at MGA and is based upon authentic respect for other students, faculty, clients, college employees and extended member of the MGA community (for example, visitors). Students are responsible for fulfilling their academic responsibilities in an honest and forthright manner and for conducting themselves with civility in interpersonal relations. Student civility will be referenced in course syllabi and by faculty at the beginning of each semester's instruction. Classroom and clinical expectations for civility will be addressed and a contract signed by the student and faculty pledging adherence to each area of civility.

Expectations of student civility include student commitment, communication, and social interactions as follows:

- Maintain alert and attentive demeanor during class and clinical instructions. Contribute to the value and meaning of instructional discussions. Avoid monopoly of conversations and discussions.
- Listen carefully during class and in conversation with others.
- Remain receptive to the point-of-view of others, and seek constructive feedback.
- Avoid gossip and spreading rumors about other students or faculty.
- Refrain from idle complaints.
- Avoid rude remarks or non-verbal actions in response to other students and faculty. Keep conversation respectful in volume and tone and use respectful language free from racial, ethnic, sexual, gender, and religious based terms.
- Avoid distraction of others through passing notes, sidebar conversations, or use of electronic devices for non-classroom activities.
- Reflect upon and take personal responsibility for own actions; avoid blaming others.
- Support and adapt to changing circumstances with a positive attitude.
- Attempt conflict resolution with others first before contacting/consulting faculty and others not involved in the conflict.
- Plan ahead and be prepared for class meetings, assignments, and advising appointments.
- Arrive to class on time and notify professor of necessity to leave early.
- Address others with respect in all email correspondences, and use of social-media.
- Maintain a respectful noise level and unobstructed traffic pattern in hallways and common areas.
- Avoid any form of dishonesty, including but not limited to theft, falsification of information, fraud, and willful deception, falsification of identification, and / or improper use or disclosure of information.
- Treat others with equality, respect, and genuine compassion. Treat others as you would like to be treated.
- Serve as a role model for civility and professionalism by exhibiting respect, restraint, and consideration of others.

## **Academic Integrity Pledge**

MGA nursing students are expected to demonstrate academic integrity in all courses. Students will complete coursework and participate in courses with honesty. Academic integrity ensures that all students have a fair and equal opportunity to succeed. Any behavior that provides an unfair advantage to one student is unacceptable and will not be tolerated. Each piece of work completed by a student must be solely a reflection of that student's own work or his or her contribution to a collaborative effort, when collaboration is permissible. Examples of academic dishonesty include, but are in no way limited, to the following examples:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement or submitting work produced by someone else as if it were your own
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks and citing page numbers appropriately
- Submitting your own work in more than one course without the permission of the instructor
- Making up sources or facts
- Including references to sources that you did not use
- Obtaining or providing unauthorized assistance on any assignment including:
  - working in groups on assignments that are supposed to be individual work
  - having someone rewrite or add material to your work while "editing"
  - "crowdsourcing" ideas and text via a Facebook/online study group without attribution
- Lending your work to a classmate who submits it as his/her own with or without your permission

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone
- Bringing notes to closed-book exams
- Looking at someone else's answers
- Letting someone else look at your answers
- Misrepresenting your identity
- Submitting an altered test for re-grading
- Delaying an exam with a false excuse
- Getting questions/answers for an exam from another student who took it earlier

In the classroom:

- Signing the attendance roster for another student who is not in attendance

In the clinical setting:

- Documenting false information

## **Academic Dishonesty**

MGA students are responsible for fulfilling their academic responsibilities in an honest and forthright manner and for conducting themselves with civility in interpersonal interactions. The MGA [Student Code of Conduct](#) contains a full description of student rights and responsibilities



and the disciplinary procedures that will guide the action of the faculty and administration should a student allegedly violate the Code.

Nursing is a profession governed by a code of ethics and standards of practice. Students who are charged with violation of the MGA *Student Code of Conduct* will be subject to disciplinary procedures by the SOHNS' DON and MGA. Any violation of the MGA *Student Code of Conduct*, whether the violation is related to a lack of integrity or civility, may result in dismissal from the Nursing Program without consideration for re-entry.

### **First Academic Integrity Offense**

Grade of “zero” is given for assignment, quiz, or exam on which the offense occurred.

Faculty will submit the following documents to the Assistant Vice President of Student Affairs/Student Conduct Officer (AVPSA/SCO) using the web link referenced below for the incident to be resolved at the course level:

- Faculty Resolution/Student Infraction & Complaint Form
- Student Counseling Note
- Assignment in Question
- Supporting Documentation
- Course Syllabus

[https://cm.maxient.com/reportingform.php?MiddleGAState&layout\\_id=10](https://cm.maxient.com/reportingform.php?MiddleGAState&layout_id=10)

Student will have one week from the date of the **non-testing** (i.e. quiz, exam) related infraction to re-submit the assignment for a maximum grade of 75%; no re-tests will be administered if the offense involves a quiz or exam.

**Students receiving a grade of “zero” for academic dishonesty involving quizzes or exams will not be considered for re-entry into the nursing program at MGA.**

### **Second/Subsequent Academic Integrity Offense**

Grade of “zero” is given for the assignment, quiz, or exam on which the offense occurred.

Faculty will submit the following documents to the Assistant Vice President of Student Affairs/Student Conduct Officer (AVPSA/SCO) using the web link referenced below for the incident to be resolved at the course level:

- Faculty Resolution/Student Infraction & Complaint Form
- Student Counseling Note
- Assignment in Question
- Supporting Documentation
- Course Syllabus

[https://cm.maxient.com/reportingform.php?MiddleGAState&layout\\_id=10](https://cm.maxient.com/reportingform.php?MiddleGAState&layout_id=10)

If the second or subsequent offense occurs prior to the date of midterm, the student will receive a “W” from the course. If the offense occurs after the date of midterm, the student will be withdrawn using an Instructor Withdrawal for academic dishonesty.

**Students failing and/or being withdrawn from a nursing course due to a second academic dishonesty offense will not be considered for re-entry into the nursing program at MGA.**

## Clinical Policies and Related Information

### Nursing Core Practice Performance Standards/Essential Abilities

Based on the core performance standards of the Southern Regional Education Board (SREB) Council on Collegiate Education, students who participate in the nursing program are required to demonstrate abilities and skills in cognitive, sensory, affective, and psychomotor performance. Each student should use these standards as an objective measure in deciding whether he/she is “qualified” to meet these requirements. Each standard is accompanied by examples of an activity that a student would be required to perform in the nursing education program.

ISSUE	PERFORMANCE STANDARD	EXAMPLES OF NECESSARY ACTIVITIES (NON ALL-INCLUSIVE)
Critical Thinking	Critical-thinking ability for effective clinical reasoning and clinical judgement consistent with the level of educational preparation	<ul style="list-style-type: none"> <li>• Identify cause/effect relationships in clinical situations</li> <li>• Maintain client’s physical and emotional safety</li> <li>• Demonstrate competence in administration of meds, treatments and procedures</li> <li>• Use of scientific method in the development of patient care plans</li> <li>• Evaluate effectiveness of nursing interventions</li> </ul>
Professional Relationships	Interpersonal abilities sufficient for interaction with a diverse population of individuals, families and groups	<ul style="list-style-type: none"> <li>• Establish rapport with clients and colleagues</li> <li>• Capacity to engage in successful conflict resolution</li> <li>• Peer accountability</li> <li>• Tolerate physically taxing workloads alternating shifts</li> <li>• Function effectively and respond appropriately during stressful and emergency situations (physically, emotionally, mentally)</li> </ul>
Communication	Communication adeptness sufficient for verbal and written professional interactions	<ul style="list-style-type: none"> <li>• Explanation of treatment procedures and initiation of health teaching</li> <li>• Documentation and interpretation of nursing actions and client responses</li> <li>• Speak clearly and succinctly</li> <li>• Communicate effectively with physicians, staff, clients, and client’s families</li> </ul>

Mobility	Physical abilities sufficient for movement from room to room and in small spaces	<ul style="list-style-type: none"> <li>• Movement about client's room, work spaces and treatment areas</li> <li>• Administration of rescue procedures – cardiopulmonary resuscitation</li> <li>• Stand for long periods of time</li> <li>• Work at a fast pace</li> </ul>
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> <li>• Calibration and use of equipment</li> <li>• Therapeutic positioning of clients</li> <li>• Manual dexterity to use sterile technique to insert catheters (i.e. IV, Foley) and to prepare medication aseptically (i.e. IV, SC, IM, PO)</li> </ul>
Hearing	Auditory ability sufficient for monitoring and assessing health needs	<ul style="list-style-type: none"> <li>• Ability to hear monitoring device alarm and other emergency signals</li> <li>• Ability to discern auscultatory sounds and cries for help</li> </ul>
Visual	Visual ability sufficient for observation and assessment necessary in patient care	<ul style="list-style-type: none"> <li>• Ability to observe patient's condition and responses to treatment</li> <li>• See nurse call/emergency light</li> <li>• Read doctor's orders</li> <li>• Read very fine, small print on medication</li> </ul>
Tactile Sense	Tactile ability sufficient for physical assessment	<ul style="list-style-type: none"> <li>• Ability to palpitate in physical examinations and various therapeutic interventions</li> </ul>
<p>Adopted from SREB Council on Collegiate Education for Nursing,  <a href="https://www.sreb.org/publication/americans-disabilities-act">https://www.sreb.org/publication/americans-disabilities-act</a></p>		

In addition to the SREB Nursing Practice Performance Standards, the DON faculty have identified essential abilities critical to the success of students.

<b>ESSENTIAL ABILITIES</b>	<b>EXAMPLES OF NECESSARY ACTIVITIES (NON ALL-INCLUSIVE)</b>
Judgment Skills	Ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving around patient conditions and coming to appropriate conclusions and/or course of actions.
Patient/Client Care Skills	<p>Ability to safely assist patients/clients. Students must also have the ability to move their body and the patient/client in three-dimensional space in order to perform tests, measures, and interventions.</p> <p>Ability to ensure the physical safety of a patient/client at all times.</p> <p>Ability to provide or direct general care and emergency treatment for patients/clients and respond appropriately in a timely manner to emergency situations.</p> <p>Must meet applicable safety standards for the environment and follow standard precautions.</p>
Emotional Coping Skills	<p>Ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice.</p> <p>Must demonstrate the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in an unpredictable manner.</p> <p>Must demonstrate interpersonal skills including the ability to provide, accept and apply feedback in a professional manner.</p>
Intellectual/Conceptual Skills	<p>Ability to measure, calculate, analyze, synthesize and evaluate to engage competently in the safe practice of nursing.</p> <p>Must be able to learn through a variety of modalities, including but not limited to: classroom instruction; laboratory instruction, small-group, team and collaborative activities; individual study; preparation of reports; and use of computer technology.</p>
Other Essential Behavior Attributes	Ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair behavior or judgment. The student must demonstrate responsibility and accountability for actions as a student in the Department of Nursing and as a developing professional nurse consistent with accepted standards of practice.
Adopted in part from Samuel Merritt University.	

Students enrolled in MGA's Nursing Program must be able to meet both academic standards, the above mentioned technical/performance standards and essential abilities with or without reasonable accommodations. Students enrolled in the MGA's Nursing Program must meet the performance standards as identified. Students must maintain satisfactory compliance to these essential abilities throughout their stay in the program. At any point in the Nursing Program, if a student falls below satisfactory standards, they may be asked to withdraw from the program.

For further information regarding services and resources to students with disabilities and/or to request accommodations please contact the Middle Georgia State University [Office of Accessibility Services](#) in Macon at (478)471-2985 or in Cochran at (478)934-3023. Students may also visit the Accessibility Services Office in room 266 of the Student Life Center on the Macon Campus or in Georgia Hall on the Cochran campus.

### **Care for all Patients**

The American Nurses Association defines **Nursing** as “the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human responses, and advocacy in the care of individuals, families, groups, communities, and populations”. Nursing practice is based on five tenets one of which includes “nursing practice is individualized”.

*“**Nursing practice** respects diversity and focuses on identifying and meeting the unique needs of the healthcare consumer or situation. Healthcare consumer is defined to be the **patient**, person, client, family, group, community, or population who is the focus of attention and to whom the registered nurse is providing services as sanctioned by the state regulatory body.”*

The DON at MGA further defines **patients** as persons (men, women, and children) who are under medical care or treatment. MGA nursing students are required to care for all patients (men, women and children). **Students are not allowed to refuse a patient assignment.**

### **Documents Required for Clinical**

Accepted students must meet the clinical requirements of all affiliating clinical sites by established deadlines, to include, but not limited to:

- A) Completed health history and physical form (required annually)\*
- B) Immunization form
- C) TB screening (required annually)
- D) Criminal background check (required annually) \*\*
- E) Urine drug screen (required annually)\*\*
- F) Base Life Support for Healthcare Providers through the American Heart Association
- G) Professional Liability Insurance and

## H) Health Insurance\*\*\*

\*Students must maintain ability to meet requirements of Nursing Core Practice Performance Standards/Essential Abilities. Students experiencing a change in health status may be required to resubmit health forms.

\*\*Students who enter the program must have a Criminal Background Check and Urine Drug Screen performed by a company approved by the Nursing Program. Clinical agencies will review Criminal Background Check and Urine Drug Screen results. The student must be approved by the affiliating clinical agencies in order to participate in clinical experiences and progress in the program. Students denied acceptance by any clinical affiliates will not be able to attend clinical experiences and therefore will not be enrolled in the Nursing Program.

**Students must be aware that criminal background and urine drug screen findings may affect their ability to attend clinical experiences. If a clinical affiliate at any time does not allow a student to attend clinical experiences and the student is unable to meet class, lab, or practicum objectives, the student will not be allowed to progress or continue in the Nursing Program.**

Random Criminal Background Checks or Urine Drug Screen may be required while in the Nursing Program, based on professional judgment of the faculty. This testing, if required, will be at the student's expense.

### \*\*\* *Student Health Insurance*

Students enrolled in nursing courses are required to have health insurance that meets minimum standards as mandated by the University System of Georgia. If the student is not covered by an acceptable policy – one held by a parent or spouse, or a company or organization on an approved waiver list – the student must purchase the SHIP policy if he/she wishes to remain a student. Students who are covered by an acceptable policy held by a parent, spouse, company, or organization may request a waiver at [www.uhcsr.com](http://www.uhcsr.com). Individual or Association Policies will not be considered for a waiver.

If the student is required to have health insurance, the cost of the SHIP premium will be automatically added to his/her Tuition and Fees bills. It is the student's responsibility to initiate the waiver process to order to avoid paying the premium.

The student must have secured a waiver or have paid for coverage from Pearce & Pearce, Inc. each semester by the MGA payment deadline in order to remain enrolled in classes. Students who do not secure the waiver or the coverage will be removed from MGA courses for non-payment. Any student removed from enrollment in the Nursing Program will need to reapply for readmission.

## School of Health & Natural Sciences (SOHNS)

### Clinical Checklist

Item	Vendor	Costs	Comments/Special Instructions
1. <b>Navicent Health Credentialing</b>	Verified Credentials, Inc.	\$169.50	<p><b>Requirement for all Non-Navicent Health employed students</b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• Physical Form at Macon Occupational Medicine (MOM)</li> <li>• Background Check</li> <li>• 10 Panel Drug Screen (<i>FormFox</i>)</li> </ul> <p>See Navicent Health flyer</p>
2. <b>Physical Exam</b>	Macon Occupational Medicine (MOM)	\$35	<p><b>Requirement for all Navicent Health employed students</b></p>
3. <b>Healthcare Facility Credentialing</b>	StudentCheck/PreCheck and Sentry Clinical Tracking Requirements	\$113.50	<p><b>Requirement for all SOHNS students</b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• Background Check</li> <li>• 10 Panel Drug Screen with ETOH</li> <li>• Clinical Tracking System</li> </ul> <p>See PreCheck instructions</p>
4. <b>TB Skin Test</b> (2 required) <i>Student must present proof of <u>TWO</u> negative TB tests done at least 7 days apart</i> - OR -	Students choice	See comments	<p>MOM charge: \$20 for 2 TB Skin Test (\$10 each) \$70 for TSPOT \$50 for Chest X-RAY</p>

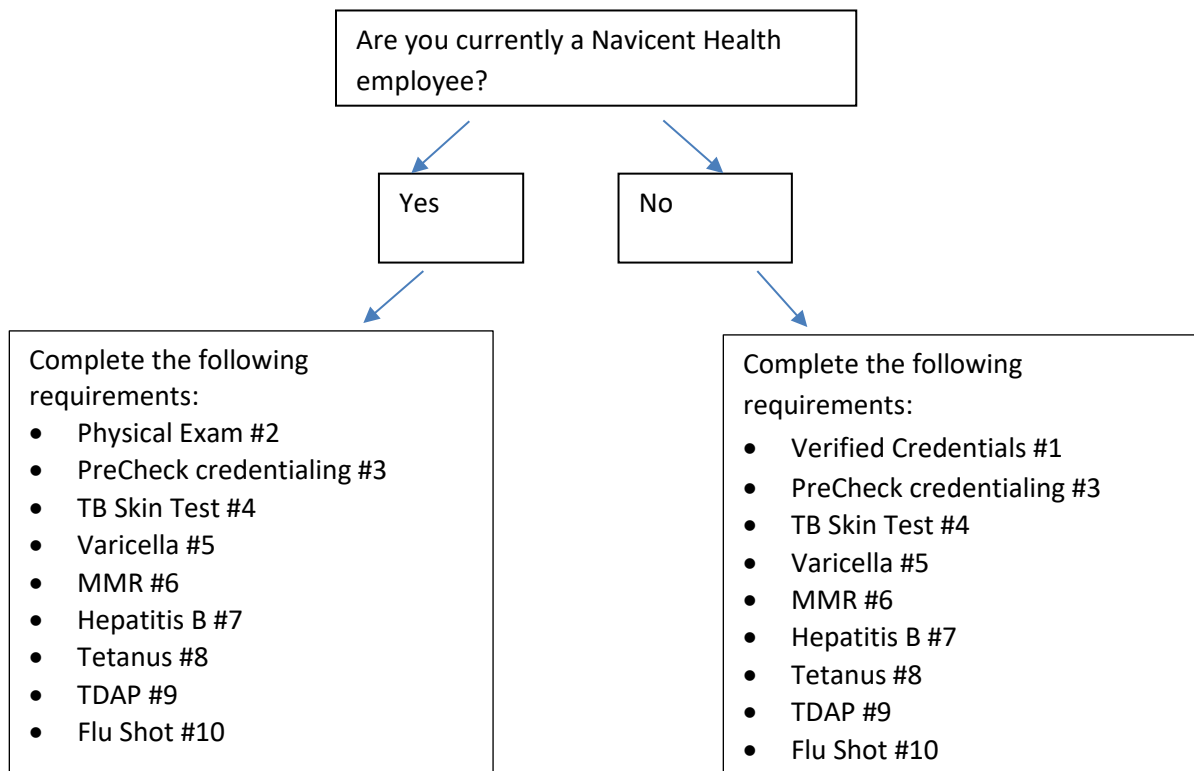
<b>T-Spot</b> -OR- <b>Chest X-Ray:</b> <i>Required for those who have had a positive TB skin test</i>			
<b>5. Varicella Vaccine</b> (2 required) - OR - <b>Varicella Titer</b> <i>History of the Chickenpox disease is <u>not acceptable</u>. Student must show proof that he/she has received both vaccines or have a titer drawn to show immunity.</i>	Students choice	See comments	MOM charge: \$300 for 2 Varicella Vaccines (\$150 each) \$55 for Varicella Titer
<b>6. MMR Vaccine</b> (2 required) - OR - <b>MMR Titer:</b> <i>Two MMR vaccines are needed if born after 1957.</i>	Students choice	See comments	MOM charge: \$200 for 2 MMR Vaccines (\$100 each) \$80 for MMR Titer
<b>7. Hepatitis B Vaccine:</b> (3 required) - OR - <b>Hepatitis B Titer</b>	Students choice	See comments	MOM charge: \$285 for 3 Hepatitis B Vaccines (\$95 each) \$37 for Hepatitis B Titer
<b>8. Tetanus Shot:</b> <i>Must have proof of Tetanus within the past 10 years.</i>  <i>A TDAP can be given as tetanus booster if person has never had TDAP</i>	Students choice	See comments	MOM charge: \$50 for Tetanus Shot
<b>9. TDAP:</b>	Students Choice	See comments	MOM charge:



<p><i>Must show proof of TDAP given within lifetime.</i></p> <p><i>A TDAP is sometimes given as tetanus booster if person has never had TDAP</i></p>			\$75 for TDAP Vaccine
10. Flu Shot	Students choice	See comments	MOM charge: \$25
<b>Total Costs</b>		\$289.30 (basic) \$486.30 \$1,396.30	excluding vaccinations, TB testing, and titers including titers including vaccines

Revised 5/13/20 di

### Algorithm



**Students must make and keep a copy of all clinical requirements.**

**Latex Allergy Information**

Any student who believes they have a Latex Allergy, for their safety, should reveal this information to the MGA Nursing Programs via the “Health Requirement Form” completed on admission, or via written communication with any MGA Nursing Program Faculty. Students must notify the clinical instructor each semester to ensure availability of latex free supplies and equipment. The student must follow the Board of Regents policy regarding accommodations and have an appointment with [Accessibility Services](#).

**General Statement**

Laboratory experiences are conducted on campus and in a variety of health care settings. Campus laboratories are available and should be used by students to review and practice skills. All experiences are designed to promote student learning and all procedures will be performed under the supervision of the instructor. Demonstration of satisfactory performance of all designated psychomotor behaviors is required and students are expected to maintain competency in all learned psychomotor behaviors. A student has two opportunities to successfully demonstrate nursing skills. Satisfactory performance in both settings is required to pass the course.

**Clinical Placement**

- Clinical experiences are scheduled according to site availability.
- Clinical experiences vary each semester. At times, clinical experiences may be during the day, evening and/or weekend.
- The faculty reserves the right to place students in a specific clinical area based on individual student learning needs. It is preferable that a student not be assigned in an area where they are employed.
- Students are responsible for making arrangements regarding childcare, transportation and work schedules.
- Students are not excused from clinical experiences because of schedule conflict

## Clinical Attendance Policy

Clinical learning provides essential opportunities for students to develop as professional nurses. Clinical includes scheduled activities within a healthcare facility, planned activities in campus lab, learning experiences in the simulation lab, or other activities as planned by the Course Coordinator. Clinical and campus lab hours are a required part of the nursing curriculum to facilitate mastery of clinical, course, and program outcomes.

Attendance and punctuality are expected professional behaviors for all nursing students. Students are required to attend all scheduled clinical, campus lab, and simulation lab hours. Students are expected to arrive on time and stay until the group is dismissed. Failure to attend all scheduled clinical, campus lab, and/or simulation lab hours may result in course failure (grade of “F”). Students must use the guidelines outlined in this policy in the event of absence, tardiness, or early dismissal from clinical, campus lab, or simulation lab activities.

### I. Criteria for Excuse Documentation

Excused tardies/early dismissals and excused absences require all of the following documentation to be submitted electronically via e-mail to the Course Coordinator within 48 hours of the occurrence. After electronic submission, original documents must be submitted to the Course Coordinator within 7 days of the occurrence. Failure to submit documentation within 48 hours will result in an unexcused tardy, early dismissal, or absence.

A. Documentation for excused status must include all of the following information:

1. The student’s name
2. Description of the incident
3. Date of the incident
4. Signature of the responsible professional
5. On letterhead or the facilities legal stamp or insignia providing contact information for the responsible professional
6. Proof of notification of clinical facility, clinical instructor, and Course Coordinator

For example, a medical excuse by a health care provider or legal document showing required court attendance or other professional documents are considered possible excused reasons for absences or tardiness. Item 6 may be an email to the clinical instructor AND Course Coordinator, including the name of the person from the clinical facility who was notified.

### B. Definition of Family Members

For issues related to hospitalization, illness, or death of family members, the following definition of family will be utilized when considering an excused absence, tardy or early dismissal:

1. Parent- biological, adoptive, step or foster father or mother, or any other individual who stood in *loco parentis* for the student.
2. Son or daughter- biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in *loco parentis*, who is either under age 18, or age 18 or older and “incapable of self-care because of a mental or physical disability”

3. Spouse- a husband or wife with whom the student entered into marriage as defined by state law

## II. Punctuality

Students are expected to arrive on time for clinical activities and stay until the scheduled release time or until the group is dismissed by faculty.

A. Tardy is defined as 1 minute to 59 minutes late for a scheduled clinical activity. Students who are more than 59 minutes late will be counted absent and should follow the guidelines in the Attendance Section of this policy. Early dismissal is defined as leaving before the group is dismissed for the day. Students who leave more than 59 minutes early will be counted absent and should follow the guidelines in the Attendance Section of this policy.

B. All students who miss 1 minute up to 59 minutes of clinical time due to tardiness or early dismissal must make up one hour of clinical time. The one hour of makeup time will be assigned at the discretion of the Course Coordinator. Failure to make up clinical hours due to tardiness or early dismissal may result in course failure (grade of "F").

### C. Excused Tardy or Early Dismissal

Students must notify clinical faculty and Course Coordinator before start of the clinical day of need to be tardy or leave early. Students must submit official documentation as outlined in item I for tardy/early dismissal to be considered for excused status. The Course Coordinator will determine if the tardy/early dismissal is excused. Students who have an excused tardy or early dismissal are required to make up one hour of clinical time as assigned by the Course Coordinator. Students should obtain the clinical makeup assignment from the Course Coordinator. All makeup assignments must be completed satisfactorily and submitted to the Course Coordinator by the due date. Personal appointments (medical, etc.) are NOT considered an excuse to be late or leave early from clinical. Students should plan personal appointments outside scheduled clinical hours.

### D. Unexcused Tardy or Early Dismissal

Students who have an unexcused tardy or early dismissal are required to make up one hour of clinical time as assigned by the Course Coordinator. Students should contact the Course Coordinator within 48 hours to obtain the clinical makeup assignment. All assignments from the clinical makeup day must be completed satisfactorily and submitted to the Course Coordinator. Failure to notify faculty of tardy or early dismissal is considered unexcused.

#### 1. First unexcused tardy or early dismissal within a course

- a. Student will make up one hour of clinical time as assigned by Course Coordinator.
- b. Student will receive a "U" *Unsatisfactory* for the clinical day for the unexcused tardy/early dismissal.
- c. Student will meet with the Course Coordinator within 7 days of the occurrence and counseling note and clinical contract will be completed and signed by the student.

#### 2. Second unexcused tardy or early dismissal within a course

- a. Student will receive a second "U" *Unsatisfactory* for the clinical day for the unexcused tardy/early dismissal.
- b. Student will receive a course grade of "F" due to unsatisfactory clinical

performance.

### III. Clinical Attendance

Students are required to attend all scheduled clinical activities/hours within a course in order to meet the course and clinical outcomes. A clinical absence is defined by any student's inability to attend an assigned clinical responsibility, thus missing pertinent learning experiences, potentially resulting in the student's inability to meet a course objective. Students should notify the clinical instructor, clinical facility, and Course Coordinator in advance within one hour of the scheduled clinical start time or at earliest possible time, with regard to any absence. See the course syllabus for preferred method of communication.

In the event that a clinical absence is unavoidable, course faculty will use the following guidelines to address the absence.

#### A. Excused Clinical Absence

Documentation for the absence (see requirements in item I) must be presented to the Course Coordinator within 48 hours of the absence. A copy of documents may be emailed within 48 hours with original documents presented to the Course Coordinator within 7 days of the absence.

Documentation of excused absences will be accepted within 48 hours of the occurrence to the Course Coordinator; after which the absence is considered unexcused. All other absences are considered unexcused.

##### 1. First excused clinical absence

Student must schedule clinical makeup time with Course Coordinator for the missed hours.

##### 2. Second Excused Absence

The student must schedule a meeting with the Course Coordinator to discuss the absences within 7 days of the occurrence. Student must schedule clinical makeup time with the Course Coordinator for the missed hours. If this is not possible, the percentage of required clinical hours for the course lost must be determined. If student is unable to make up the clinical hours, the clinical requirements may be considered met if both of the following criteria are met:

- a. 90% of the required clinical hours for the course have been completed.
- b. The student and clinical instructor have documented achievement of all clinical outcomes for the course.

#### B. Unexcused Clinical Absence

Any clinical absence which does meet the criteria for excused absence will be considered unexcused. The Course Coordinator will determine if a clinical absence is unexcused. Any unexcused clinical absence is considered a serious breach of professional behavior and may result in clinical failure (grade of "F"). Unexcused absences will utilize the following guidelines:

##### 1. First unexcused absence

- a. Student will receive an *Unsatisfactory* clinical grade for the day of the unexcused absence. \*(If the student has received any other *Unsatisfactory* clinical behaviors in the course in addition to the *Unsatisfactory* for an unexcused absence, the student may receive a clinical failure or grade of "F")

- b. Student will meet with the Course Coordinator, course faculty and clinical faculty together within 7 days of the occurrence.
- c. Student will receive a counseling note and clinical contract related to professional behaviors and clinical attendance.
- d. Student will submit a written action plan regarding professional behavior and clinical attendance within 7 days of the occurrence.
- e. If the student fails to meet with course faculty as scheduled within 7 days or fails to submit a written action plan within 7 days, the student will receive a course grade of “F”.
- f. Student will schedule a clinical makeup time as instructed by the course coordinator. If the student fails to attend the scheduled clinical makeup, the student will receive a course grade of “F”.

## 2. Second Unexcused Absence

- a. Student will receive an *Unsatisfactory* grade for the clinical day and a course grade of “F”.

**Students are not permitted to give gifts to their clinical instructor.**

### **Punctuality**

Punctuality is an expected behavior. When a student is tardy for any scheduled laboratory experience, appropriate action by the faculty might consist of dismissal from the clinical lab for that day.

### **Confidentiality**

Patients have the right to their health care information being treated as completely private and confidential, known and discussed only by those directly involved in their care. No patient information, even without names or other identifying information should be removed or shared outside of the clinical facility. In addition to not removing documents containing patient information from the clinical facility, students are not to discuss patient situations verbally or by any electronic means, including blogging, text messaging, or posting on websites such as Myspace, Facebook, Wiki, or any electronic means other than over a secured network, such as Brightspace. Any breach of patient confidentiality will result in clinical failure in the course involved and may result in dismissal from the MGA Nursing Program.

### **Documentation**

Students are responsible for documentation of client care according to health care agency policy. Student signature is to be written as follows: **A. Student, MGA-NS.**

## **Uniform Policy**

Adherence to the uniform guidelines is an expected behavior. The MGA Student Uniform must be worn in clinical, campus lab, simulations, and alternative clinical areas. Failure to follow the uniform guidelines will result in dismissal from the clinical area. Make-up of the clinical time will be required. At the discretion of the clinical instructor, students who are not in compliance with the Uniform Policy may be dismissed from the clinical area.

- All uniforms shall be purchased from [www.Meridys.com](http://www.Meridys.com). The uniforms will be neat, clean and without wrinkles. The white portion of the uniform must remain white and free of stains or fading.
- Female students may wear a uniform pants or skirt and shirt. Sleeves should be short or 3/4 length. Dresses or skirts should be at least knee length.
- Male students shall wear a uniform shirt or tunic and pants, cargo style is not permissible.
- Shoes must be white and be kept clean and/or polished. Shoes must be leather and free of mesh with a no-skid bottom. No open back or shoes with holes allowed. All white socks or hose shall be worn.
- The color of and style of undergarments must be solid white or skin tone and shall not be seen through the uniform.
- The MGA Photo ID must be worn during all clinical lab experiences.
- Students must have a watch with a second hand, bandage scissors, a stethoscope and a writing pen with permanent black ink with them during clinical lab experiences.
- Tee shirts, jeans, and “sweats” are excluded as uniforms.
- No jewelry shall be worn except for a simple wedding band without raised stones or projections and a wristwatch. No visible piercings, including tongue rings, nose rings, and other facial piercings are allowed in the clinical or lab settings. Earrings must be small post earrings and limited to two pairs per ear.
- Hair shall be neat, clean and controlled, away from the face, and off the collar. Male facial hair shall be trimmed and neatly groomed (1 inch or less).
- No extreme hair colors, colored hair spray or colored mousse (i.e. gold, silver, purple, blue, orange) will be allowed.
- No strong odors (perfumes, powders, lotions, or smoke) will be allowed during clinical or lab setting.
- Fingernails must be short and neatly groomed. Only natural fingernails without polish are allowed.
- False eyelashes are prohibited.
- All tattoos must be covered by the uniform, sleeves or cover up devices (Band-Aids, etc.)
- Chewing gum, tobacco, tobacco-like products, e-cigarettes and candy are not allowed during the clinical lab experience.
- Professional street clothes should be worn with a white lab coat and MGA Photo ID for pre-assessment.
- The uniform policy for Psychiatric/Mental Health Nursing, Women and Infant Health Care and Children’s Health Care is specified in the respective course syllabi.
- Use of personal electronic devices will not be allowed in the clinical area.
- In addition to adherence to the MGA Uniform Policy, students must comply with individual clinical agency dress code policies.

### **Standard Precautions**

The following measures for preventing blood-borne pathogen transmission in health care settings are recommended by the Centers for Disease Control:

- Students are expected to wash hands or use wall mounted antimicrobial solution dispensers before and after every patient encounter.
- Barrier Protection should be used at all times to prevent skin and mucous membrane contamination with blood, body fluids containing visible blood, or other body fluids.
- Barrier protection should be used with all tissues.
- Examples of barrier protection include disposable lab coats, gloves, and eye and face protection.
- Gloves are to be worn when there is potential for hand and skin contact with blood, other potentially infectious material, or items and surfaces contaminated with these materials.
- Wear face protection during procedures that are likely to generate droplets of blood or body fluid to prevent exposure to mucous membranes of the mouth, nose or eyes.
- Wear protective clothing when there is a potential for splashing of blood or body fluids.
- Wash hands and other skin surfaces thoroughly and immediately if contaminated with blood, body fluids containing visible blood or other body fluids to which universal precautions apply.
- Wash hands immediately after gloves are removed.
- Avoid accidental injuries that can be caused by needles, scalpel blades, laboratory instruments, etc., when performing procedures, cleaning instruments, handling sharp instruments, and disposing of sharp needles.
- Used needles, disposable syringes, scalpel blades and other sharp items are to be placed in puncture resistant containers marked with a biohazard symbol for disposal.

### **Incident/Accident Reporting**

All incidents involving injury occurring in the clinical setting, e.g. needle sticks, student injury, etc. should be reported to the clinical instructor immediately. A **MGA Incident Report Form** will be completed by the instructor and student. The student will be offered appropriate treatment in accordance with the procedures specified by the clinical agency. No references to identifiable patient and/or clinical facility employee information should be included in the report.



### **Campus Skills Laboratory Experiences**

At the beginning of each clinical course, it is the student's responsibility to review and become familiar with the campus lab skills objectives and competencies that are expected for the course, using tools that the nursing faculty adopts. It is also the student's responsibility to prepare for the scheduled skills laboratory sessions with his/her peer reviewer and nursing instructor.

Skills return demonstrations are graded on a satisfactory "S"/unsatisfactory basis. To meet the skill(s) requirements for the course, the student must demonstrate satisfactory achievement of the required course-specific skill(s). Clinical skills progress will be recorded on the course specific "Clinical Skills Competency List" (as listed in course syllabi) which will be turned in to the clinical instructor by the completion of campus labs. Failure to perform satisfactory on the first attempt will result in a written contract with the student specifying competencies that must be met to be successful. Remediation will be provided prior to the second attempt.

Failure to accomplish a satisfactory on the second attempt of a skills return demonstration will result in a clinical failure and thus a course grade of "F" and the student will not progress in the semester.

### **Clinical Evaluations**

At the beginning of each clinical course, it is the student's responsibility to review and become familiar with the clinical performance objectives and competencies that are expected for the course, using tools that the nursing faculty adopts.

Evaluations by clinical instructors will be arranged on a one-to-one basis with students and will be scheduled so as to not interfere with clinical experience time. Prior to mid-clinical, students should give their instructor one of the individualized clinical evaluation forms located on the course Brightspace page. For both mid-clinical and end-of-clinical evaluations, students are required to bring their already completed self and clinical site evaluation forms. Attendance at midterm and final evaluation conferences is required to pass clinical.

Clinical performance is graded on a satisfactory "S"/unsatisfactory basis. To meet clinical requirements for the course, the student must demonstrate satisfactory achievement of each competency by the end of the semester. A satisfactory level of clinical competence is required to earn a passing grade ("C" or higher) in the nursing course. If performance needs improving, clinical improvement contracts will be given by the clinical instructor. These clinical improvement contracts may be given at the discretion of the clinical instructor at any time during the semester. An unsatisfactory level of competence results in an unsatisfactory evaluation of clinical performance. An unsatisfactory evaluation will constitute failure of the course (a grade of "F"), regardless of the grade in the theory portion of the course.

### **Evaluation of Clinical Assignments**

Satisfactory completion of weekly clinical assignments is required. Criteria are included in the course syllabus. **Formal papers will be written in APA format** utilizing the most current edition of the American Psychological Association Manual. Written content will meet course guidelines.

### *Policy Regarding Safe Nursing Practice*

- The student must act as a reasonably prudent nursing student (i.e., as a nursing student with the same educational experience would behave in a given situation in the clinical laboratory experience.
- If, in the professional opinion of the clinical instructor, the student fails to act as a reasonably prudent nursing student in the clinical laboratory setting, the student will be informed by the clinical instructor and may be dismissed from the clinical unit.
- The instructor will inform the Nursing Department Chair of the events as soon as possible.
- The student should meet at the time designated by the clinical instructor for a conference to discuss the incident. Documentation of the conference will be forwarded to the Course Coordinator and the Nursing Department Chair. At the conclusion of the conference, the clinical instructor may:
  - (1) permit the student to return to the clinical laboratory setting,
  - (2) recommend voluntary withdrawal from the course,
  - (3) assign an unsatisfactory clinical grade to the student, or
  - (4) recommend to the Nursing Department Chair that the student be dismissed immediately from the nursing program.
- The student may, within three (3) working days of the conference, appeal the decision in writing to the DON Chair.
- The DON Chair may impanel a committee of three (3) nursing faculty members. Each of the following (the student, clinical instructor, and the DON Chair) will choose one member to interview the parties involved, review the evidence, and advise the Department Chair as to the findings and recommendations of the committee.
- The student who is dismissed for unsafe nursing practice would receive a grade of “F” in the course and according to the guidelines of this policy will not ordinarily be readmitted to the nursing program.
- For further appeal, refer to the Grade Appeal Policy in the Middle Georgia State University Academic Catalog.

## Nursing Lab Procedures

To provide a standardized approach to nursing lab procedures:

- Students may have the lab opened by the faculty, on an individual or group basis, after making prior arrangements with faculty
- No needles shall be taken from lab
- Needles or sharps should only be used on models and manikins
- Students may use the lab computers to access resources from the ATI website
- Students must wear uniforms while working in the lab
- Students must bring any nursing kit supplies from their nursing kits they will need for practice
- Children and visitors are not allowed in the lab
- No markers, pens, or betadine are permitted on the mannequins
- No food or drinks in the lab
- After practicing, straighten lab so it is ready for the next student. Mannequins and beds are to be left neat and tidy as one would in the hospital. Chairs should be replaced under the tables. Pick up any trash and place in trash containers.
- Report any and all incidents or malfunctioning equipment to the laboratory coordinator or nursing faculty
- The Sim Man, Meti Man or other computer operated mannequins are not to be used unless under direct supervision from the laboratory coordinator or nursing faculty.

### **COVID-19 Infection Control Information**

The Middle Georgia State University Department of Nursing has implemented mandatory policies and procedures to maintain a safe laboratory/simulation area learning environment during the COVID-19 pandemic.

1. **If you are sick, stay home.** Individuals who: (1) have had contact with someone with confirmed COVID-19 in the past 14 days without PPE, or (2) have experienced fever, chills, cough, shortness of breath, difficulty breathing, severe fatigue, joint or bone pain, headache, sore throat, gastrointestinal symptoms, or loss of taste or smell within the past 14 days, are not permitted within the lab/simulation area. Follow program specific protocols for absence/illness reporting.
2. **Arrive on time, but not early.** Faculty should arrive 30 minutes prior to their activity. Student should only arrive 5 minutes prior to their activity.
3. **Wear a mask and practice social distancing.** Do not congregate in groups inside or outside of the lab area. Wear a cloth face covering or facemask at all times. Cough or sneeze into your elbow, away from others; use a clean tissue, then discard it. Maintain six feet distance when possible.
4. **Practice good hand hygiene. Clean in, clean out.** Upon entry to the lab/simulation area, when entering or exiting any room or space, and after any contact with simulators or training models, wash your hands for at least 20 seconds, or use an alcohol-based hand sanitizer.

5. **Sign-in, sign out, and be prepared for screening.** Sign in at the front desk prior to entering the lab/simulation area using the provided sign in sheet or an activity-specific roster. You will be asked to attest to not having been exposed to any individual with confirmed COVID-19 without PPE, testing positive for COVID-19, or having symptoms consistent with COVID-19 within the last 14 days.
6. **Stay in your assigned space.** You may not congregate in the common spaces of the lab/simulation area or enter unassigned spaces in the center. Leave promptly when your session is complete.
7. **Use PPE.** Gloves and hand sanitizer are provided for your use within the lab/simulation area. Bring your own mask. Wear gloves when handling equipment, models, or simulators and then discard those gloves when done. Don a clean pair of gloves between different activities and models.
8. **Keep our shared space clean and safe.** At minimum faculty will wipe down door handles, phones, push to talk microphones and computers that have been used during the session. Disinfectant is provided for this purpose. Environmental Services personnel disinfect the space daily but count on everyone doing their part to maintain a safe environment.
9. **Let your program know if you get sick.** If you are exposed to, test positive for, or develop symptoms consistent with COVID-19, follow your department or program-specific protocols to inform them. Departments and programs will only disclose information consistent with applicable law and policy.
10. **Monitor the situation.** Regularly check email, D2L and other communication channels for updates and expect the unexpected.

## **Testing Policies and Related Information**

### **Exams**

Written examinations represent a major evaluation component in all courses. The times, dates and weights of examinations are identified on the course syllabus. If you are unable to be present for an exam, the Course Coordinator or the Department of Nursing Administrative Assistant must be notified **BEFORE** the exam is scheduled to begin. In the absence of an immediate and acceptable explanation for missing any scheduled exam, 10 points will be deducted from the make-up exam grade. Appointments to make up exams must be scheduled with the Course Coordinator. Exams must be made up within three (3) school days. Appointments to make up exams must be scheduled with the Course Coordinator. Exception to this rule requires approval of Course Coordinator and provision of written documentation of the emergent medical care and/or death of immediate family members.

Students who must make up a written exam can expect to have a different form of the test.

### **Program Secretary Phone Numbers:**

- Macon: 478-471-2761/478-471-2762
- Warner Robins: 478-929-6680
- Cochran: 478-934-3057
- Dublin: 478-275-6808

### **Testing Policy**

The use of the College's Technology for testing is governed by the Student Code of Conduct as stated in the [MGA Student Handbook](#). Any violation will result in disciplinary action. See the [Middle Georgia State University Student Handbook](#) for Computer and Network Usage Policy.

- Grades on course assignments and exams which are determined by percentages involving decimals will not be rounded up to the next whole number. This policy also applies to final course grades.
- Students must have a 75% average on all non-standardized (**i.e. teacher-made; excludes ATI & DS**) nursing course exams to pass the course. After meeting the 75% average on the exams, the remaining course requirements will be added to obtain the final course grade. Students not achieving a 75% average on the non-standardized (**i.e. teacher-made; excludes ATI & DS**) nursing exams will receive the average of those exams as the final course grade.
- Students will be notified of time and location for all scheduled exams. All students testing must adhere to the Testing Policies.
- Students may not have access to cell phones at any time during testing. Ringers on phones must be turned off.

- For computer testing students may use a computer calculator or calculator supplied by the nursing department only. For pencil and paper testing students may use only simple calculators. Students may not use programmable calculators, share calculators with classmates, or use a calculator that beeps or make other noises.
- Students may not have access to any course materials including, but not limited to, books, notes, documents, computer files or websites at any time in the testing area.
- Students will not be allowed to take any personal items to the testing station. Pencils and paper will be provided by faculty.
- Students who score less than a 75 on a test are required to meet with a designated member of the course teaching team for remediation within two weeks following the exam date.
- Neither individual nor group test review will be conducted following test administration.
- Students are not allowed to wear shirts, sweaters, jackets, pullovers, hoodies, hats, etc. that have pockets during testing. Students are not allowed to wear any items on their wrists (i.e. jewelry, rubber bands, etc.).
- Students are encouraged to arrive to the testing center at least 15 minutes before the exam is scheduled to start. Students will not be admitted in the testing area once exam administration has started and the exam is open. Students testing in the Testing Center will not be allowed to start exams after the scheduled start time.
- Students are not allowed to take any personal items, including cell phones, electronic devices, and writing apparatuses to the testing station. Non-erasable writing apparatuses and only one ¼ size paper will be provided by faculty.
- Students are not allowed to “data dump” prior to starting an exam.
- Students are not allowed to talk to classmates in the testing room.
- Once students have finished their exam, they must immediately turn in their writing apparatus and scratch paper before getting their personal items (i.e. book bags, phones, books, etc.). Once exiting the exam room, students must be mindful of other students still testing. Loitering and/or standing outside the doors to the testing room is not permitted.

### **Dosage Calculations Policy**

To verify safe level of knowledge and understanding of medication administration procedure, it is required that all students will successfully complete a Dosage and Solutions (D & S)

Qualifying Exam prior to the start of clinical practice each semester. Failure to satisfy this requirement will result in an “Unsatisfactory” clinical grade for the semester. Use of calculators provided by the nursing department is permitted.

Students enrolled in a clinical course that requires successful completion of a dosage & solutions exam must pass the exam with a passing score before allowed to attend clinical.

A minimum score of 90% is required to pass the DCS exam. Students will be allowed two (2) additional retest attempts. Failure to achieve a score of 90% after three (3) attempts will result in a clinical failure (grade of “F”) in the course in which the exam was administered. If a student is unable to achieve 90% on the initial D& S exam, additional remediation will be provided via ATI modules and practice exams. Re-testing should occur within one (1) week of each exam attempt.

A student may only exempt the D& S exam that is required at the commencement of NURS 3001 in the BSN program and NURS 1000 in the ASN program. Exemption is permissible under the following criteria: Successful completion of NURS 1003 Clinical Calculations (online) in the semester *immediately preceding* Fundamentals to Nursing and have obtained a grade of 90% on NURS 1003 Final Examination, and a grade of C or better for their final grade in NURS 1003. No other D & S test may be exempted.

### **Critical Thinking Exam**

Students will complete a Critical Thinking Exam prior to beginning the Program and again upon completing the Program (ASN & PLBSN). This standardized exam is used as a component of program evaluation and will provide program administrators with information on the degree of critical thinking development that has occurred during your time at MGA.



## **Communication Policies and Related Information**

### **Communications/Information Sharing – Announcements**

All MGA students have an official MGA email account which will be used for communication. The University considers this account an official means of communication. Official announcements for all nursing students are emailed to students using the students MGA email account. The purpose of the official student e-mail account is to encourage the use of existing technology to provide a more effective means of communicating important College-related information to MGA students in a timely manner. Students are responsible for information distributed by the institution and faculty to the students MGA email address.

Class specific announcements are posted via class meetings and through Brightspace.

Students are responsible for communication delivered within courses in Brightspace and the MGA college email and are expected to check email communication & newsfeeds daily.

### **Class Cancellation/School Closure**

In the event of inclement weather conditions, the student is advised to tune to public broadcast media (WMAZ) for school closing announcements. The [MGA Emergency Alert System](#) is a free service for quick and accurate notification of campus emergencies including severe weather conditions and campus closings. It is imperative that your contact information including phone numbers and email addresses provided at admission is current and up to date.

### **Use of Social Networks by Nursing Students**

Students using social media and networks shall be aware of issues that could violate the Educational Training Program Agreement signed at orientation. This includes the statements:

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

***And***

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

### **Confidentiality Considerations!!**

- Do not include the name of the clinical agency on your social network.
- Do not include the name of your clinical preceptor, agency staff or clinical instructor on your social network.
- Do not include photos of your clinical preceptor, agency staff or clinical instructor on your social network without their permission.
- Do NOT post a patient name, diagnosis, agency where receiving care or any identifying information – such as gender, age, ethnicity, etc. No photos of patient or family. Even a general posting regarding a patient can be linked back to an individual.
- Be very careful what you say about your clinical preceptor, the staff at the agency, your clinical instructor and your fellow classmates in your blog or on your social network.
- Problems or issues with faculty, clinical instructors, clinical facility employees, and other students should be addressed through the appropriate chain of command. Any issues should not be addressed through the use of social media or personal blogs.

Nursing students are expected to abide by the DON's *Electronic and Social Media Policy: E-Professionalism*.

- A. The language governing portions of this policy can be found in federal law (i.e., Public Law 111-148, otherwise known as the Patient Protection and Affordability Care Act (PPACA), the Health Insurance Portability and Accountability Act (HIPPA), 1996, and Health Information Technology for Economic and Clinical Health (HITECH) Act, 2009).
- B. State laws that may be applicable (i.e., privacy, defamation, harassment or cyberbullying, nursing regulation, and case law) should also be consulted to reduce the exposure of the students, faculty, and nursing programs.
- C. The [MGA Social Media Guidelines](https://www.mga.edu/marketing-communications/social/social-media-guidelines.php) (2015) are applicable and can be reviewed at <https://www.mga.edu/marketing-communications/social/social-media-guidelines.php>
- D. In addition, the applicable language in the School of Nursing Educational Training Program agreement that governs is the following:
  - a. "To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients or patients."
  - b. "To not publish any material related to my educational training program that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association and the Facility."
- E. Professional organizations, legal and ethical guidelines provide the framework for this policy (i.e. *American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements*, 2015, National Council of State Boards of Nursing (NCSBN) *White paper on Nurses Use of Social Media*, 2011, and ANA's "Six Tips for Nurses Using Social Media" can be found at [www.nursingworld.org](http://www.nursingworld.org)). Guidelines can also be found within the Code of Ethics (ANA, 2015) regarding the duty to act within the professional role and to recognize and maintain boundaries and limits to relationships with patients. (Westrick, S.. 2016)
- F. Examples of Electronic and Social Media can include, but are not limited to, *Facebook, Twitter, Myspace, YouTube, LinkedIn, Instagram, and Snapchat*. Taking pictures or videos at clinical sites with phones, cameras or any other electronic recording device can also subject students to liability and/or academic disciplinary actions leading to termination from the nursing program.
- G. All nursing students entering the program must acknowledge awareness of, and agreement to this policy and the Educational Program Training Program Agreement. It is recommended that prior to each class, instructors provide the policy again, to be reviewed by the student to ensure that they are aware of the specific course's applicability to this policy.
- H. Students should be aware that their student status will not shield them from the consequences of inappropriate use of social media and/or electronic communication

and that all information, irrespective of privacy settings is public, and subject to retrieval even when deleted from a social media site (Westrick, S., 2016).

- I. Students using social media and electronic networks shall be aware of issues that could violate this policy and the Educational Training Program Agreement. Examples include, *but are not limited to*:
  - a. Postings, images, recordings, or commentary that *intentionally or unintentionally* breaches the duty to maintain privacy and confidentiality (ANA, 2015, p.9) whether *on-duty or off-duty*.
  - b. Failure of the student nurse to act within the professional role by not recognizing and maintaining boundaries and limits to relationships with patients. (ANA, 2015)
  - c. Failure of the student nurse to exercise extreme caution when discussing any patient-related experience or information on social media sites. Even with a small amount of information, coupled with other revelations (possibly by another person), can result in identification of parties who are entitled to privacy protection (Westwick, S., 2016).
  - d. While the State Board of Nursing does not generally have jurisdiction over student nurses until licensure, unprofessional behavior may subject professional registered nurses to fines, censure, reprimand, suspension, and or possible revocation of licensure, therefore nursing students should not engage in any such behavior. To do so, may result in refusal to license by the applicable regulatory nursing board. Disciplinary actions by state boards of nursing have included charges of unprofessional conduct, moral turpitude, mismanagement of patient records, and release of privileged information and breach of confidentiality (Stokowski, 2011).
  - e. Revelation at any time, via any medium of private health care information learned as a result of clinical experiences. This includes releasing photographs from clinical sites that could, in any way, identify patients or expose their protected health information. It is a violation of this policy to take photographs or videos in patient care areas, or to violate any clinical facilities policies regarding this type of prohibition.
  - f. Failure to notify the patient of any breaches of confidentiality, and failure to provide for the security protections for patient's data (Melnik, 2013).
  - g. Failure to protect patient's private health care information may create a private cause of action for breach of confidentiality, intentional or negligent infliction of emotional distress harassment, defamation, or harm to reputation.
  - h. Breach of confidentiality by sharing privation information (often inadvertently), *even when the patient's name or other identifying information is not revealed*.
  - i. Engaging in criticism or negative comments online of co-workers, employers, administration, and or clinical facilities may subject the student to civil suits for defamation, breach of privacy or harassment. Caution should be exercised when commenting on any work-related situation. To prevent potential liability or exposure to academic discipline, the student should not include the name of the clinical agency, clinical preceptor, agency staff, or clinical instructor on your social network. Do not discuss school or work-related issues online, including complaints about others. According to Barry & Hardiker, 2012, this

- includes not criticizing or presenting unflattering images of your educational institution, teachers, or fellow classmates.
- j. Do not include photos of your clinical preceptor, agency staff or clinical instructor on your social network without their specific permission and pictures/recordings should never be taken in a patient care area.
  - k. Do NOT post a patient name, diagnosis, agency where receiving care or any identifying information – such as gender, age, ethnicity, etc. No photos of patient or family. Even a general posting regarding a patient can be linked back to an individual.
  - l. Be extremely cautious what you say regarding your clinical preceptor, the staff at the agency, your clinical instructor and your fellow classmates in your blog or on your social network. That includes Facebook pages for your classes.
- J. Failure to comply with these standards will result in disciplinary action. Any breach of patient confidentiality will result in clinical failure in the course involved and may result in dismissal for the MGA Nursing Program.

## **Student Employment**

The unlicensed student enrolled in the nursing curriculum may not be employed at any health care agency in a capacity which involves those activities and functions which are designated as the role of the registered nurse.

This policy is consistent with the specified rules and regulations of the Board of Nursing of the state of Georgia which is as follows:

### **Rule 410-8-.08. Employment of Unlicensed Students and/or Graduates Prior to Licensure**

- (1) Unlicensed students, in conjunction with faculty members and/or preceptors, are exempt from licensure during the practice of nursing that is an integral part of a curriculum in a nursing education program.
- (2) Students, who are not otherwise licensed or certified, shall be employed only as unlicensed nursing personnel. They shall not represent themselves as nursing students nor assume responsibilities within the scope of practice of a registered nurse.
- (3) Graduates, who are not otherwise licensed or certified, shall be employed only as unlicensed personnel prior to licensure. They shall not assume responsibilities within the scope of practice of a registered nurse.
- (4) The registered nurse supervising employed unlicensed students and/or graduates prior to licensure is referred to Rules [410-8-.08\(2\)](#) and [410-8-.08\(3\)](#) regarding job responsibilities.

**Cite as Ga. Comp. R. & Regs. R. 410-8-.08**

**Authority:** O.C.G.A. §§ [43-1-25](#), [43-26-2](#), [43-26-5\(a\)\(4\)-\(6\)](#), [43-26-7](#), [43-26-10](#) and [43-26-12](#)

**History.** Original Rule entitled "Employment of Unlicensed Students and/or Graduates Prior to Licensure" adopted. F. Aug. 24, 2015; eff. Sep. 13, 2015.

## **ORGANIZATIONS**

### **Middle Georgia State Association of Nursing Students (MGSANS)**

All nursing enrolled and nursing indicated students are members of MGSANS, a professional and service organization. MGSANS assists its members in becoming aware of the central role of the nursing profession in providing health care for all people. MGSANS also is the local chapter for the Georgia Association of Nursing Students and the National Student Nurses' Association. For an additional fee, members of the local chapter may join the state and national associations.

Nursing students wanting to participate in out of town meetings or conventions during school hours must maintain a 75% class average in order to be eligible to attend.

Approval to attend must be obtained from the Course Coordinator.

## **SCHOLARSHIPS**

### ***Nursing Scholarships***

More than 40 scholarships are available to students who have been accepted to MGA or currently are enrolled here. There are several scholarships dedicated to nursing students. Specific information about nursing scholarships is available by contacting the Financial Aid department. These scholarships, which are available through MGA and the MGA Foundation, are awarded on a competitive basis. Generally, recipients are selected on the basis of academic achievement and financial need.

Scholarship applications may be picked up in the [Office of Development and Alumni Affairs](#), [Office of Admissions](#), and the [Office of Financial Aid](#). Scholarship applications should be completed and returned to the [Office of Development and Alumni Affairs](#), in the Administration Building. Applications list the criteria for each scholarship.

For more information, contact the [Office of Development and Alumni Affairs](#), at (478)471-2732.

## **PINNING AND GRADUATION REQUIREMENTS**

### **Nursing Pin**

The nursing pin is a replica of the MGA seal and an official representation of MGA. The student must present appropriate personal identification at the time of purchase from the MGA Campus Store. Unofficial pins are not allowed to be worn by graduates of MGA.

### **Graduation**

It is recommended that students apply for graduation at least two semesters before their expected graduation term. Graduation requirements are located in the [MIDDLE GEORGIA STATE UNIVERSITY CATALOG](#).

It is the student's responsibility to see that incomplete grades, transfer of credits, etc., have been submitted to the appropriate office well in advance of graduation. The process of applying for graduation can be found at <https://www.mga.edu/graduation/>.

A student will normally satisfy the degree requirements of the catalog in effect at the time of entrance. Although students' degree requirements are not changed ordinarily it must be recognized that revisions may be required to provide a more effective program.



## **Appendix A Definitions, Concepts, and Threads**

### **Humans**

Humans are thinking, feeling, social, sensing beings. Humans are the focus of professional nursing care that may be delivered to them as an individual, or as a part of a family or group.

### **Environment**

The human is in constant and dynamic interaction with the environment. The environment consists of all factors impacting the human such as health care systems, political structures, psycho-social interactions, and global influences. Nursing care occurs within the context of the environment. The environment may be altered in an effort to meet the needs of persons, families, groups and communities.

### **Health**

Health is a dynamic evolving process defined by the humans, family, group, and community. Health includes physical, emotional, psychosocial, spiritual and cultural components. The level of health achieved by humans affects their interaction with, and influence of, the global community. Activities involving health promotion, illness prevention and health maintenance, and health restoration influence one's progress on a continuum toward optimal well-being and global responsiveness.

### **Nursing**

Nursing is an art and a science built upon caring behaviors and evidence based knowledge. Nursing is, focused on promoting optimal health by partnering with humans, families, groups, communities and members of the multidisciplinary health care system. The professional nurse upholds standards of professional practice and provides safe, compassionate care within an ethical-legal framework.

### **Patients/Clients**

The Department of Nursing (DON) at MGA defines patients/clients as persons (men, women, and children) who are under medical care or treatment.

### **Learning**

Learning is viewed as a lifelong process of limitless possibility and is necessary for humans to interact meaningfully with their world. Learning promotes awareness of social and cultural diversity of humans, reflective inquiry, and adaptation. Teaching is a set of skills and behaviors. Teaching is a collaborative partnership between individuals (teachers and learners) that occur in a supportive environment of mutual respect.

### **Caring**

The faculty believe strongly that caring is foundational to nursing practice and professionalism. As

described by Duffy & Hoskins (2003), caring relationships are central to the work of nursing and the goal of the work of nursing is health and healing. Feeling cared for empowers humans to make decisions regarding self-determination and leads to improved outcomes and satisfaction for the patient and for the nurse. In the current environment of rapidly changing technology, terrorism, disaster recovery, diversity, prevalent chronic disease, and a nursing shortage, the faculty believe that caring relationships are instrumental to providing quality health care.

### **Clinical Reasoning**

The faculty believes that nurses build clinical reasoning skills through active learning, critical thinking, problem solving and drawing inferences to predict outcomes. In nursing practice, clinical reasoning includes flexible use of systematic processes to guide quality care such as the nursing process, concept maps, clinical pathways, performance improvement, and evidence based practice. Clinical reasoning includes the transfer of knowledge from familiar situations to unfamiliar or new contexts. Students move along a continuum of thinking from unskilled to skilled to reflective. Student movement along this continuum is dynamic and individualized. Faculty support and challenge student progress through a variety of innovative classroom and clinical experiences.

### **Globalization**

The faculty believe that globalization includes cultural competence. Furthermore, it entails the use of technology not only for communication, but for deliberate awareness of infectious and chronic disease, terrorism and disaster recovery, economic responsibility, and concerns for environmental, political and social issues. The nurse must be proactive in becoming aware of and incorporating global concerns into the provision of quality, holistic care.

### **Clinical Competence**

Clinical competence is a complex phenomenon requiring sufficient nursing knowledge and skill to make sound decisions and demonstrate caring attitudes while acting in a legal and ethical manner. The faculty believes that clinical competence is required to provide safe care to culturally diverse patients across the life span in the promotion, maintenance and restoration of health. Clinically competent nurses are capable of making appropriate decisions within the scope of professional practice, based on nursing knowledge and the needs of individual patients and families. The competent nurse involves the patient and family to determine appropriate therapeutic nursing interventions through the application of the nursing process. The competent nurse collaborates with other members of an interdisciplinary health care team to coordinate care and delegate specific activities to appropriate personnel. The competent nurse recognizes the value of lifelong learning and pursues both formal and informal learning opportunities.

### **Patient-centered care**

The provision of caring and compassionate, culturally sensitive care that is based on a patient's physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values to promote achievement of optimal patient outcomes.

## **Teamwork and Collaboration**

The delivery of patient-centered care in partnership with interprofessional members of the health care team, to achieve continuity of care and optimal patient outcomes.

## **Evidence based practice**

The use of best current evidence, expert opinion, and clinical expertise, upon which clinical judgment and patient care is based for the delivery of safe, quality health care. Evidence-based nursing practice is the thoughtful integration of education and quantitative and qualitative research with practice. In today's ever-changing world, nursing practice is constantly evolving. Nurses can no longer practice by trial and error, tradition, or through intuition alone. To provide quality care, nurses must practice according to tried and true methods of care delivery that provide for the best outcomes for patients. Information about evidence-based practice comes through a variety of sources including literature, clinical guidelines, and the Internet. Through nursing education, students are taught to seek and identify quality, reliable information that can guide their practice.

## **Quality improvement**

The use of data to monitor outcomes of care processes with the goal of developing and implementing a plan to improve health care services and better meet the needs of patients.

## **Safety**

The minimization of risk factors that could cause harm or delay patient recovery while promoting quality care and maintaining a secure environment for patients, self, and others.

## **Informatics**

The use of information technology as a communication and information gathering tool that supports clinical decision making and evidence based nursing practice.

## **Professionalism**

The accountable and responsible behavior of the nurse that incorporates legal and ethical principles and regulatory guidelines that comply with standards of nursing practice. Professional nursing is an art and a science, and nursing therapeutics is the work of nursing. Nursing therapeutics include evidence-based practice, critical thinking, communication, cultural competence, knowledge of disease processes and restoration of health. Nurses have unique privileges that require ethical, responsible behavior incorporating respect for the dignity of every human being. The nursing faculty believe that nursing education has a responsibility to society and the global community as a whole. This professional responsibility includes advocating for social justice, environmental responsibility and being responsive to society's needs and the changing local, national and global health care environments. The faculty believe that evolving nursing education and practice require a commitment to diversity and interdisciplinary partnerships through flexible, guided, collaborative, and self-directed learning with innovative educational methodologies that foster lifelong learning.

## **Leadership**

The process by which nurses use a set of skills that directs and influences others in the provision of individualized, safe, quality patient care.

## Appendix B Accountability, Responsibility, and Code of Ethics

### Georgia Board of Nursing

The MGA Nursing Program is built upon the following ethical and practice codes:  
The [Standards of Registered Professional Nursing Practice](#) of the State of Georgia

#### **Rule 410-10-.01 Standards of Practice for Registered Professional Nurses**

1. The Georgia Board of Nursing defines the minimal standards of acceptable and prevailing nursing practice as including, but not limited to the following enumerated standards of competent practice.
  - (2) The Board recognizes that assessment, nursing diagnosis, planning, intervention, evaluation, teaching, and supervision are the major responsibilities of the registered nurse in the practice of nursing. The Standards of Practice for Registered Professional Nurses delineate the quality of nursing care which a patient/client should receive regardless of whether it is provided solely by a registered nurse or by a registered nurse in collaboration with other licensed or unlicensed personnel. The Standards are based on the premise that the registered nurse is responsible for and accountable to the patient/client for the quality of nursing care rendered. The Standards of Practice for Registered Professional Nurses shall establish a baseline for quality nursing care; be derived from the Georgia Nurse Practice Act; apply to the registered nurse practicing in any setting; and, govern the practice of the licensee at all levels of competency.
    - (a) Standards related to the registered nurse's responsibility to apply the nursing process (adapted from American Nurses' Association *Code for Nurses and Standards of Practice*). The registered nurse shall:
      1. Assess the patient/client in a systematic, organized manner;
      2. Formulate a nursing diagnosis based on accessible, communicable and recorded data (which is collected in a systematic and continuous manner);
      3. Plan care which includes goals and prioritized nursing approaches or measures derived from the nursing diagnoses;
      4. Implement strategies to provide for patient/client participation in health promotion, maintenance and restoration;
      5. Initiate nursing actions to assist the patient/client to maximize her/his health capabilities;
      6. Evaluate with the patient/client the status of goal achievement as a basis for reassessment, reordering of priorities, new goal-setting and revision of the plan of nursing care;

7. Seek educational resources and create learning experiences to enhance and maintain current knowledge and skills appropriate to her/his area of practice.

- (b) Standards related to the registered nurse's responsibilities as a member of the nursing profession. The registered nurse shall:
1. Function within the legal boundaries of nursing practice based upon knowledge of statutes and regulations governing nursing;
  2. Accept responsibility for individual nursing actions and continued competence;
  3. Communicate, collaborate and function with other members of the health team to provide optimum care;
  4. Seek education and supervision as necessary when implementing nursing practice techniques;
  5. Respect the dignity and rights of the patient/client regardless of socioeconomic status, personal attributes or nature of health problems;
- (c) Standards related to the registered nurse's responsibilities in assignment of patient activities to unlicensed assistive personnel (UAP). The registered nurse shall:
1. Determine that the care and/or activity to be performed would be based upon orders or directions of a licensed physician, licensed dentist, licensed podiatrist or person licensed to practice nursing as a registered professional nurse.
  2. Assign only care and activities that do not require the skills and knowledge of a person practicing nursing as a registered professional nurse or licensure of another health care professional. The care and activities to be assigned must meet all of the following criteria:
    - a. The care and/or activities do not require complex observations or critical decisions.
    - b. The care and/or activities can be safely performed according to exact, unchanging directions.
    - c. The outcome and/or results of the activities are reasonably predictable.
  3. Verify that the UAP has the necessary knowledge and skills to accept the assignment.

4. Periodically evaluate and review the quality and appropriateness of the care provided by the UAP.
5. Not assign activities which require licensure to an unlicensed assistive personnel.

[www.nursingworld.org](http://www.nursingworld.org)

All professional nurses are expected to provide ethical care. The American Nurses Association (ANA) has identified the following ethical conduct for professional nurses. Students in the professional programs in nursing at MGA are expected to follow these ethical guidelines in their clinical learning experiences and to incorporate them into practice as a RN in the future.

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, Guide to the Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015