



School of Nursing and Health Sciences

Nursing

School of Nursing and Health Sciences Student Handbook

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https://www.abac.edu/academics/schools/nursing_health_sciences/index.html

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Welcome to the School of Nursing and Health Science (SONHS)

This Student Handbook has been created to help you understand the policies and procedures that guide your progress through the nursing program at Abraham Baldwin Agricultural College (ABAC). Think of it as your go-to resource for information, guidance, and support throughout your time in the program.

It's important that you take time to read and understand the policies outlined in this handbook. If anything is unclear, please don't hesitate to reach out to your course faculty, course coordinator, program coordinator, Interim Director, or the Dean of the SONHS for clarification.

We recommend reviewing the handbook at the beginning of each semester to stay up to date on program expectations and requirements. Please note that the information in this handbook is accurate at the time of publication, but changes may occur as the School works to fulfill its mission or adapt to situations beyond its control. This may include updates to policies, program requirements, schedules, delivery methods, or course sequences. These changes will take effect immediately. In addition to this handbook, you are responsible for reviewing and understanding the information provided in the ABAC College Catalog and the SONHS websites.

As a student in the School of Nursing and Health Sciences, you are expected to stay informed and take responsibility for understanding and following the current guidelines and policies. Our goal is to support you as you grow into a skilled and compassionate Registered Nurse.

Abraham Baldwin Agricultural College Mission Statement

"Abraham Baldwin Agricultural College is a State College within the University System of Georgia. ABAC's mission is to provide excellent education by engaging, teaching, coaching, mentoring, and providing relevant experiences that prepare the graduate for life."

School of Nursing and Health Sciences (SONHS) Mission Statement

The mission of the SONHS is to deliver excellent nursing education by engaging, teaching, coaching, and mentoring that prepares graduates to care for and to lead in promoting healthy clients, families, and communities.

Philosophy of the School of Nursing and Health Sciences

The fundamental commitment of the ABAC SONHS is to foster a learning community of excellence that values interdisciplinary collaboration, critical thinking, clinical reasoning, patient safety, quality healthcare, and the use of evidence-based practice in diverse settings. Graduates should be able to integrate professional development, research, health promotion, community health, leadership skills, and professional values into nursing practice within a global learning community. This commitment of excellence stems from the faculty adoption and integration of the following entities: (a) NLN core values, (b) NLN's competencies for nursing, (c) Quality and Safety Education for Nurses Institute recommendations for nursing education, and (d) The Essentials of Baccalaureate Education for Professional Nursing Practice.

The faculty understands the ABAC SONHS contributes to communities by preparing nurses who are safe and competent for entry-level positions. The faculty believes that learning is a partnership between the faculty, the student, and

the client. The faculty's role is to assist the student in clarifying concepts, problem solving, and developing individual strengths necessary for competent practice. This process creates a social, cultural, and scientific awareness that manifests itself in responsible nursing practice within our communities.

The SONHS supports the concepts of engagement, competence, and excellence in education with the pursuit of personal growth along with safe, quality, evidence-based practice.

The faculty endorses a strong foundation that prepares students with critical thinking, communication, and technological/informatics skills to implement the nursing process and to foster teamwork and collaboration in the delivery of patient-centered care in diverse settings.

The faculty further believes knowledge of health policies, population health, and leadership skills are essential for significantly impacting nursing outcomes.

The faculty believes the SONHS facilitates professionalism, graduate education, and lifelong learning

Equal Opportunity Statement of Compliance, Rights, and Nondiscrimination

The SONHS and ABAC adhere to all applicable federal and state laws and institutional policies regarding equal opportunity and nondiscrimination. Students are admitted to nursing programs without regard to race, color, national or ethnic origin, sex (including pregnancy), religion, age, disability, veteran or military status, political affiliation or belief, or citizenship status (except as permitted or required by law). Efforts are made to ensure that all students are placed in programs where they have a reasonable opportunity for success.

This nondiscrimination policy applies to all educational programs and activities conducted by ABAC and the SONHS, including admissions, financial aid, athletics, employment practices, and procurement of goods and services. Nursing students are full members of the College community and are subject to all applicable institutional policies and academic regulations. Students are encouraged to refer to the ABAC Student Handbook and the College Catalog for further details on academic requirements, student conduct policies, and tuition and fee information.

ABAC complies with the following federal statutes:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin.
- Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex.
- Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability.
- Americans with Disabilities Act (ADA),
- Vietnam Era Veterans' Readjustment Act of 1974, and
- The Age Discrimination in Employment Act of 1967.

Amanda Walker, Disability Services Provider, can be contacted at Amanda.walker@abac.edu

For further information, students may contact the U.S. Department of Education Office for Civil Rights at 1-800-421-3481 or online via the OCR Electronic Complaint Form at <https://ocrcas.ed.gov/contact-ocr>.

Due to cooperative partnerships with a variety of healthcare agencies, all nursing students, faculty, and staff are required to comply with the policies and procedures of each affiliated clinical site. This includes, but is not limited to, conduct expectations, dress codes, immunization and health requirements, confidentiality standards, insurance obligations, and site-specific academic or operational requirements. These alignments ensure safe, effective, and professional participation in clinical education experiences.

ABAC remains committed to maintaining a professional, respectful, and legally compliant environment for all students, employees, and affiliated partners.

Accreditation and Approvals

The RN-BSN program is accredited by the Accreditation Commission for Education in Nursing.

Current Accreditation Status: Accredited

Accreditation Stipulations: None

The Associate of Science in Nursing is accredited by the Accreditation Commission for Education in Nursing.

Current Accreditation Status: Accredited

Accreditation Stipulations: None



Accreditation Commission for Education in Nursing
390 Peachtree Road NE, Suite 1400 Atlanta, GA 3032
Phone: (404) 975-5000
Fax: (404) 975-5020
www.acenursing.org



Georgia Board of Nursing
237 Coliseum Drive
Macon, GA 31217-3858
Telephone: (478) 207-2440
Fax: (877) 588-0446
www.sos.georgia.gov/plb/rn

If you are not a resident of Georgia, and you are enrolled in the Associate of Science in Nursing Degree Programs leading to professional licensure, ABAC/ABAC-Bainbridge cannot confirm whether the nursing programs offered to meet requirements for professional licensure in your state. Please check with the appropriate licensing board in your state to determine whether these programs meet requirements for licensure in your state. It is your responsibility to confirm program eligibility for licensure in any state other than Georgia. For additional information regarding a specific state board of nursing, please visit the National Council of State Boards of Nursing website, <https://www.ncsbn.org/contact-bon.htm>

ABAC Nursing Faculty

ABAC places emphasis on instructional excellence, which results in a faculty that model academic integrity, responsibility, and expertise in their field. The SONHS faculty have varied experience in specific nursing specialty areas. This faculty expertise and experience drive and guide faculty-teaching assignments throughout the program. Through faculty collaboration, course assignments, preparation, and role modeling, quality learning experiences occur in the classroom and clinical settings. Utilizing a team-teaching approach in most courses, students can gain valuable knowledge and perspectives by exposure to different nursing faculty and varied teaching strategies. In addition to being well prepared academically, faculty members serve as mentors for students and are available to provide advice on career and professional development.

ABAC-Tifton Campus	Title	Email	Telephone	Office Number	Specialty
Health Sciences Building					
Cayla Beasley MSN, RN	Assistant Professor	Cayla.beasley@abac.edu	229.391.5246	208	Fundamentals
Jennifer Morrell MSN, RN	Assistant Professor	Jennifer.Morrell@abac.edu	229.243.4284	212	Transitions, Health Assessment Med/Surg I, II, & III
Jeannie Paulk MSN, RN	Assistant Professor	JPaulk@abac.edu	229.391.5037	210	OB/Peds
Susan Clement, EdD, RN CCE CLC	Professor	Susan.clement@abac.edu	229.391.5020	203	OB/Peds Research
Savannah Hobby, MSN, RN	Assistant Professor	Savannah.Hobby@abac.edu	229.391.5028	208	Fundamentals, OB, Health & Physical Assessment
Smith, Yvonne PhD, RN	Associate Professor/ BSN Program Coordinator/ Interim Director of Nursing	Ysmith@abac.edu	229.391.5029	104	Med Surg II, Concepts, Research Leadership, Capstone
Springer, Monica MSN, RN	Assistant Professor	Monica.springer@abac.edu	229.391.5358	209	Med Surg I, Community Health
ABAC-Bainbridge	Title	Email	Telephone	Office Number	Specialty
Hawthorn Health Sciences Building					
Nancy Hall MSN, RNC-LRN	Assistant Professor	Nancy.hall@abac.edu	229.243.4279	838	OB/Peds, Med/Surg I Aging Population
Jennifer Harrison MSN, RN	Assistant Professor	Jennifer.Harrison@abac.edu	229.243.3170	840	Mental Health, Med/Surg I, II, III

Celesta Boyd MSN, RN	Assistant Professor	Celesta.Boyd@abac.edu	229.243.2056	842	Fundamentals Health Assessment
Brandy Howard MSN, RN	Assistant Professor	Brandy.howard@abac.edu	229.243.4289	841	Evening Nursing Program
Jeffrey Ross, EdD, RN, CNE	Professor of Nursing/ ASN Program Coordinator	Jeffrey.Ross@abac.edu	229.243.4270	835	Fundamentals, Med/Surg I, II, III, NCLEX Review, Concepts, Leadership

ABAC Staff & Administration

The staff members within the SONHS play an integral role in maintaining the day-to-day operations of the program. Through their unique backgrounds, education, and work experience, the staff aid, guidance, and support to not only the SONHS faculty, but also to SONHS students as well as the ABAC faculty/staff at large. Staff members also serve as community liaisons.

ABAC-Tifton Campus	Title	Email	Telephone	Office Number
Health Sciences Building				
Christy Blanchett, MBA	Program Specialist II	Christy.blanchett@abac.edu	229.391.5024	103
Sue Roach BSN, RN	Program Support Specialist I	Sue.roach@abac.edu	229.391.5020	206
Reba Selph	Senior Administrative Assistant	Rselph@abac.edu	229.391.5020	101
ABAC-Bainbridge Hawthorn Health Sciences Building	Title	Email	Telephone	Office Number
Ashley Robinson	Program Specialist II	Ashley.Robinson@abac.edu	229.243.4280	834
Administration	Title	Email	Telephone	Office Number
Michelle Boyce	Interim Dean of Nursing	Gwendalyn.boyce@abac.edu		-
Smith, Yvonne PhD, RN	Associate Professor/ BSN Program Coordinator/ Interim Director of Nursing	Ysmith@abac.edu	229.391.5029	104

Nursing Advisory Board

The SONHS has an Nursing Advisory Board that ensures relevancy to current industry standards, graduate and end-of- program student learning outcomes (EPSLO). The Nursing Advisory Committee serves as a vital communication channel between the SONHS and the community. The Nursing Advisory Board consists of individuals interested in nursing education and encompasses a wide range of community contacts including representation from affiliating clinical and community agencies, faculty, ABAC administrators, students, and alumni. The dean of the SONHS serves as the chairperson and presiding officer of the meeting. The Tifton and Bainbridge locations each have their own respective Nursing Advisory Board as the diversities and complexities of the service areas vary.

The following depicts a series of advisory committee functions and focus areas:

- Inform the committee members of EPSLOs and graduate outcomes.
- Review the trending analysis of the EPSLOs and provide suggestions for improving outcomes.
- Review the trending analysis of graduate outcomes and competencies and provide suggestions for improving outcomes.
- Assist with graduate employment placement.
- Provide suggestions for university, program, and community initiatives.
- Inform the SONHS of local labor market employment trends.
- Make recommendations regarding proposed program changes.
- Update nursing program on changes, innovations, and new programs or facilities at affiliated clinical agencies.
- Inform the committee members of program changes and continuing education opportunities through the various SONHS programs.

SONHS Program Options

There are two programs of study (1) the Associate of Science in Nursing Program (ASN) and (2) the Bachelor of Science in Nursing Program (RNBSN track). The ASN program offers a day time and evening generic track and a bridge track. The one-year Bridge Program is designed for students who have health sciences backgrounds, such as a licensed practical nurse, paramedic, or respiratory therapist.

The second program offered is the Bachelor of Science in Nursing Program (RN-BSN track). The RN-BSN Program can be completed in one to two years through distance learning delivery. The RN-BSN track of the nursing program is designed to provide an educational opportunity for the RN who has an ASN to complete the requirements to earn a bachelor's degree in nursing. Since students are already RNs, the emphasis is less on clinical bedside care and more on leadership, critical thinking, collaboration and population health-level nursing. Curricula for both the ASN and RN-BSN programs are in the appendices.

ASN Student Learning Outcomes

Upon completion of the ASN Program, the graduate will be able to:

1. Employ therapeutic communication skills when collaborating with clients, families, significant others and members of the health care team.

2. Demonstrate critical thinking and problem-solving skills while integrating ethical and legal concepts in the management and delegation of client care.
3. Utilize various forms of advanced technology to monitor and improve client outcomes within various healthcare settings.
4. Utilize proficient assessment skills and the nursing process, supported by evidence based practice, in the provision and management of safe, culturally sensitive care.
5. Implement basic safety principles when providing quality care for clients in contemporary health care environments.
6. Display initiative for personal growth and commitment as a professional within the discipline of nursing.

ASN Program Outcomes

1. The most recent annual pass rate will be at least 80% for all first-time test-takers during the 12-month period of July 1 through June 30.
2. 60% of all students who begin in the first nursing course in the generic program option will complete the program within 6 academic terms, which is 150% of the usual timeframe for the generic program option.
3. 70% of all students who begin in the first nursing course in the bridge program option will complete the program within 4 academic terms, which is 150% of the usual timeframe for the bridge program option.
4. 98% of graduates will report employment as a registered nurse within 6 months of graduation.

RN-BSN Student Learning Outcomes

Upon completion of the RN-BSN Program, the graduate will be able to:

1. Synthesize knowledge from nursing, liberal arts, and sciences into the holistic practice of nursing while facilitating professionalism in nursing, graduate studies, and life-long learning. AACN Domains: 1: Knowledge for Nursing Practice, 4: Scholarship for Nursing Practice; 8: Informatics and Healthcare Technology; 9: Professionalism.
2. Utilize knowledge and skills in leadership, quality improvement, and patient safety to practice within an ever-changing healthcare system. AACN Domains: 2: Person-Centered Care; 5: Quality and Safety
3. Apply theory, principles of health assessment, and current research findings that support evidence-based professional nursing practice. AACN Domains: 1: Knowledge for Nursing Practice; 4: Scholarship for Nursing Practice
4. Discuss skills in using patient care technologies, information management systems, and communication devices used in various healthcare settings. AACN Domains: 8: Informatics and Healthcare Technology.

5. Integrate knowledge of healthcare policies, including finance, reimbursement, and regulatory environments, in the delivery of healthcare services. AACN Domains: 5: Quality and Safety; 7: Systems-Based Practice; 9: Professionalism; 10: Personal, Professional, and Leadership Development.
6. Communicate and collaborate effectively to ensure safe care and improve patient health outcomes. AACN Domains: 5: Quality and Safety; 6: Interprofessional Partnership; 9: Professionalism.
7. Implement health promotion and disease prevention strategies in the provision of population-focused care throughout the lifespan. AACN Domains: 3: Population Health; 6: Interprofessional Partnerships; 7: Systems-Based Practice.

RN-BSN Program Learning Outcomes

1. 80% of students who begin the RN-BSN program with the first course will complete the program within three academic semesters.
2. 80% of the RN-BSN graduates will identify personal and/or professional growth with their BSN degree completion on the SONHS Graduate Survey.
3. 90% of Program stakeholders will demonstrate satisfaction with graduate performance in the various roles of professional baccalaureate nursing practice.
4. 90% of Program graduates will express confidence in the performance of professional baccalaureate nursing practice within one year of program completion.

Professional Standards

The curricula content for Associate Science of Nursing Programs are guided by the following:

- The National League for Nursing (n.d.) Core Values.
<http://www.nln.org/about/core-values>
- The National League for Nursing. (2012). *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing*. New York.
- QSEN Institute. Quality and Safety Education for Nurses Competencies.
<https://qsen.org/competencies/pre-licensure-ksas>

The curricula content for the RN-BSN Program are also guided by the following:

- American Association of Colleges of Nurses (AACN) (2021) The Essentials of Baccalaureate Education for Professional Nursing Practice. 1-62. <http://www.aacn.nche.edu/educationresources/BaccEssentials08.pdf>

Core Performance Standards

Admission to the nursing programs within the SONHS may be based on eligibility requirements, such as GPA, HESI Entrance Examination scores, and completed developmental and prerequisite coursework. However, students must meet performance criteria for retention in the nursing program. The following is a list of these standards and examples of activities/abilities which define each standard.

Performance	Activity/Ability
Critical Thinking: <i>Ability sufficient for clinical judgment.</i>	<ul style="list-style-type: none"> Identify cause/effect relationships in clinical situations Develop nursing care plans, evaluate the plan of care, and revise as appropriate Analyze and use assessment findings to plan and implement care for clients and families Use relevant information to support the decision-making process Identify priorities of care based on assessment findings; remember multiple messages and information Manage multiple priorities in stressful situations Respond instantly to emergency situations Exhibit arithmetic competence that would allow the student to read, understand, and perform calculations for computing doses
	<ul style="list-style-type: none"> Solve problems and make valid rational decisions using logic, creativity, and reasoning
Interpersonal: <i>Ability sufficient to interact with individuals, families and groups from a variety of social, spiritual, emotional, cultural, and intellectual backgrounds.</i>	<ul style="list-style-type: none"> Establish and maintain rapport (therapeutic relationships) with clients/colleagues Practice verbal and nonverbal therapeutic communication Respect the rights of others Work effectively in small groups as a team member and as a team leader Recognize times or events that disrupt normal lives and institute appropriate interventions to help resolve adverse situations

<p>Communication Skills: <i>Ability sufficient for interaction with others in verbal, written and electronic form.</i></p>	<ul style="list-style-type: none"> • Write and speak English effectively to be understood by the general public • Communicate therapeutically with clients, families, and groups in a variety of settings • Communicate pertinent information verbally and in writing to appropriate persons • Document client data and nursing care completely and accurately using appropriate terminology • Obtain health history from client/family • Interpret emotions from nonverbal behaviors • Manage a variety of client expressions (anger, fear, hostility) in a calm manner • Provide health teaching for clients, families, and groups based on assessed needs, available resources, age, lifestyle, and cultural considerations.
<p>Physical Abilities: <i>Sufficient to move from room to room and maneuver in small spaces.</i></p>	<ul style="list-style-type: none"> • Lift a minimum of 25 lbs. of weight • Lift, move, position, and transfer clients without causing harm, undue pain, and discomfort to the client and oneself • Transport mobile equipment in a timely and precautious manner • Exhibit physical mobility and strength sufficient to propel wheelchairs, stretchers, etc. through doorways and closefitting areas without assistance
	<ul style="list-style-type: none"> • Move around in client's rooms, workspaces, and treatment areas without assistive devices • Stand, walk up to 75% of a nine-to-twelve-hour work shift; navigate stairs • Stoop, bend, squat, reach overhead as required to reach equipment, and provide nursing care • Direct and assist with ambulation of a client

<p>Gross and Fine Motor Abilities: <i>Sufficient to provide safe and effective nursing care.</i></p>	<ul style="list-style-type: none"> • Perform physical activities necessary to do basic nursing skills such as putting on sterile gloves, donning mask and gown, attaching blood pressure cuff, etc. Perform CPR. • Use appropriate hand washing technique • Provide or assist with activities of daily living such as bed bath or hygiene, positioning clients, making an occupied and unoccupied bed. • Administer all routes of medications. • Manipulate instruments, supplies, and equipment with speed, dexterity, precision, and adequate eye-hand coordination • Perform electronic keyboard/documentation and/or extensive writing with a pen or pencil • Maintain immobilization devices
<p>Auditory Abilities: <i>Sufficient to monitor and assess health needs.</i></p>	<ul style="list-style-type: none"> • Hear monitor alarm, emergency signals, ringing phones, telephone interactions, and cries for help • Distinguish sounds with background noise ranging from conversational levels to high pitch sounding alarms • Perceive and receive verbal communication from clients and members of the health care team • Tolerate occasional exposure to loud and unpleasant noises • Hear and understand muffled communication without visualization of the communicator mouth/lips and within 20 feet
	<ul style="list-style-type: none"> • Distinguish changes in tone and pitch such as when listening to a client's breathing characteristics • Distinguish heart and lung sounds using the stethoscope or modified stethoscope

<p>Tactile Abilities: <i>Sufficient for physical assessment.</i></p>	<ul style="list-style-type: none"> • Perform palpation, functions of physical examination and/or those related to therapeutic intervention • Wear gloves and other protective devices • Perform all skills requiring use of hands; operate equipment. • Palpate for pulses, temperature, texture hardness or softness, landmarks, etc.
<p>Visual Abilities: <i>Sufficient for observation and assessment necessary in nursing care.</i></p>	<ul style="list-style-type: none"> • Perform basic nursing skills such as insertion of a urinary catheter, insertion of an IV, and counting respirations. • Observe client responses (level of consciousness, breathing patterns) and recognize subtle physical changes • Read written words, small print, gauges, thermometers, measuring cups, syringes, and other equipment and on a computer screen • Discriminate colors, changes in color, size, continuity of body part • Accurately prepare and administer medications • Identify hazards in the environment (safety rails, restraints, water spills, and harmful situations (e.g., insects)
<p>Additional Abilities: <i>In addition to the core performance standards, it is necessary that ABAC SONHS students can exhibit these additional abilities necessary in nursing care.</i></p>	<ul style="list-style-type: none"> • Smell: Detect odors sufficient to maintain environmental safety and client needs • Behavior: Mental and physical ability to demonstrate good judgment in decision making, to maintain safety and security of clients and to behave appropriately with clients, staff, students, and supervisors. • Accountability and responsibility: Ability to understand and abide by legal and ethical standards.
<p>NOTE: There may be more stringent requirements for clinical agencies that may preclude the student's progression in the nursing program.</p>	

Academic Accommodations

If an otherwise qualified student believes that he or she cannot meet one or more of the performance standards without accommodation or modifications the student

must contact disability services. The nursing program, with guidance from the ABAC Disability Coordinator, will determine, on an individual basis, whether the necessary modifications can be made reasonably. Students who have any physical, emotional, or learning condition that might require additional assistance, the student must submit a special needs form to the Student Development Center. Students requesting accommodations must also present the appropriate documentation to the Disability Service Provider. Medical (physical) and psychiatric forms need to be completed by physician or other appropriate medical personnel. Students with Learning disabilities need to submit a psychological evaluation that will be sent to Georgia Southern Regents Center for Learning Disorders to establish accommodations. Upon approval of the special needs form, the Disability Service Provider will meet with the student to arrange reasonable accommodations for each course in which the student enrolls.

ABAC strives to provide reasonable, quality services/ accommodations based upon the nature of the disability, the cost of the accommodation needed, and the availability of financial resources within the College and from other agencies. The type of service/accommodation provided will not be disruptive and will not fundamentally alter the nature of the program. Services available may include registration assistance, campus orientation, career exploration, test modification, recording/enlarging reading materials, accessible parking, counseling, special equipment, and others.

- If you qualify for accommodations because of a disability, please submit your accommodation letter from Accommodation & Disability Services (ADS) to your instructor in a timely manner so that your needs can be addressed.
- ADS determines accommodations based on documented disabilities in the academic environment. If you have or experience a *temporary* medical condition that develops during the semester, contact ADS to discuss your needs.
- Information on requesting accommodations is located on the ADS website. Contact ADS at (229) 391-5132 or ads@abac.edu for further assistance and questions.
- If you have or experience a temporary medical condition during the semester, please get in touch with ADS to discuss your needs.
- If you have a disability and need accommodations, please contact Counseling & Accommodation Services (CAS).
- CAS on the Tifton campus is located on the third floor of Carlton, Suite 314, and can be reached by calling (229) 391-5135 or by emailing cas@abac.edu.
- CAS on the Bainbridge campus can contact Katherine Spooner, the Disability Coordinator, located in the Administration Building at 229-243-

3021 at 2500 East Shotwell Street, Bainbridge, GA 39819, or by emailing Katherine.Spooner@abac.edu

- You will need to meet with the Accommodations Coordinator, who can help you gather documentation of your disability or refer you to an appropriate resource for assessment.
- Once documentation of the disability is approved, CAS staff will provide you with an accommodation letter detailing the approved accommodations you should present to your instructors to implement your accommodations.
- Disability accommodations can be approved and started at any point in the semester; however, accommodations are not retroactive and begin when the accommodation letter is presented to your instructors within a reasonable timeline.

About Financial Aid

The process of applying for financial aid can be simplified by following our Top Three Tips:

- Be sure your financial aid applications are error-free.
- Read applications carefully and respond to the questions asked as thoroughly as possible.
- Pay careful attention to all communications you receive from our office.

Steps to Apply for Financial Aid

Use the following students to complete the financial aid application process:

1. Complete a Free Application for Federal Student Aid (FAFSA) using ABAC School Code: 001541
2. Submit any requested documents to the Financial Aid Office immediately upon request to expedite the financial awarding process.
3. Use your previous year tax information to complete the FAFSA.
4. Learn more about Neighbor Waivers if you are a resident of Alabama, Florida, North Carolina, South Carolina, or Tennessee.
5. Access your eStallion (payment app) and ABAC email accounts to confirm that the office has received all the necessary information.

Available Options for Financial Aid

To help defray educational expenses at ABAC, the following funding sources are available through the Office of Financial Aid:

- Direct Loans
- Federal Work Study
- Grants
- HOPE

Additional information on these options may be found here: [Available Financial Aid Options](#)

Scholarships Available

There are multiple scholarships available to nursing students here:

<https://www.abac.edu/admissions/abac-scholarships.html>

ABAC Foundation Scholarship

All students are encouraged to apply for scholarships regardless of financial aid status or GPA.

Contact Information

Website: https://www.abac.edu/admissions/financial_aid/index.html

Phone: 229.391.4910

Fax: 229.391.4871

Email: finaid@abac.edu

Mailing Address for All ABAC Sites:

ABAC 23, 2802 Moore Highway, Tifton GA 31793

General Policies of the SONHS

Academic Dishonesty Policies and Procedures

Academic dishonesty will not be tolerated. Any proven occurrence will result in a course grade of "F" in all currently enrolled nursing (NURS) course(s), and dismissal from the nursing program.

Academic irregularities include, but are not limited to, giving or receiving unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

The following procedures are designed to adjudicate situations involving alleged academic misconduct, recognizing the interest of each of the parties involved:

- In any situation in which an instructor suspects academic dishonesty, the instructor should initiate a conversation with the student as soon as possible to assess if further investigation is appropriate.
- If a student admits responsibility in a case of suspected academic dishonesty which does not involve a grade penalty significant enough to alter the student's final grade in the course, the faculty member may handle the case on an informal basis by talking with the student and the student acknowledging the penalty to be imposed, if any.
 - The instructor will fill out an Academic Integrity statement on the website of the Dean of Students. The incident will be documented.
 - Faculty will notify their Department Head or academic Dean about the incident.
- In all cases of suspected academic dishonesty in which the student does not admit responsibility or in which the student requests a hearing, the faculty member will contact the Dean of Students. The Office of the Dean of Students will conduct a hearing. The purpose of the proceedings will be to provide a facilitated discussion about what may have occurred. The student(s) believed to have engaged in academic dishonesty, and the Dean of Students are the only participants in the hearing. No audio or video recordings of these proceedings will be permitted. Following the discussion, the designee will submit a form summarizing results of the proceedings to the Office of the Provost and Vice President for Academic Affairs.
 - The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences.
 - If no resolution is agreed upon, the Dean of Students will make a decision. The alleged dishonesty could lead to suspension or

expulsion, the matter will be resolved according to the process outlined in Section IV above (Investigation and Disciplinary Proceedings).

- Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.
 - A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.
 - If a student is found not responsible of academic misconduct, the hearing body will refer the paper, assignment, or test to the appropriate department head/school dean who will facilitate a resolution concerning a fair grade for the work in question.
- Upon a finding or acceptance of responsibility, the following sanction will be imposed:
 - If the instructor has published a minimum academic sanction for academic dishonesty in the course or in a written syllabus or other document distributed to members of the class, this minimum sanction will be followed.
 - In the absence of a published minimum sanction, the student will receive, at a minimum, a grade of zero for the work involved.
 - The offense will be documented with the Office of Student Affairs
- Should this procedure fail to resolve the issue, a student must provide a written appeal to the Provost and Vice President for Academic Affairs within ten (10) working days from the date of the decision. If the Provost believes the appeal to have merit, it will be forwarded to the Academic Review Committee where further hearings may be conducted.

Assignments

Grading for each course is described in the course syllabus. It is the responsibility of the student to be knowledgeable of the course requirements and grading methods. Course-learning assignments are mandatory and must be completed as designated by the instructor. Written assignments should be cited in APA format, unless otherwise instructed. Students will be unable to satisfactorily complete the course and progress in the program if assignments are unsatisfactory or incomplete. The instructor will post course grades at regular intervals as well as Early Alert, Midterm Grade, and Final Grade, as indicated. Due to the nature of some assignments, it may take longer to grade those assignments.

Communication

All students within the SONHS are required to maintain current and accessible phone numbers, mailing address, and e-mail address and to notify the nursing

department of any changes. Students are expected to log into GeorgiaView daily for current announcements/assignments.

Community Outreach

All students in the SONHS may be expected to attend/participate in various community outreach projects. These service-learning projects will encompass health promotion, teaching, and screening as well as the promotion of nursing as a profession. Students' participation is expected to further aid in professional growth and development.

Computer Use

Students are required to utilize the computer for learning activities and testing. Some work may be completed on home computers; college computer lab participation may also be available/required for computer-assisted and interactive learning activities and testing. Tests may also be given in a computerized format.

Course Withdrawal

The last day to withdraw with a grade of "W" is midterm (refer to the course calendar). Withdrawal after midterm will result in an automatic "WF" unless a "W" is approved by the instructor or the vice president for Academic Affairs for a non-academic hardship. Please speak with the course coordinator prior to withdrawal. It is the responsibility of the student to complete the appropriate form and submit as required by ABAC. Failure to comply with prior to midterm withdrawal requirements will result in a grade of "F" for the course.

Credit Hour Policy

The ABAC SONHS recognizes one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class AND two hours of student work outside of class per week. Furthermore, credit hours are calculated with a 1:1 ratio for theory and a 1:3 ratio for laboratory/clinical/simulation. For example: 4-6-6 equates to 4 hours class (4 credits) + 6 hours lab (2 credits) = 6 credits. For each nursing course, the syllabus delineates course credit hours as well as any laboratory and clinical instruction required to earn the credit hour(s) assigned to the course. Work assigned outside of the classroom may include, but is not limited to, readings, observational papers, clinical preparation, completion of care plans and/or concept maps, group work, and skills practice.

Decorum

Respectful and professional behavior is expected in all classes, labs, community, and clinical activities; Disruptive behavior at any time on the ABAC premises, clinical facilities or when representing ABAC and/or the SONHS will not be tolerated. Failure to comply with decorum expectations will result in disciplinary action and may result in program dismissal.

Electronic Devices

Electronic devices may not be used for non-academic purposes while in the academic setting. This policy is applicable to any academic setting (classroom, clinical setting, lab, faculty offices, staff offices, academic suites, common areas in the SONHS building) or situation in which an electronic device is used for academic purposes. The use of electronic devices must follow the clinical setting's policy concerning electronic devices, including wireless connectivity. Course faculty may further define guidelines for the use of electronic device. Audio/video recording of lectures, clinical experiences, or student-faculty meetings are prohibited.

Emergency Alert Systems

Emergencies may arise at any time and be caused by either natural or manmade forces. The ABAC Campus Alert Systems allows site administrators to communicate quickly with students, faculty, and staff at all site locations in the event of an emergency at any of the ABAC locations or affecting its operations such as class cancellations, site closures, severe weather or security incidents. Further, ABAC utilizes Office 365 email for communication to all students, faculty, and staff for emergency communications.

ABAC also utilizes an emergency siren system located at the Tifton campus for emergency alerts, primarily for weather-related events. The Tifton campus also provides LiveSafe mobile device application to all its students, faculty, and staff without cost to get notifications during an emergency and to be able to report incidents to ABAC Police which is always monitored. The ABAC home page provides the most recent emergency updates; National Oceanic Atmospheric Administration (NOAA) weather radios are posted in strategically-located offices and buildings at the various ABAC sites; telephone trees (where assigned individuals call others to relay emergency messages) are utilized; and announcements are broadcast over police vehicle PA systems when warranted.

Closures during clinical time will require make up of clinical time and/or the assignment of a project related to the clinical material. Clinical make-up time will be at the faculty's discretion.

Grade Appeals

The grade appeals process is intended to provide a venue whereby students may voice a claim of discrimination, capricious or unfair dealings, or denial of due process. Students wishing to contest a grade must initiate the appeal in writing to the instructor within 30 calendar days from the last day of class of the term in which the grade was recorded. ***The appeal must specify reasons the assigned grade is incorrect or inappropriate, i.e., a student should not file a grade appeal for being unsuccessful in a class without cause.*** These are the steps to follow for grade appeals:

- Students must first appeal the matter in writing to the instructor(s) who taught the course. The instructor(s) will respond to the student in writing within ten (10) working days of the date of the appeal.
- Should this response not satisfy the appeal, the student can appeal in writing to the nursing program coordinator within ten (10) working days. The nursing program coordinator will conduct a review and will notify the student in writing of the decision.
- Should this response not satisfy the appeal, the student can appeal in writing to the Interim Director within ten (10) working days.
- Should this response not satisfy the appeal, the student can appeal in writing to the Dean within ten (10) working days.
- The Dean may choose to conduct a conference between the program coordinator, the student, and/or the instructor. The Dean may also convene an impartial committee in the discipline to participate in the appeal process. Following review, the Dean will respond in writing to the student.
- Should this procedure fail to resolve the appeal, the student must provide a written appeal to the Provost and Vice President for Academic Affairs within ten (10) working days from the date of the Dean's response.

Grievance Procedure

A grievance applies to any circumstance or condition that constitutes an injustice and gives just ground for complaint. Resolution of complaints should be achieved at the lowest administrative level and in the most equitable way possible. The burden of proof rests with the student who submits a grievance. Students who elect the complaint process should not fear prejudice or reprisal for initiating the process or participating in its resolution.

Grievances occur in two forms: grade appeals and student conduct. Students should follow proper communication channels when they have issues or concerns related to the nursing program. For *any* grievance within the SONHS, the proper order of contact is Instructor, Course Coordinator, Program Coordinator, Dean for the School of Nursing and Health Sciences, and the Nursing Resolution Committee. Grade appeals follow the grade appeals procedure listed above. Unresolved student conduct grievances would proceed to the Dean of Students by following the formal Student Complaints Procedures as stated in the current ABAC Student Handbook,

Group Work

Group work may be required while in either nursing program and is specifically designed to allow students to learn to interact and communicate with each other in a team environment. Participation is mandatory.

Health Insurance

Per USG policy, All USG Institutions students are required to have student health insurance that meets the minimum standards set by the University System of

Georgia. Students in these categories who are not covered by a policy held by a parent, spouse, employer or if the policy does not meet the minimum standards, will be charged for a USG Student Health Insurance Plan (SHIP) policy.

Additional information may be obtained here:

<https://studentcenter.uhcsr.com/abac>.

The following students are required to enroll in the USG SHIP unless they waive out based on USG Waiver Requirements.

- o All graduate students receiving a Full Tuition Waiver as part of their graduate assistantship award.

- o All undergraduate and graduate international students holding F or J status.
- o All undergraduate and graduate students enrolled in programs that require proof of health insurance.
- o All graduate students receiving fellowships that fully fund their tuition.

Inclement Weather

The ABAC weather number is 229-391-5225. In case of severe weather, you may call this number to find out if classes have been cancelled or refer to the ABAC website.

Malpractice Insurance

Each student enrolled in the nursing program must have current malpractice insurance (minimum coverage of \$2,000,000.). No student will be permitted to attend clinical laboratory without malpractice coverage. The student pays for malpractice insurance as part of the department's nursing voucher fee.

National Students Nurses' Association/Georgia Association of Nursing Students (GANS)

The National Student Nurses' Association (NSNA) mentors the professional role development of future registered nurses and facilitates development of standards, ethics, and competencies of students as leaders and members of the nursing profession. All nursing students at ABAC are eligible to join the local chapter and will be members of the National Student Nurses' Association and Georgia Association of Nursing Students (GANS).

Patient Confidentiality

Students have an ethical and legal obligation to always maintain patient privacy and confidentiality **and** are expected to promptly report any identified breach of confidentiality or privacy.

- All personal patient information entrusted to the student will be held in confidence.
- All written and oral information given to the student will be held in confidence unless required by law to divulge it.

- Students will limit discussion of patients to structured learning situations (conferences and clinicals)
- Students will respect the rights of instructors, colleagues, and classmates to keep personal information, classroom discussion and papers confidential.
- No audio/video recording will be allowed in the clinical setting. Exceptions may be made in accordance with the American Disabilities Act (ADA) with proper documentation from the Student Development Office.

Pinning Ceremony

ABAC Graduation ceremony takes place in May and December of every year; the SONHS pinning ceremony occurs annually in May and December as well. The pinning ceremony is a time-honored tradition of professional nursing; it represents a symbolic welcoming of newly graduated nurses into the nursing profession, and it is expected that all graduates participate in the pinning ceremony. The theme, process, timing, and all other details about the pinning ceremony are at the discretion of the SONHS faculty.

Professional Behavior

The SONHS is committed to creating and maintaining a nurturing, supportive, and safe environment in the classroom and clinical environment. Personal integrity in nursing is very important and professional behavior is an essential part of nursing education. The SONHS at Abraham Baldwin Agricultural College incorporates activities and assignments that teach the theoretical concepts, psychomotor skills, attitudes, behaviors, and the work ethic appropriate for a professional Registered Nurse. The student is always expected to model these appropriate behaviors and attitudes in the classroom, skills, computer, and clinical labs.

Respectful and professional behavior is expected in all classroom and community activities; disruptive behavior at any time on ABAC premises, in clinical facilities, or when representing ABAC or the SONHS will not be tolerated. In the classroom and community settings, students are expected to look clean, neat, and wear appropriate clothing.

Unprofessional behavior is defined as any behavior that conflicts with the *American Nurses Association Code of Ethics for Nurses*, the *National Students Nurses' Association Code of Ethics*, and the ABAC Student Handbook, and the ABAC SONHS *Student Handbook*. Violations of professional behavior will not be tolerated. Violations may result in disciplinary action, which may include an alert, warning, or termination from the nursing program.

Examples of unprofessional behavior addressed elsewhere in student handbook:

1. Discrimination or harassment of any kind
2. Bullying behavior

3. Academic misconduct including plagiarism
4. Breach of confidentiality

Examples of unprofessional behavior not addressed elsewhere in student handbook (but not limited to):

1. Failing to report or failing to report in a timely manner significant events or situations to appropriate person
2. Dressing inappropriately or against the SONHS dress code
3. Inappropriate behavior with peers, school staff or faculty, clients, or clinical facility staff
4. Violating the established policies of the SONHS or a clinical facility
5. Disrespecting the personal values and beliefs, individual differences, or ethnicity of peers, school staff or faculty, clients, or clinical facility staff
6. Demonstrating judgmental, non-empathetic, or non-caring behavior
7. Angry or threatening behavior
8. Inappropriate or non-therapeutic verbal or non-verbal communication
9. Lack of reliability, dependability, or trustworthiness
10. Refusing to do nursing care or help a peer or facility staff
11. Being unprepared for class, skills lab, or clinical lab
12. Being tardy for class, skills lab, or clinical lab
13. Being late turning in class or clinical assignments
14. Refusing to take responsibility for own actions
15. Misrepresentation of facts, events, or situations
16. Being dishonest in any situation
17. Falsifying documents of any kind but especially client records

Screening Requirements for Admission, Progression, and Readmission

The SONHS are committed to maintaining and protecting the health of both nursing students and patients in the clinical setting. Being engaged in clinical care puts the student nurse at risk for certain infectious diseases such as Hepatitis B and Varicella (Chicken Pox). Both nursing students and patients are at risk of other infectious disease such as tuberculosis, measles, mumps, and rubella. In addition, nursing students must have the capacity to engage in physically demanding bedside care. In the interest of patient safety, it is an industry standard that health care workers have a background check and a periodic drug screen engaged in clinical/skills lab/simulation.

To meet its obligation to nursing students, patients, and the health care agencies in which we place students, the SONHS requires the series of vaccinations, screenings, and checks described below. The student is responsible for meeting announced deadlines for providing documentation of these requirements, and students bear the cost of any and all of these vaccinations, tests, checks, and

screenings. Students not complying with the following guidelines will not be allowed in the clinical agencies and risk failure and withdrawal from the program.

COVID-19

The COVID-19 vaccination is not required by ABAC nor the ABAC School of Nursing. However, clinical agencies utilized by the ABAC School of Nursing for clinical/preceptorship experiences may require students to either show proof of having received the COVID-19 vaccination, require blood tests for COVID-19 antibodies, and/or require the students to receive the COVID-19 vaccination prior to attending clinical/preceptorship rotations. It is the responsibility of students to provide documentation regarding COVID-19 vaccination status to the clinical facilities via ACEMAPP and/or submission for inclusion in student records. Any costs associated with meeting a clinical agencies' COVID-19 requirements are the responsibility of nursing students. COVID-19 vaccination policies may vary among clinical agencies; however, all nursing students are expected to meet the COVID-19 requirements as defined by the clinical agencies. Students who fail to comply with the clinical agencies' COVID-19 policies will be withdrawn from the nursing program as nursing course requirements cannot be met.

Faculty within the ABAC School of Nursing are not responsible for accommodating students' clinical placement regarding COVID-19 vaccination status. Faculty will not adjust clinical schedules to allow clinical placement for students who do not meet the COVID-19 vaccination requirements in an assigned clinical agency. Students are expected to meet the COVID-19 vaccination policies no matter where they are placed for clinical/preceptorship experiences. Students who are unable to receive the COVID-19 vaccination due to health reasons must report this to the ASN Program Coordinator and/or the Dean for the School of Nursing. The ASN Program Coordinator and/or the Dean for the School of Nursing will contact the clinical agencies for guidance. Students should not contact any clinical agencies directly regarding the COVID-19 vaccination/COVID-19 requirements unless instructed to do so by the ASN Program Coordinator and/or the Dean for the School of Nursing.

Hepatitis B (HBV)

All students in the nursing program are required to complete the Hepatitis B vaccine series if not already completed. Students are required to complete the series in the shortest time possible. For students who have never had the vaccine series, the Student Health Center uses the accelerated schedule given below.

Dose 1 Now

Dose 2 1 month after Dose 1

Dose 3 4 months after Dose 1 and at least 2 months after Dose 2

At least 1 month following Dose 3, students will have a Hepatitis Surface Antibody (HBsAb) drawn. In the event this antibody is negative, which indicates failure to acquire immunity, the student will receive a Hepatitis B booster and get a repeat antibody 1 month later for up to 3 boosters. If the student fails to seroconvert and show immunity after the 3rd booster, they are considered a “non-responder.” Non-responders are considered susceptible to Hepatitis B and should be counseled regarding precautions to prevent Hepatitis B such as obtaining immunoglobulin prophylaxis for potential exposures to Hepatitis B.

HBsAb testing is not recommended for previously vaccinated health care workers who were not tested 1 to 2 months after their original series. These individuals should be tested if they have an exposure and should be treated as susceptible if the HBsAb is negative.

Varicella (Chicken Pox)

All nursing students must establish immunity to Varicella. Students must provide proof of 2 Varicella vaccinations or laboratory evidence of immunity. If the student is not immune to Varicella, the student will be vaccinated according to the schedule below:

Dose 1 Now

Dose 2 4 weeks after Dose 1

Measles, Mumps and Rubella (MMR)

All nursing students must establish immunity to Measles, Mumps and Rubella (MMR). Students must provide proof of 2 MMR vaccines or laboratory evidence of immunity. If the student is not immune to MMR, the student will be vaccinated according to the schedule below:

Dose 1 Now

Dose 2 At least 28 days after Dose 1

Tetanus-diphtheria (Td) or Tetanus-diphtheria-acellular pertussis (Tdap)

Students must provide proof of a single Tdap booster in place of one Td booster. The Tdap will be given regardless of when the last Td was given. If the student has taken a Tdap vaccine, then he or she must resume the recommended schedule of a Td booster at least every 10 years.

Declination of Vaccines

Any student refusing Hepatitis B, MMR, Varicella, or Td/Tdap vaccine if the vaccine is indicated must sign a waiver releasing Abraham Baldwin Agricultural College from liability. Students are warned that they are liable to the requirements of the clinical agencies. Failure to comply with vaccine

requirements may jeopardize their continued participation in the clinical agencies and, therefore, the nursing program.

Tuberculosis Screening

All nursing students must receive a Tuberculosis Skin Test (TST) within at least 1 year of entry into the program and at least yearly thereafter.

If the student has a history of a positive TST, then they must provide the results of a chest X-ray taken after the positive test within the last 2 years. These students must also adhere to the Provision for Positive Tuberculosis Skin Test policy. This policy requires that students sign on a yearly basis an affirmation that they do not have TB symptoms.

Influenza

Students are required to submit proof of a yearly seasonal influenza vaccination no later than October 18th for fall admission and January 15th for spring admission.

Physical Examination

Students are required to successfully complete a physical examination that includes a survey and examination of the body systems, agility and dexterity testing, hearing screening, and near/far/color vision testing. The results of this examination are to be documented on the form provided to the nursing student. The results are reviewed by the SONHS Faculty, and recommendations to the student may be made. Inability to pass the physical examination will result in withdrawal from the program.

Criminal Background Check and Urine Drug Screen

Upon acceptance to the program, students must complete a criminal background check and a drug screen through a company designated by the SONHS. Students are subject to criminal background checks and drug/alcohol screens randomly or for cause throughout the program.

If a student is denied access to any clinical agency at any point in the program based on the criminal background check, the student will receive a failure in the appropriate nursing course regardless of the theory grade earned.

A positive drug screen at any point in the program will result in a "W" in the appropriate nursing course regardless of the earned theory grade. The student will have the option to reapply for a subsequent semester upon proof of an acceptable drug screen.

The School of Nursing and Health Sciences reserves the right to implement protocols specific to the impaired student as noted in the "Policy and Procedure for the Impaired Student."

Other

Requirements for clinical sites differ. Additions and/or changes, dictated by clinical agencies, may occur at any time during the students' progression through the program. It is the students' responsibility to meet the stated requirements upon notification.

Readmission

Students readmitted to the program following a break of one year in the sequence of courses will be required to complete a criminal background check, drug screen and other screening requirements as instructed.

Expenses

Students are responsible for all fees related to screening examinations and must provide documentation to the School of Nursing and Health Sciences as completion of the screening examinations as stated in the policy manual by the designated date.

Smoking Policy

ABAC is a tobacco free campus. No smoking or smokeless tobacco use is permitted on campus.

Social Media Policy

This policy provides guidelines for students in the use of social media. Social media can broadly be considered blogs, message boards, chat rooms, online forums, social networking sites and other sites and services that permit users to share information with others in a contemporaneous manner. Students have an obligation to conduct themselves as professionals. This professional conduct includes maintaining patient privacy and confidentiality **at all times** and avoiding remarks that place the School, school faculty, other students, or a clinical site in a negative light. Students are expected to promptly report any identified breach of the social media policy. The following is a list of key points to consider when utilizing social media:

- All personal patient information entrusted to the student will be held in confidence.
- All written and oral information given to the student will be held in confidence unless required by law to divulge it.
- Students will limit discussion of patients to structured learning situations (conferences, debriefings, clinical)
- Students will respect the rights of instructors, colleagues, and classmates to keep personal information, classroom discussion and papers confidential.
- No audio/video recording will be allowed in the classroom, skills laboratory or clinical setting. Exceptions maybe made in accordance with the American Disabilities Act (ADA) with proper documentation from the Student Development Office.

Students must maintain professional boundaries in the use of electronic media and are **strictly prohibited** from:

- Transmitting by way of any electronic media any patient–related image or information that may be reasonably anticipated to violate patient rights to confidentiality or privacy.
- Sharing, posting, or otherwise disseminating any information or images about a patient
- Sharing, posting, or otherwise disseminating any information gained in the nurse – patient relationship with anyone unless there is a patient- care related need to disclose the information.
- Identifying patients by name or posting/publishing information that may lead to the identification of a patient.
- Referring to patients in a disparaging manner.
- Taking photos or videos of patients on personal devices including cell phones.
- Online social contact/relationships with patients or former patients.
- Online discussion of clinical facility or school related issues

Students may choose to utilize an electronic device in the classroom, skills lab, and clinical setting.

- All electronic devices must be used in an appropriate professional manner when in the classroom, skills lab, and clinical setting.
- The School of Nursing and Health Sciences is not responsible for any lost, stolen, damaged, and/or malfunctioning electronic device used in the educational setting.
- Electronic devices utilized in the clinical setting must be in the form of a tablet, small laptop or 2-in-1 device (no larger than 10.1-inch diameter).
- Devices in the clinical setting are to be utilized to access SimChart and other clinical resources only.
- Misuse of devices in the clinical setting such as accessing social media, playing games, taking pictures or recording will not be tolerated. Misuse of any nature will lead to disciplinary actions.
- Students must not make disparaging remarks about clinical staff or peers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, bigoted or other offensive comments.
- Any unprofessional behavior and/or breach of confidentiality will result in disciplinary actions (i.e. removal from the clinical setting, failing course grade, dismissal from the program).

Smoking Policy

Smoking is prohibited on the ABAC campus. Students are not allowed to smoke (cigarettes, electronic cigarettes, pipes, cigars, etc.) anywhere on the campus.

Smoking is also prohibited by SONHS students while in clinical and/or while dressed in the ABAC SONHS program uniform. Faculty reserve the right to send a student home from clinical should the student present with strong, offensive smell of smoke.

Student Evaluations

Students will have the opportunity to complete an evaluation of the course, instructor, and clinical sites at the end of each semester. Evaluations may be given via paper and pencil or online.

Student Involvement Opportunities

In addition to participating in ABAC student government activities, students within the SONHS may be asked to participate in committees within the program. Students are selected by faculty to serve as a liaison between the nursing students and the nursing faculty and staff. These individuals may attend faculty and selected nursing committee / sub-committee meetings, the Annual Nursing Advisory Committee Meeting and serve on the Nursing Resolution Committee. The purpose of this representation is to gain student input into program decisions and provide a voice for student concerns.

Student IDs

It is mandatory for the student to have the appropriate ID when participating in clinical activities.

Turnitin.com

ABAC has a license agreement with Turnitin.com, a service that helps prevent plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who take courses within the SONHS agree that all required papers may be submitted to Turnitin.com. While student privacy is protected, papers submitted to Turnitin do become source documents in Turnitin's reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin service is subject to the Terms and Conditions of Use posted on Turnitin's website. ABAC and the SONHS is committed to preserving academic integrity as defined by the Academic Integrity--Policies and Procedures.

Withdrawal Policy

To facilitate timely progression and, ultimately, success, the ABAC SONHS faculty nursing has established specific guidelines for withdrawal in its associate degree nursing program, to which its students must abide. Students considering withdrawal are encouraged to seek advice and assistance from his/her academic counselor, nursing advisor, nursing faculty, and/or the Dean for the SONHS. Students who withdraw from the nursing program at any time and for any reason are not guaranteed re-admission to the program. Admission to the program will be based on availability of seats in the program.

Students within our associate-level programs are permitted to:

1. Withdraw from **one** nursing course throughout the entirety of their matriculation while enrolled in the associate degree nursing program. This withdrawal must occur prior to the last day to withdraw from a course without academic penalty. Withdrawal from a second nursing course (whether from the same or another nursing course) will result in dismissal from the program for a period of two years. Students who withdraw from both nursing classes in one semester (including emergency withdrawals) will be ineligible to return to the nursing program for two years.
2. Receive a nursing course failure **only one time**. Failure from a second nursing course (whether from the same or another nursing course) will result in dismissal from the program for a period of two years.
 - a. Generic track nursing students who fail one course with a “D” or “F” have the option to return into the course when it is offered again *if they will not exceed their 3-year time frame for completing their program of study*. Generic track nursing students who fail any two nursing courses with a “D” or “F” will not qualify for readmission for two years after the last failure.
 - i. Generic track students who do not wish to wait the two-year period have the option of completing an LPN program and once licensed, may apply for the One-Day Bridge Track. (Student must meet all One-Day Bridge Track admission standards to qualify).
 - b. One-Day Bridge track students who fail one course with a “D” or “F” have the option to return into the course when it is offered again *if they will not exceed their 2-year time frame for completing their program of study*. One-Day Bridge track nursing students who fail any two courses with a “D” or “F” will not qualify for readmission for two years after the last failure.
 - i. One-Day Bridge track students who fail one course have the option to transfer to the Generic track.
3. If eligible to return to the ABAC SONHS Nursing program, the student must complete and submit the Returning Student Application:
https://www.abac.edu/academics/schools/nursing_health_sciences/index.html
4. Withdrawal- “W”-This grade signifies that a student withdrew from a course prior to the last two weeks of term. No credit is given, and no grade points are calculated. A grade of “W” is not included in calculating the grade point average but is counted as course work attempted. For this reason, any student in the first semester of the program, who does not earn any nursing credits during the semester, will need to re-apply to the nursing program.
5. Any student who withdraws from the nursing program will be subject to the requirements and policies/procedures of ABAC and the School of Nursing and Health Sciences in place at the time of the student’s return. It is the responsibility of the student to be aware of changes in requirements and

policies/procedures of ABAC and the School of Nursing and Health Sciences during his/her absence.

6. If a student is out of the program (i.e., has not enrolled in and/or successfully completed nursing coursework) for 12 (or more) months, the student must reapply to the nursing program, granted all other admission criteria are met. Admission to the nursing program is not guaranteed. The student must apply for admission and if accepted, the student will begin the ASN program in NURS 1108: Fundamentals of Nursing.

Zero Tolerance Bullying Policy

It is the policy of the ABAC SONHS to promote a work and educational environment that is pleasant, healthful, comfortable, free from intimidation, hostility, and free of abuse, verbal or physical, that could interfere with learning and/or work performance and the delivery of a safe work and educational environment. The ABAC SONHS has Zero Tolerance for behavior that is verbally or physically abusive and which could interfere with learning and/or work performance and a safe environment for faculty and students. Violations will result in disciplinary action.

Examples of bullying behaviors include, but are not limited to:

- Yelling at others
- Using unfavorable body language (ex. eye rolling)
- Name calling
- Teasing others about lack of skill or knowledge
- Writing abusive and critical notes/letters/emails/postings on social media sites.

Note: Faculty reserve the right to further define bullying behaviors on a case-by-case basis.

Associate Degree in Nursing Policies

Academic Progression

The SONHS faculty is committed to student success and support; however, it is essential that nursing students understand and meet expectations of the program to be successful, graduate, and be approved to sit the NCLEX-RN exam. In addition to the remediation activities and resources of ABAC, the SONHS, and the Dean for the School of Nursing and Health Sciences are available for guidance and support during office hours and by appointment. Progressive discipline is used to reinforce expectations and student compliance to policies, but progression is primarily the responsibility of the student.

The following offer additional guidance regarding academic progression.

1. Courses within the nursing program are taught consecutively. Once a student is admitted to the program, it is expected that the student will continue in the program without breaking the sequence. Courses are offered Spring, Summer and Fall semesters. Students are expected to attend the appropriate nursing course each semester including summer.
2. The grading scale used for the School of Nursing and Health Sciences is:

Numerical Range	Letter Grade	Grade Points
100-90	A	4.0
89-80	B	3.0
79-75	C	2.0
74-65	D	1.0
<65	F	0
N/A	I	Indicates work not completed during the semester

3. Students must achieve a minimum theory grade of **75** and a satisfactory grade in the clinical laboratory, nursing skills laboratory, and designated class activities and assignments, including assigned remediation, in each nursing course to be admitted into the next semester of nursing.
4. Grades or grade point averages will not be rounded up. For example, a 74.9 will not round to a 75.
5. A student must achieve a minimum grade of a C in all core courses applicable to the nursing program. A minimum nursing grade point average (GPA) of 2.00 must be maintained.
6. All assignments, skills laboratory and clinical requirements, and computer assisted instruction case studies should be completed prior to final examinations each semester. If completion has not occurred due to extenuating

circumstance, the student may receive an incomplete (I) in the course(s) if the earned theory grade is 75% or better.

7. Successful completion of the Pharmacology Competency Validation is required each semester within two attempts beginning in the second semester of the nursing program.
8. Must maintain current health care provider cardiopulmonary resuscitation (CPR) certification (must include infant, child and adult CPR), TB testing, influenza, Tdap, and Hepatitis B immunization and current malpractice insurance while enrolled in the Nursing Program. Proof of these must be provided to the School of Nursing and Health Sciences.
9. Faculty created exams will be *at least* 50 questions in length. Instructors will determine the amount of time students are allotted for each exam.
10. Students are required to purchase a nursing voucher each semester. This voucher fee includes the cost of malpractice insurance, HESI specialty exams, and competency validation exit examination, course learning materials, skills laboratory equipment, and an NCLEX review course.
11. Some components, such as clinical work, classroom assignments, projects, etc., are evaluated on a pass/fail basis. Students must pass those grading components to receive their earned grade in the course, but the score will not be calculated into the overall course grade.
12. The "I" grade is given by an instructor to a student who has otherwise maintained passing grades throughout the course but has failed to complete all assigned course requirements for reasons beyond his/her control. All "I" grades must be resolved by mid-term of the subsequent semester or the "I" will become an "F". When "I" grade issues are resolved the student will be assigned the grade earned.

Classroom Attire

In addition to behaving professionally, students should dress appropriately. Attire in the classroom should consist of plain non printed scrubs.

Classroom Etiquette

Classroom decorum and etiquette are a fundamental expectation for students in the SONHS. Below are policies to support and reinforce positive classroom behaviors.

- If the student misses a scheduled class for any reason, it is the student's responsibility to obtain the information and notes from fellow classmates.
- If the student is more than 5 minutes late to class, he/she must stay outside until the next break. If you enter the classroom, you will be asked to leave until the break.
- Breaks will be 10 minutes in length unless otherwise stated by the instructor.

- Class will start back promptly. If you are late returning from break, you must stay out until the next break.
- Additional policies regarding classroom etiquette may be available in the course syllabus.

Course Descriptions

Course descriptions for each of the Associate of Science in Nursing Program courses is in the appendices.

End of Program Costs

Listed below are the tentative approximate program costs for the last semester in the ABAC ASN program. All costs below are **REQUIRED** for each student enrolled in NURS 2210/2210B. These costs are the responsibility of the student; the ABAC ASN program is not responsible for the end of program costs. *The costs listed below are approximate cost only; actual cost may vary.*

Item to be Paid	Cost
Georgia Board of Nursing License Application Fee	\$40.00
Pearson Vue Testing Fee (NCLEX-RN)	\$200.00
Cogent (Criminal Background Check-Required for Licensure)	\$52.90
Graduation Fees	\$50

Graduation Requirements

The ASN program grants an Associate of Science Degree in Nursing (ASN) to the student who has successfully completed the nursing program. All requirements for the program must be satisfied before the degree is issued. Students are responsible for making sure all required coursework is complete, all fees have been paid, and completing an application for graduation.

Applying for Licensure

Upon successful completion of the ASN program, students will apply for licensure in the state of their choice. Students are encouraged to contact the Board of Nursing for all licenses being attained outside of the state of Georgia. Students are responsible for all licensing fees and costs. Students are responsible for submitting all required documentation as required by the licensing body.

Note: Students are encouraged to take the NCLEX as soon as possible. Students taking the NCLEXRN exam within the first three months of graduation retain a higher knowledge base than students taking the exam later.

Issuance of a Nursing License in Georgia

Upon successful completion of the ABAC ASN program, the graduate applies to the Georgia Board of Nursing to obtain a nursing license. The issuance of a nursing license is determined by the Georgia Board of Nursing, not the faculty of the ABAC ASN Program. Nursing licenses are issued based on successful completion of the NCLEX-RN licensure exam and board approval.

Although the State Board of Nursing reviews each application for licensure as a Registered Nurse (RN) individually, the consequences of being convicted of a felony or misdemeanor could be:

1. Delay or denial in taking the licensure examination (NCLEX-RN)

2. Denial of license to practice nursing in the state of Georgia.

3. Levy of a fine and criminal charges by State Board of Nursing in cases where fraudulent information is submitted regarding felony convictions.

The Board shall have the authority to refuse to grant a license to an applicant, to revoke the license of a licensee, or to discipline a licensee upon a finding by the board that the applicant or licensee has:

- (1) Been convicted of any felony, crime involving moral turpitude, or crime violating a federal or state law relating to controlled substances or dangerous drugs in the courts of this state, any other state, territory, or country, or in the courts of the United States, including but not limited to a plea of nolo contendere entered to the charge; or

- (2)(A) Displayed an inability to practice nursing as a registered professional nurse or licensed undergraduate nurse with reasonable skill and safety due to illness, use of alcohol, drugs, narcotics, chemicals, or any other type of material, or because of any mental or physical condition.

Inter-Campus Transfer Policy

Nursing students are admitted as a cohort for each instructional site. Once students are admitted to a cohort in the nursing program at a respective site, they cannot enroll at the other site, except in extraordinary circumstances. If a student should fail in one course, they can request permission to go to the other site if the course they must repeat is not offered at their original instructional site the following semester but will be offered at the other site. Once the students successfully repeats the course, the students will be required to return to the original instructional site to take the next course in the sequence when it is offered. Special permission from the Vice-President for Academic Affairs and Provost is required if there are other circumstances. This Inter-Campus Transfer Policy applies to all nursing students in Tifton and Bainbridge. Students who transfer campuses will be responsible for paying any clinical associated fees (drug screens, physicals, immunizations, etc.) required for transfer.

Mid-Curricular and Program Progression

At the end of the second semester of the generic program, students will sit for the Mid-Curricular Exam. Students are required to score a **minimum score of 75%**

within two attempts to progress to the third semester of the nursing program. The exam will cover material from NURS 1108 Fundamentals, NURS 1109 Health & Physical Assessment, NURS 1110 Medical–Surgical I, and NURS 1116 Mental Health Nursing. Students will be assigned self-driven remediation based on the score and areas of knowledge that need to be developed based on the exam results.

Students will have two attempts to successfully complete the HESI Mid-Curricular exam. The first attempt will be given on a designated date during the student's second semester in the nursing program. If unsuccessful, a second attempt will be given on a designated date at the end of the semester. Only students who have a passing course grade in NURS 1110 will be allowed to take the Mid–Curricular exam a second time. Students who do not obtain the needed score will be required to enroll in PNUR 1911, Concepts Enrichment Course. A student who receives a failure in PNUR 1911 may repeat the course one time only. Two failures in PNUR 1911 constitute dismissal from the program.

NCLEX-RN Examination Review Course

Students are required to attend an NCLEX examination review course offered at the end of the program. Failure to attend the course will result in delay of grade assignment for NURS 2210/B and the student will not graduate on-time. A grade of "I" (Incomplete) will be assigned until the review course is completed.

Pharmacology Competency Validation Examinations

Each student will take specific exams as described in the following chart. Only two (2) attempts will be allowed for any exam. The second attempt will be scheduled prior to the first-class meeting hour by the individual instructor. A different but similar exam will be administered. Students who remain unsuccessful after the SECOND attempt must withdraw from their currently enrolled nursing course(s) and return when the desired track/courses is/are next offered, pending available space. If you are eligible to re-enter the course that you were unsuccessful in, you will be required to take/re-take the same Pharmacology exam that the class that you are currently enrolled in must take. **STUDENTS ARE STRONGLY ENCOURAGED TO REVIEW FOR THESE EXAMS.**

An exam consisting of ten (10) questions and/or calculations will be administered following completion of the first nursing semester. Each question and / or problem will count ten (10) points each. Students must score 100% on the exam. **NO PARTIAL CREDIT WILL BE GIVEN FOR ANY ANSWER.** Faculty will provide calculators as needed. No other calculator or electronic device can be used during examinations. Faculty will determine the time needed to complete the exam. Exam results will be given to the student following the exam along with the re-test date and time. A review of the exam and remediation will be provided for students if they score less than the 100% required.

Schedule for Pharmacology Competency Validation Exam

Exam	Date Given	Required Score	Material Covered on Exam
Exam I Students taking NURS 1110 Medical Surgical One	Date and time announced prior to the end of the previous semester.	100%	Consisting of Abbreviations, Equivalents, Non-Parenteral, Parenteral, and Reconstitution Medication Calculations
Exam II Students taking NURS 2207/2207B and NURS 2208/2208B Medical Surgical Two	Date and time announced prior to the end of the previous semester.	100%	Consisting of Abbreviations, Equivalents, Non-Parenteral, Parenteral, Reconstitution Dosages, Intravenous Piggyback Medication and Continuous Intravenous Fluid Calculations
Exam III Students taking NURS 2209/2209B and 2210/2210B Medical Surgical Three	Date and time announced prior to the end of the previous semester.	100%	Consisting of Abbreviations, Equivalents, Non-Parenteral, Parenteral, Reconstitution Dosages, Intravenous Piggyback Medication, Continuous Intravenous Fluid and Pediatric Medication Calculations

Readmission and Course Failure Policy

Students who voluntarily withdraw from the program must apply for readmission to the program. Readmission is academically competitive. Students are not guaranteed reacceptance into the program. All applications for reacceptance will be evaluated by the Admission, Progression, Retention and Graduation Committee. Students will be notified of reacceptance or denial prior to the beginning of the semester.

Students who fail one course in the program can repeat the course without being subject to the readmission policy. Students should enroll in the course and continue in the program.

Students are allowed only one failure. A second failure of any course in the program will result in dismissal from the program. Students must wait at least two years and apply for admission to the program. The student must start the program from the beginning and meet all minimum requirements for the new admission (pharmacology and biology classes may need to be retaken, if expired).

Associate Degree in Nursing Examination Policies

Competency Validation Exit Exam

Successful completion of the Competency Validation Exit Exam is required within the same semester that the student intends to graduate from the Generic Track or the One Year Registered Nurse Program Track. Students are required to receive a benchmark score 75% higher on the Competency Validation Exit Exam. The first attempt at the exam is given 3 to 4 weeks prior to the end of the semester. Students who meet the benchmark at that time may be assigned remediation that must be completed prior to final course grade assignment in NURS 2210, Medical-Surgical Three. Students who do not meet the benchmark on the first attempt have the option of identifying a faculty mentor, who will assist the student in creating a remediation plan. The student must complete remediation prior to sitting for the second attempt of the exam. The second attempt of the exam will be given at the end of the semester. Only students who pass all courses for the semester will sit for the second attempt. Students who do not meet the benchmark at that time will not graduate and will enroll in PNUR 1912, Concepts Enrichment. A third attempt of the Comprehensive Exam will be given at the successful completion of PNUR 1912. If the student is successful in passing the competency exam, graduation occurs according to the standards set by the college. If the student is unsuccessful in passing the competency exam, the student will be required to repeat the PNUR 1912 course. A fourth attempt of the Comprehensive Exit Exam will be given at the completion of the second completion of PNUR 1912. If the student is successful in passing the competency exam, graduation occurs according to the standards set by the college. If the student is unable to reach the benchmark at this time, the student will not graduate, will not progress to sit for the NCLEX-RN Exam, and will be ineligible to return to the ABAC nursing program for two years. The student must wait a period of two years before reapplying to the nursing program and starting the program as a new student in the first semester of the program.

****Note: Previously obtained passing scores will not be used to demonstrate current competency. For example, if a student obtains the required score when enrolled during the spring semester, but is unsuccessful in an NURS course, the student must obtain the required score again when re-taking the NURS course in the fall semester to demonstrate current competency. ****

Examination Policies

Students need to pass each course before progressing to the next semester. Content exam percentages will be defined in each course syllabus. Exams may not be retaken for a better grade, nor will any grades be dropped. There is no such thing as "extra credit" in nursing courses. The following shall be the guidelines for course exams:

1. Students are expected to take all examinations scheduled by the instructor in each nursing course.

2. All exams must be taken on the assigned date and time. No early exams or late exams will be given. No exceptions.
3. Each exam may be taken only **ONE** time.
4. Course content from the biological and behavioral sciences, as well as previous nursing knowledge, may be included on exams.
5. If the student has to miss an exam, the student must inform the instructor administering the exam **PRIOR** to the time of the exam via email, phone, text, or other means of communication designated by the instructor. The student who does not notify the instructor *may* receive a “zero” for the exam and be subject to additional disciplinary action. **The student will be allowed to take a make-up exam, but it will be in a format as deemed most appropriate by the course coordinator.**
6. Make up examinations may be administered for **ONE missed** examination per class per semester when valid extenuating circumstances exist that can be validated.
7. Make-up examinations will be administered within 5 business days of the missed exam.
8. The number of test items and the percentage of weight given for each unit and final examination will be determined by the faculty in the course.
9. Exams may consist of a variety of items, including multiple choice items, fill-in-the-blank items, and items asking the student to identify an area on a picture or graphic, or multiple choice items that require the student to select more than one response. Any of these item formats may include charts, tables or graphic images. Drug calculation problems may be included on nursing exams as well. No partial credit will be given will be awarded.
10. Unless otherwise advised, examinations are administered online using the Respondus Lock Down Browser with Monitor program. Students should refer to the course syllabus to determine if exams are accessible from an off-campus computer.
11. Students who are late on exam day, will be allowed to take the exam as long as the security of the exam is not compromised (e.g. no student has left the room); no additional time will be allotted for the late student.
12. Exams may be computerized or paper and pencil. All examinations will be timed.
13. If paper and pencil exam must be administered, the exam will be graded by machine. Stray marks and incomplete erasures on the answer form may result in incorrect scoring. Students are responsible for checking the answer sheets for stray marks, clean erasures, and filling in answers for all questions prior to submission of the answer form.
14. The decision to hand-grade a student’s exam will be at the discretion of the course faculty. Please note faculty members will not hand-grade multiple exams for students while in the program. The faculty reserves the right to not hand-grade an exam.

15. Absolutely no discussion between students is allowed once the examination has started.
16. Ancillary items, such as textbooks, lecture notes, power points, electronic devices (such as non-approved calculators, cell phones, smart watches, tablets, MP3 players, iPads, iPods, computers, headphones/earbuds, or Bluetooth devices), etc. are not allowed during any exam unless prior approval is given by the faculty member of the course. In addition, students are not allowed to wear caps, hats, hoodies, or sunglasses during an examination. If a student has any ancillary item(s) at their desk or on their person during an exam, the student will receive a grade of zero ("0") on the exam, whether utilizing the ancillary item or not. The student *may* also be dismissed from the program.
17. Upon completion of the examination, all testing materials are to be returned to the instructor, and the student is to exit the classroom until all students have completed the exam. Students shall not return to the classroom until everyone has completed the exam.
18. Test analysis will be performed following each exam, and students' grades will be adjusted accordingly.
19. Examination results will be posted in GeorgiaVIEW within one week of the exam. Grades will not be given over the phone, by email, text message, or to another student.

Examination Security

The following examination procedures will be utilized to maintain testing security/integrity:

- When given on campus, faculty monitoring the examination will circulate throughout the labs during testing.
- Students may be assigned a different computer lab for testing with each examination throughout the program. Further, students may be assigned a row for seating in the designated computer lab.
- Students are provided with a calculator, dry erase board, marker, and ear plugs for use during testing.
- Review of questions missed on unit examinations will occur immediately following completion of the exam for a limited period. Students are encouraged to be aware of concepts/topic areas in which improvement or remediation may be needed.
- Students are not allowed to copy or record examination questions, answers, or materials during testing periods or during review periods following a test.
- Students who do not take an examination are not allowed to see or review the missed examination.
- No review of final examinations will be allowed.

Examination Structure

The ASN program's exams are based on the NCLEX-RN exam. The NCLEX-RN exam is based on four major categories of client needs. The four categories are further broken down into 10 subcategories that define the content within each of the four major categories. These categories and subcategories are:

A. Safe, Effective Care Environment

1. **Management of care:** providing integrated cost-effective care to clients by coordinating, supervising, and/or collaborating with members of the multidisciplinary health care team.
2. **Safety and infection control:** Protecting clients and health care personnel from environmental hazards.

B. Health Promotion and Maintenance

3. **Growth and Development through the Life Span:** assisting the client and significant others through the normal expected stages of growth and development from conception through advanced old age.
4. **Prevention and Early Detection of Disease:** assisting clients to recognize alterations in health and to develop health practices that promote and support wellness.

C. Psychosocial Integrity

5. **Coping and Adaptation:** promoting the client's and/or significant others ability to cope, adapt and/or problem solve situations related to illnesses, disabilities, or stressful events.
6. **Psychosocial Adaptation:** managing and providing care for clients with acute and chronic mental illnesses, as well as maladaptive behaviors.

D. Physiological Integrity

7. **Basic Care and Comfort:** providing comfort and assistance in the performance of activities of daily living.
8. **Pharmacological and Parenteral Therapies:** managing and providing care related to the administration of medications and parenteral therapies.
9. **Reduction of Risk Potential:** reducing the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or procedures.
10. **Physiological Adaptation:** managing and providing care for clients with acute, chronic, or life-threatening physical health conditions.

Remediation Policy

The nursing faculty is dedicated to helping nursing students achieve academic and psychomotor excellence. Students who do not maintain 80% or above on exams are encouraged to seek assistance from a faculty member. Faculty will be available to see students in their office during posted office hours. The purpose of these sessions is for the clarification of class content and not to prepare students

for upcoming exams. Students should come prepared to ask questions regarding content or materials that they do not understand. Students are also encouraged to attend open labs to practice and gain competency with nursing skills and remediate or prepare for didactic content. The clinical faculty members staffing the labs are excellent sources of remediation for skills and theory questions. Students are encouraged utilize the open labs for study. The computer classrooms are part of the open labs. Students are encouraged to access the many internet-based learning resources available to them during open lab times. Students are encouraged to practice taking test questions as much as possible. Students should create and complete practice exams, utilizing Evolve/HESI products, for any content they are currently studying, performed poorly on examination, or feel less than confident in their level of mastery. Students should use the Elsevier Adaptive Quizzing to judge their readiness for the Exit Exam and for the NCLEX. Utilization of Evolve/HESI products will increase test scores on unit exams, HESI Specialty Exams and the NCLEX. In addition, the student must follow the remediation as defined in the appropriate NCLEX Success and Timely Program Completion Plan chart below.

NCLEX Success and Timely Program Completion Plan Generic

The student must follow the remediation plan as defined below in the NCLEX Success and Timely Program Completion Plan chart. It is the responsibility of the student to complete the assigned remediation assignments. Faculty members receiving the students in the upcoming semester are responsible for verifying all remediation has been completed. For example, students who successfully pass NURS 2208 in Fall will have remediation completion verified by the NURS 2209 faculty in the spring.

HESI Score 900 or above	<input type="checkbox"/> Recommended – no assigned critical packets are required. <input type="checkbox"/> Complete all case studies assigned <i>prior to the beginning of the next semester.</i>	Strategies and Actions for Success <ul style="list-style-type: none"> • Course Content • Patient Reviews • Case Studies • Specialty Exam Practice • Adaptive Quizzing • Specialty Exam Assigned Tests
HESI Score 850 - 899	<input type="checkbox"/> Complete the five most critical packets AND all case studies assigned are <i>required prior to the beginning of the next semester.</i>	
HESI Score 700– 849	<input type="checkbox"/> Complete the 10 most critical packets AND all case studies assigned are <i>required prior to the beginning of the next semester.</i>	
HESI Score 699 or below	<input type="checkbox"/> Complete the 15 most critical packets and all case studies assigned are <i>required prior to the beginning of the next semester.</i>	

The scores above apply to each standardized specialty exam(s) offered in the following courses:		
Generic Program	NURS	Bridge Program
1108 HESI Specialty Exam Fundamentals		NURS 1109B HESI Specialty Exam Health Assessment
NURS 1109 HESI Specialty Exam Health Assessment		NURS 1115B HESI Mid-curricular Exam
NURS 1110 HESI Mid-curricular Exam		NURS 1116B HESI Specialty Exam Psychiatric/Mental Health
NURS 1116 HESI Specialty Exam Psychiatric/Mental Health		NURS 2207B HESI Specialty Exam Medical/Surgical
NURS 2207 HESI Specialty Exam Medical/Surgical		NURS 2208B HESI Specialty Exam Maternity Nursing
NURS 2208 HESI Specialty Exam Maternity Nursing		NURS 2209B HESI Specialty Exam Pediatric Nursing
NURS 2209 HESI Specialty Exam Pediatric Nursing		NURS 2110B* HESI Comprehensive Exit Exam
NURS 2110* HESI Comprehensive Exit Exam		
*NURS 2210/2210B-Faculty reserve the right to require additional remediation assignments, including but not limited to: meeting with an assigned faculty member to create a personalized remediation plan that must be completed prior to sitting for the second attempt of the Comprehensive Exit Exam.		

Respondus Monitor/Lockdown Browser

- The student must download the Respondus Lock Down browser to their personal computer and complete a practice test, as instructed in the course syllabus prior to attempting the first exam.
- All computers in the labs have Respondus loaded. If you are taking the exam in an on-campus computer classroom, do not attempt to download Respondus
- If you are taking the exam off-campus and need to download the Respondus product, follow the prompts when completing the practice examination prior to taking an exam for credit.
- The following website contains information about the LockDown Browser and provides video and print instructions for downloading and use:
<https://web.respondus.com/he/lockdownbrowser/resources/>
 - o Students are encouraged to view the following information:
 - Resources for Stude
 - System Requirements for Lockdown Brow
 - Technical Support

Students Process for using Respondus:

- Log into GeorgiaView and navigate to the quiz
- A page comes up asking students to either install the LockDown Browser or Launch the Browser: Students should launch the browser
- If the student is prompted to close a blocked program (messenger or google) click Yes
- Enter the password and begin the exam
- Once the LockDown Browser is launched the student cannot exit the exam without submitting it.

RN-BSN Program Policies

Overview

The BSN nursing program is designed to provide an educational opportunity for the RN who has an Associate of Science in Nursing (ASN) to complete the requirements to earn a BSN. To be eligible for graduation from the BSN program, a total of 120 credits must be obtained. Sixty credit hours come from core courses, and thirty credit hours are in the nursing courses. Admission to the program occurs every semester, e.g., spring, summer, and fall. Because of the demographic of students, the program's emphasis is less on clinical bedside care and more on leadership, critical thinking, collaboration, population-level nursing care, and nursing research. The program itself is three semesters, ten credit hours each semester, and is 100% online.

Admission

A student may be admitted to the BSN program after completing a minimum of 30 core credits and may be permitted to complete the remaining core with the program. A minimum overall GPA of 2.5 is required, along with an active single-state and compact GA RN license. Students who do not possess a GPA of at least 2.5 and have core classes older than five years may be eligible for academic forgiveness. There is an application for those seeking academic forgiveness. The processing center evaluates academic renewal applications for the admission term after drop/add occurs. For more information about academic renewal, please contact your academic advisor.

Academic Progression

The SONHS faculty is committed to student success and support; however, it is essential that nursing students understand and meet the expectations of the program to be successful and graduate. Progressive discipline is used to reinforce expectations and student compliance to policies, but progression is primarily the responsibility of the student.

The following offers additional guidance regarding academic progression.

1. The grading scale used for the RN-BSN Program is as follows:

Numerical Range	Letter Grade	Grade Points
100-90	A	4.0
89-80	B	3.0
79-75	C	2.0
74-65	D	1.0
<65	F	0

N/A	I	Indicates work not completed during the semester
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2. Students must achieve a minimum theory grade of 75 and a satisfactory grade in designated class activities in each nursing course to graduate from the program.
3. A student must achieve a minimum grade of a C in all core courses applicable to the nursing program.
4. All assignments should be completed prior to final examination week each semester. If completion has not occurred due to extenuating circumstance, the student may receive an incomplete (I) in the course(s) if the earned theory grade is 75% or better.

Attendance Policy

Student "attendance" in this online course is defined as active participation in the course. At a minimum, weekly mechanisms for student participation can be documented by any or all the following methods: student tracking records in D2L, submission/completion of assignments, and communication with the instructor. Students who do not complete the course attendance requirements within the drop/add period for the course will be dropped from the course. (Drop/add and withdrawal dates are listed in the course calendar, published semester calendar, and College Catalog). Students who fail to maintain active participation in an online course as defined in this course syllabus will be processed in accordance with the College's current attendance policy.

Plagiarism

Plagiarizing is copying or allowing another to copy or in any way giving or receiving unauthorized aid on an assignment. Additionally, presenting work developed by others as the student's own (including ideas and analyses, either written or spoken in class) violates ABAC's Honor Code. Students are required to learn how to properly cite and reference their work in the American Psychological Association (APA) format. Direct quotes should be avoided per APA guidelines. Students should paraphrase all material with the appropriate citation and reference.

Turnitin

Students who take courses within the SONHS agree that all required papers may be submitted to Turnitin.com. While student privacy is protected, papers submitted to Turnitin do become source documents in Turnitin's reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin service is subject to the Terms and Conditions of Use posted on Turnitin's website. Acceptable scores for assignments are 25% or below. For assignments scoring >25%, after investigation of the Turnitin report, students may be required to revise an assignment or may receive a zero for the assignment. Determinations of grades will be made on an individual case basis.

Artificial Intelligence (AI)

Intellectual honesty is vital to academic success. AI-generated content can be incorrect, distorted, entirely false, or may contain copyrighted material. Students should not use AI as a replacement for their original work. The use of AI-generated work to evade plagiarism detection is unethical and violates academic integrity and ABAC's Honor Code.

Course Descriptions

Course descriptions for each of the RN-BSN classes are in the appendices.

Late Submission of Assignments

Students may submit assignments early without penalty. Students may also submit an assignment after the due date and may receive partial credit for the assignment if the student contacts his or her professor as soon as it is known that the assignment may be late. However, if an assignment is submitted late without instructor notification, the student will receive a zero, "0," for the assignment.

Technology Requirements

All students are required to demonstrate a minimum of computer and internet competency. Information technology specialists provide orientation to the ABAC learning management system (LMS) on orientation day. Professors for each class will review class requirements on orientation day. It is the student's responsibility to obtain the information posted through the web-based courses in the LMS platform. Students must have access to a computer with a software service and presentation capabilities, as well as a word processor. A complete list of technological requirements is available in the course syllabi.

Clinical and Skills Lab Policies

Clinical Information and Standards

A variety of agencies provide clinical experiences for the ASN program and specific requirements may vary. It is mandatory for students to comply with ABAC SONHS and each facility's clinical requirements throughout the entire ASN program. Students and faculty will adhere to policies and procedures of the clinical agencies throughout clinical experiences.

Clinical and Laboratory Attendance and Punctuality

Clinical/Lab/Simulation experiences are a mandatory component of the nursing program, and satisfactory completion is required to receive a passing grade in all nursing courses. Attendance is mandatory at ALL scheduled clinical, laboratory, and simulation experiences. Tardiness is considered unacceptable behavior. Students who arrive to lab or clinical more than 10 minutes late, from the start time of the lab/clinical, will be sent home and will have to complete a make-up day. Any absence or tardies from either experience will place a student in jeopardy of failing the course. Failure to pass the clinical component will result in a failure of both theory and clinical components.

All communication to the clinical instructor and/or lab instructor needs to be via the

ABAC email address. 1. Any absence or tardiness from a scheduled clinical or laboratory experience MUST be reported by the student to the instructor prior to the start of the lab or clinical experience, as directed. Students who miss the lab or clinical experience for any reason are required to email the Clinical Instructor and/or Lab Instructor to discuss the resulting course of action.

2. Scheduling of make-up hours is contingent upon an excused absence. An excused absence requires documentation such as a physician's excuse, jury duty notice, obituary, etc. An absence from being unprepared or being tardy will be counted as an unexcused absence. The next unprepared or tardy experience may result in failing the course. All absences and tardies will be noted.

3. Please note that laboratory experiences are considered clinical time. The maximum number of clinical and/or lab days that can be missed is one (1). The hours missed must be made up prior to the end of the semester to receive a grade. If the student is absent more than one (1) day from clinical or lab, the student may be unable to complete the clinical requirements of the course and may receive a failing grade. However, due to clinical space or time limitations, clinical or lab hours may not be available to be made up. If this occurs, the student will be unable to meet clinical requirements for the course and will be assigned an incomplete for the course grade. The student will not be able to pass the class or progress within the ASN program until the incomplete is made up. Per ABAC policy, the incomplete must be made up by midterm of the following semester or the incomplete will be converted to an "F." In the event a student is sent home from clinical or lab for any reason, this is considered a clinical and/or lab absence, and the student must contact the Clinical Instructor or Lab Instructor by the end of the missed day to obtain further instructions.

4. Failure to submit or complete lab or clinical assignments for each course, will result in an unsatisfactory grade for that assignment. Receiving three (3) unsatisfactory grades in the lab or clinical setting will result in a failing grade for that course, regardless of the grade in the didactic setting.
5. An unsatisfactory (U) grade in the clinical or lab setting, which can result in an F in the course, can include any of the following occurrences at any point during the semester:
 - a. Failure of missing more than one (1) clinical and/or lab day.
 - b. Failure to attend or being tardy for an approved make-up experience as scheduled.
 - c. Failure to complete and turn in all required lab and/or clinical assignments on time. On-time is deemed by your instructor.
 - d. Failure of being prepared for any skills, covered in the didactic setting, lab setting, or successful completion of skills check-off competencies in previous semesters, during the clinical experience.
 - e. Failure to comply with the professional behavior, clinical requirements, and dress code noted in the SONHS Student Handbook.

Clinical Clearance

Failure to meet any of the following requirements will jeopardize student's approval to attend clinical courses. Prior to the start of each semester, students must meet clinical requirements designated by the SONHS and specific clinical agencies and should provide/verify each of the following to the SONHS designated faculty/staff member each semester by stated deadline. Failure to complete all requirements prior to the first clinical day will result in the inability to attend clinical thus, the student cannot meet course requirements and may be dismissed from the ASN Program. Requirements may include, but are not limited to the following:

1. All clinical clearance forms as instructed in their entirety.
2. Proof of coverage of personal health insurance as designated by the University System of Georgia (USG). Neither ABAC, the SONHS, nor the clinical facilities assumes responsibility for injury or illness of students. The student must cover the cost of any care required.
3. Proof of current Health care Provider American Heart Association CPR certification
4. Documentation of student liability insurance.
5. Documented proof of all required immunizations.
6. Satisfactorily complete assigned clinical orientation programs.
7. Any fees associated with clinical clearance are the responsibility of the student.

Clinical Evaluation of Students

Established criteria is utilized to evaluate the student's progress toward meeting the course outcomes. Each time students are assigned to care for real or simulated client's faculty will be present and will evaluate student performance based on a Likert scale. This evaluation will include but not limited to: care given, the development of nursing concept maps, teaching plans, or clinical pathways; process recordings, participation in clinical conferences, or any other clinical specific projects. Expected clinical behaviors are grouped according to the course outcomes. Faculty will evaluate students throughout the clinical learning experience using the Clinical Evaluation Tool associated with the specific course. In the faculty's judgment, if you behave in an unsafe manner that endangers the safety or confidentiality of a client, you will be dismissed from the clinical area immediately. Documentation will be recorded in the clinical evaluation tool and appropriate disciplinary action will occur.

To pass, students must successfully complete the stated objectives located in the clinical evaluation tool. Observation experiences may be required, and the student will be evaluated depending on the course learning outcomes and expectations. **Failure to pass the clinical component will result in a failure of both theory and clinical components.**

Clinical Environment Associated Risks

Students will be exposed to work associated risks, which include, but are not limited to the following:

1. Handling of sharp instruments
2. Exposure to infections and communicable diseases
3. Heavy lifting, standing for long periods of time
4. Exposure to latex products
5. Exposure to blood and other body fluids
6. Exposure to noxious smells, either toxic or non-toxic
7. Exposure to toxic fumes, gases, vapors, mists or liquids
8. Risk of physical or verbal abuse by clients and/or their family members

Clinical Procedures

It is the student's responsibility to be knowledgeable of the policies and expectations of the nursing program and to abide by them. Students are expected to be competent in skills that have been completed in skills lab; however, it is permissible at any point to contact an instructor to request guidance or assistance; when in doubt, ask. Students should never perform an invasive procedure for the first time without instructor observation. Failure to know limitations, accept responsibility, and act within nursing program and clinical facility expectations and policies can jeopardize safety, negatively affect student performance, and result in disciplinary action. Standard precautions, two client identifications, and confidentiality are compulsory in all clinical settings. **Note:**

The leveling of the following procedures is for guidance only! Faculty members may choose to require additional supervision.

Level I Procedures

These procedures may be performed without an instructor's direct supervision; however, if assistance is needed or questions arise, contact instructor for clarification.

- Attaining vital signs
- Partial baths/Bed baths
- Oral Hygiene for conscious client
- Hair care
- Assisting client to dress
- Transfer a non-high falls ambulatory client in and out of bed
- Making unoccupied bed
- Making occupied bed of uncomplicated client
- Assist in feeding client with no swallowing difficulties
- Serving diet trays, ice, and water to client
- Obtain a non-high falls ambulatory client's weight and height
- Turning and repositioning client (except spinal injury, hip fracture, comatose client unless assisted by licensed personnel)
- Use of side rails
- Care of client's unit/room
- Cleaning/replacing supplies and equipment

Level II Procedures

Permission and supervision by an instructor is required the first time procedure/skill is performed.

- Collection of specimens—stool, urine, sputum, strep screen,
- Oral hygiene for comatose client
- Postmortem care
- Perineal care
- Intake and Output
- Range of Motion exercises
- Making occupied bed for critical/seriously ill client
- Turning, moving, lifting of semi or non-ambulatory client
- Teaching crutch walking and or walker techniques
- K-pad use
- Management of indwelling urinary catheter (not including insertions)
- Management of any indwelling tubes
- Finger stick glucose monitoring
- Application of heat or cold

- Pre-operative care
- Post-operative care
- Turn, cough, and deep breathing exercises
- Incentive spirometry instructions
- Pre-operative and Post-operative teaching
- Care of client with communicable disease (Isolation)
- Care of client valuables
- Oral and Pharyngeal suctioning
- Care of casts, traction, or amputations
- Physical Assessment
- Removal of indwelling urinary catheter
- Removal of IV catheter
- Use of safety device or restraint
- Ace bandage application
- Binder application

Level III Procedures

Level III procedures require direct supervision every time the skill is performed. Direct supervision may be under the supervision of nursing faculty, preceptor, or hospital staff deemed appropriate by clinical faculty. The student must always attain instructor permission prior to perform a Level III procedure/skill. Failure to secure permission or satisfy pre-performance criteria for any Level III procedures will result in disciplinary action depending on the severity of the action/potential consequence and adverse complications.

- Admission of client to the unit
- Charting
- Transfer of client to another unit
- Discharge of client
- Enema (any type)
- Catheterization
- Dressing change (any type)
- Discontinuation of any type of tube
- Care of chest tube
- Tracheotomy care
- Irrigation of any type tube
- Colostomy care
- Care of the burn client
- Tube feeding of any type -NG tube insertion
- Discontinuation/change of IV fluids
- Removal of sutures or staples
- Discontinuation of any special electrical apparatus

- Oxygen administration
- Transfer of semi or non-ambulatory client
- Venipuncture
- CPR
- Guiac stool for blood
- Tracheal suctioning
- Use of client lift

Clinical Requirements

Students are expected to adhere to the following in relation to clinical experiences:

1. Participation in all scheduled clinical experiences is required.
2. Students must abide by all rules and regulations of the affiliated clinical agencies.
3. Transportation to and from the clinical agencies is the responsibility of the student.
4. Students are NOT to leave the assigned clinical area without permission from the clinical instructor. Student must ensure that their assigned client always has nursing attendance. Students must notify the instructor; the nurse(s) assigned to the client(s) care and ask a peer to cover their client prior to leaving the unit for any reason.
5. No student will be allowed to give care to any client before or after clinical/lab unless an instructor is present.
6. It is the student's responsibility to plan and implement nursing care according to the objectives on the clinical lab evaluation tool.
7. Students must be able to perform all nursing skills safely. If unsure as to how to perform or proceed with a certain procedure or skill, it is the student's responsibility to contact the instructor for assistance.
8. Students are expected to communicate with hospital staff, especially to nursing personnel to whom their clients are assigned. The student will report all pertinent information to the nurse responsible for the client.
9. All students must strictly adhere to the ABAC SONHS dress code. If a student violates the dress code, he/she will be sent home, and considered absent from the clinical setting or simulation lab.
10. Students may be assigned to clinical rotations by schedule; by the Clinical Coordinator/Instructor and/or according to the learning level needs of the student. Clinical faculty may further alter clinical schedules as needed to aid in student success.
11. Students are to report to clinical with needed equipment and supplies. Students should not borrow from the instructor or other peers' as this is not conducive to the learning environment.

12. Students who are absent from any clinical hours will be required to make up the missed clinical hours in order to progress in the course/program:
 - a. The maximum numbers of clinical hours a student can make up per semester are twelve (12). The hours must be made up in the category in which they were missed (example: medical surgical, maternity, psych, etc.).
 - b. Scheduling of make-up hours is at the discretion of the ASN Program Faculty.
 - c. It is the student's responsibility to notify faculty within 24 hours of the absence to have the time rescheduled. Make-up hours may be scheduled on weekends, nights, or evenings and the attendance is not optional.
 - d. Participation in all scheduled clinical experiences is required.
13. All clinical experience makeup work, including all paperwork, must be completed prior to the end of the semester.
14. If absent, regardless of the reason, the student is responsible for any material or announcements made on the day the student was absent.
15. Failure to submit all written clinical assignments at the specified time will constitute failure to meet the clinical objectives and will result in a failing grade.
16. Students are not allowed to bring purses, suitcases or other large carrying cases to the clinical setting.
17. Students are encouraged to bring in non-perishable snacks to the clinical assignments if a lunch period is missed or late. The snack must be consumed in the designated area and with permission of the instructor.
18. Students unprepared to give medications will not be permitted to administer medications that day and will receive notations/comments on the Clinical Evaluation Tool for the day and may be sent home. This will require a clinical make-up day.
19. A student who is breast-feeding and involved in clinical rotation may utilize her break and/or mealtime for collection of breast milk for future feedings. This procedure is to be completed in a private, hospital-staff approved area conducive to this procedure. It is expected that the student will notify her course coordinator and clinical instructor at the onset of the clinical rotation experience that she is desirous of engaging in this activity. The student will continue to notify her course instructor and her client's primary nurse when she plans to physically remove herself from the assigned client's environment.

Confidentiality

Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a law that mandates client confidentiality. Compliance and adherence by ABAC SONHS students is mandatory. Violation of policy will result in failure of the course/dismissal from the ASN program.

Criminal Background Check for Clinical Experiences

In the interest of client safety, to comply with the concerns of clinical facilities, and to fulfill requirements of the Georgia Board of Nursing, all students in the ABAC SONHS are required to complete a criminal background check. PreCheck, Inc., a firm specializing in background checks for healthcare workers, conducts the background checks. Students are required to order a criminal background check online through PreCheck by the announced deadline, to provide sufficient time for it to be reviewed by the health care facility prior to starting clinical rotations and are responsible for all associated fees. Additional background checks may be required at any time during the program at the students' cost.

ABAC nor the ABAC SONHS makes the decision on whether a student may attend clinical at a specific facility. Each clinical facility has the right of refusal for any student to participate in the facility in the event that a student's criminal background check is not clear. If a facility refuses to allow a student into the facility, the student may appeal to the facility, and if approval is granted, will attend clinical as scheduled. In addition, if an alternative comparable clinical facility is available, and the student is accepted at that facility, the student will be assigned to the alternative facility. If there is no available assignment, the student is unable to complete clinical requirement and is withdrawn from his/her respective nursing program. This may occur at any time while enrolled in the SONHS programs.

These policy requirements continue throughout the program; therefore, if a student is suspected or convicted of criminal activity at any time during the nursing program, a new criminal background check will be required at the student's cost for resubmission to the clinical facilities for review. If the clinical facility denies placement and no alternative is available, the student may be withdrawn from the nursing program as clinical requirements cannot be met.

Note: Successful completion of all program requirements does not guarantee student will be eligible to take the NCLEX-RN licensing examination and/or receive a registered nursing license.

Disciplinary Policy: Alert, Warning, Termination

A student may be given an alert, warning, or possibly terminated from a nursing course, nursing courses, and/or nursing program if the student's practice does not meet the criteria for the expected classroom and clinical performance as determined by the clinical instructor, faculty, course coordinator, and/or Dean for the School of Nursing and Health Sciences. The following are descriptions of alert, warning, and termination:

Alert

Any student who does not meet the essential criteria outcomes (as defined in the course outcomes or the clinical evaluation tool) for behavior and performance at any time in the classroom, skills lab, or during the clinical experience may receive an “Alert,” written at the instructor’s discretion, detailing recommendations for improvement, discussed with student, and signed by faculty and student. Course coordinator is notified of all alerts. If student performance improves and recommendations are satisfied, there is no further action taken.

Warning

This written statement is of a more serious nature and applies to any student who receives an Alert and fails to follow up on recommendations for improvement. Students may also be placed on warning without a prior Alert if the situation is deemed a serious safety or professional issue by the course faculty. The student placed on “Warning” will be required to meet with the faculty, Course Coordinator, and/or Dean to discuss the incident/behavior and mandatory remediation. The form requires signatures to indicate understanding by all involved parties. If a student does not satisfactorily complete the remediation process within designated time, he/she may be assigned additional remediation, and may even be terminated from the course or the nursing program, depending on the seriousness of the violation. A student may also be placed on continuing probation because of a Warning in which any additional infraction will have designated consequences. A student may not return to classroom/clinical until remediation requirements are met and Course Coordinator/Instructor grants approval. In addition, student may be required to complete additional clinical hours including at an alternative site.

Termination

Any student who is placed on “Warning” and fails to satisfactorily complete remediation may receive a “Termination” which equals a grade of “F” in the course and dismissal from the respective nursing program. A student may also receive “Termination” from the program without a prior “Alert” or “Warning” if the faculty believes that serious detrimental consequences to the student, clients, peers, or others may occur because of the student’s behavior. A student that is terminated from the nursing program within the SONHS is not eligible for readmission. “Termination” will be determined by an agreement of the full-time Nursing faculty and the Dean for the School of Nursing and Health Sciences. Part-time nursing faculty may also be asked to participate in this process if involved.

Dismissal from SONHS Nursing Program

Evidence of unsafe clinical practice by a student will be grounds for dismissal from the ABAC SONHS Nursing Program. Nursing care that is deemed to be unsafe clinical practice includes, but is not limited to:

1. Failure to provide for the safety of the client. Each student is required to practice without violating physiological safety, psychological safety, and infection control guidelines.

2. Failure to observe the rights of medication administration according to agency policy and accepted standards of care: right client, right drug, right dose, right route, right time, right assessment, right documentation, right education, right evaluation, and right to refuse.
3. Failure to acquire clinical instructor's supervision.
4. Performing acts beyond the scope of practice.
5. Administering nursing care when the nursing instructor or preceptor is not present, and an appropriate designee has not been identified.
6. Violation of ethical standards such as: willful dishonesty regarding information given to faculty, college students, or hospital staff; stealing medications, equipment, supplies, books, etc.; failure to ensure client confidentiality; abuse or neglect of clients; impairment or possible impairment through use of alcohol and/or un-prescribed chemicals; falsifying or otherwise altering client or agency records.
7. Willful commission of any act, which is a felony under the laws of the State or of the United States, or any act, which is a misdemeanor under such laws and involves moral turpitude.
8. Failure to prepare, comprehend, and/or discuss with the clinical instructor the assigned client's history, pathophysiology and/or medications.
9. Failure to notify clinical instructor prior to leaving the clinical floor at any time.
10. Absence from clinical assignment without proper notification.
11. Disruptive, unprofessional, uncivil behavior during classroom, clinical, or skills laboratory activities.

Dress Code and Professional Behavior

Respectful and professional behavior is expected in all labs and clinical activities; disruptive behavior at any time on ABAC premises, in clinical facilities, or when representing ABAC or the ABAC SONHS will not be tolerated. In the clinical setting and skills lab, students are expected to look clean, neat, and wearing appropriate clothing. Any changes to the student uniform requirement will allow an exception for current students who may continue to wear the uniform purchased with their original cohort. On occasion, a clinical facility may have an additional requirement for nursing students' uniform with which students must comply. Violations will result in disciplinary action.

As a professional, students will be fully prepared for each clinical/skills lab/simulation day and will behave as a professional in all clinical experiences. Faculty have discretion for additional behavior requirements depending on particular site in use.

1. Smoking is not permitted at any time during clinical/lab/simulation experiences, including breaks. Smoking refers to tobacco products, such as cigarettes and cigars. Ecigarettes are also prohibited.
2. Chewing gum is not allowed when in the clinical/skills lab/simulation areas.
3. Students are not to make or receive personal telephone calls while in the clinical/skills/simulation areas except with instructor's approval. Cell phones may not be allowed on your person during clinical/skills lab/simulation experiences

depending on the clinical facility policy and/or preference of the clinical instructor. Students who have a tablet, personal computer that will be used for charting purposes, may use it in the clinical/lab setting with the approval of their faculty. This is ONLY used for clinical purposes.

4. No client information, identifying characteristics, or clinical facility name or location may be discussed on social media websites at any time.
5. If, in the clinical judgment of the instructor, intake of mind-altering substances is suspected, the instructor may remove the student from the clinical/skills lab/simulation area(s) and require student to submit to drug testing at the student's expense.
6. The student will complete documentation as instructed at the clinical site and give report to the charge nurse and/or the nurse responsible for his/her client prior to leaving the clinical facility.
7. Nursing students are not to represent themselves as nursing students in any environment except as determined by the SONHS.
8. Students with current licensing (LPN, EMT, CNA, Paramedic, Respiratory Therapist, etc.) are to perform as student nurses in their clinical/skills lab/simulation experiences and are not allowed to function in a "licensed" capacity.

Dress Code: Acceptable Dress for Obtaining Clinical Assignments and Mental Health Clinical

1. Casual business clothes (slacks, shirts, dresses, skirts, blouses).
2. Flat heeled shoes; closed toe.
3. Nails must be short and neatly trimmed; should not extend past fingertips; clear nail polish only; must not be chipped. No artificial nails allowed.
4. Only the following jewelry may be worn: small post-type non-dangling earrings - only one pair. Male/females: plain wedding band.
5. A white lab coat with approved ABAC patch and student ID is to be worn at all times in the facility unless otherwise instructed by faculty.
6. Unacceptable dress for the psychiatric assignment includes, but is not limited to:
 - a. Any clothing with low necklines or low back-line (sun dresses, low cut blouses or tops).
 - b. Jeans, coveralls, culottes.
 - c. Bermuda shorts, pedal pushers, crop pants, above the ankle pants.
 - d. Beachwear (thongs, flip flops).
 - e. High heeled shoes or boots.
 - f. Chains, ties, long necklaces.
 - g. Clothing which is excessively bright in color or gaudy in appearance.

- h. Provocative clothing (very close fitting or tight, transparent material). i. Midriff tops.
- i. Visible tattoos or body piercings (other than ears).

Dress Code: Uniform Requirements

1. Daily bathing, the use of deodorant, and proper oral care are required. Short, unpolished fingernails-No artificial fingernails and tips are allowed. Hair should be clean, neatly styled hair, of natural color (no pinks, blues, etc.), off the collar and away from the face. No offensive odors, such as perfumes, colognes, obvious tobacco odors, and/or scented body/hair sprays.
2. Uniform skirt should be between mid-knee and mid-calf in length. White Run-Free hose are to be worn with it. Support hose are recommended.
3. Pants must be worn at the natural waistline; no undergarments or skin should be seen with bending or stooping. White hose, white mid-calf socks or white knee-highs (no low-cut socks) are permitted with the pants.
4. Male students: a solid white crew neck t-shirt is required under your uniform top.
5. Shoes must be clean white or black, closed toe, and low-heeled professional shoes with rubber soles. Shoes and shoestrings must be cleaned before each clinical assignment. No canvas shoes or open backs are allowed. Exception: clogs with strap across back are allowed; —" Crocs" are allowed with back strap and NO holes. Socks must match shoe color (white or black).
6. Underwear should be neutral or skin colored; solid-no prints; slips must be worn under dresses. Neutral or skin-colored bras must be worn during all clinical experiences.
7. No sweaters will be allowed.
8. Students must always wear ID in clinical/lab/simulation experiences.
9. Skin decorations, tattoos, or any other drawing or diagram on the skin, are not to be visible when representing ABAC in clinical/skills lab/simulation areas. Any student having a tattoo or other permanent skin decoration on their body (not covered by clothing) must always be covered when representing ABAC in clinical/skills lab/simulation areas. Any tattoos on the lower leg, ankle, or foot are to be covered by socks and/or pants when representing ABAC in practice settings.
10. All visible body piercings, including placeholders, must be removed while in uniform or participating in clinical activities. The only exception permitted is one pair of small stud earrings worn in the earlobes.
11. A watch with a second hand is required in clinical/skills lab/simulation areas.
12. Uniforms and lab coats must be clean and ironed; college arm patch on left arm sleeve.
13. The following chart lists the specific uniforms/styles/equipment for the ABAC SONHS. Prices below are subject to change without notification to faculty, staff, or stud

ITEMS	Required/ Optional	UNIFORM STYLE #/ SPECIFICATIONS	RETAIL PRICES	
			XXS-XL	2X-3X
TOPS		Meridy's White Flex 4D with Logo Band and Program Band		
Females	2 Req	FLX-5394W-BE102-BE37RN Female Crossover Top with Bands	\$49.00	\$51.00
Males	2 Req	FLX-M5002-BE102-BE37RN Male 5 Pkt V-Neck Top with Bands	\$45.00	\$47.00
		(4X-5X Meridy's Tops Add \$2 to larger sizing)		
PANTS		Cherokee Hunter Pants (HUNW)	XXS-XL	2X-5X
Females	2 Req	CHE-4200-HUNW Female Elastic Waist Pants		
Males	2 Req	CHE-4000-HUNW Elastic Waist Zipper Fly Pants MEN ONLY	\$16.00	\$19.00
		See Website for Tall/Petite/Short Options	\$21.00	\$23.00
LAB COATS		White - Patch Included	XS-XL	2X-3X
Females	1 Req	WHS-15000P-102-011 Coat w/collar 33 inch length	\$26.00	\$29.00
Males	1 Req	WHS-15112P-102-011 Coat w/collar 38 inch length	\$27.00	\$30.00
PATCH BANDS	Req	Tops yes Lab Coats yes	\$5.00	each
		LOGO: _____ BE102 Solid		
		EMB: BE37RN Solid		
SHOES	Opt.	ALL WHITE LEATHER		
ACCESSORIES Name Pin Below	Opt.	Stethoscopes - Black & Navy Only		
		Stethoscopes - ID tags Plain Only		
SHIPPING		Shipping Options Available on Website		

Medication Administration Policies

1. An instructor ALWAYS observes the preparation of a medication.
2. The student must demonstrate knowledge of the medication's desired effects, side effects, and nursing implications when administering medication.
3. Client must be identified prior to administering medication. If no armband is available, a licensed employee of the agency must identify the client with the student.
4. Instructors may use direct or indirect supervision of the actual administration of nonparenteral medications to adult clients.
5. All medications administered to pediatric clients are to be supervised directly by the instructor.
6. Prior to administering medications in the clinical setting, the student must have satisfactorily completed the medication administration/check-off in the nursing laboratory.
7. The student will be referred to the campus laboratory to revalidate medication skills if unable to safely demonstrate medication skills in the clinical arena.
8. Prior to administration of intravenous infusions in the clinical setting, the student must demonstrate skill in administering intravenous infusions safely.
9. The student will be allowed to administer parenteral medications per facility protocol, physician's orders, and aseptic technique at the discretion of the instructor. The student may initiate an Intravenous (IV) site, maintain intravenous infusions, and flush infusion devices only under direct supervision of a faculty member.
10. The student may not initiate intravenous therapy to infants or pediatric clients.
11. The student may not initiate, maintain, or change the rate of Pitocin or magnesium sulfate infusions in the clinical areas.
12. The student may not administer intravenous blood products, including packed red blood cells, plasma, or platelets.
13. The student may administer pre-blood medication per clinical facility protocol or physician's orders. Student may obtain client vital signs in conjunction with blood product administration per clinical protocol. This will be at the instructor's discretion.
14. The student may not administer chemotherapeutic agents by the intravenous route.
15. Failure to abide by the Medication Administration Policies will result in disciplinary action by the nursing faculty.

Prevention of Transmission of Disease: Standard Precautions

As a nursing student, you work in an environment that may contain pathogens (organisms that cause disease). You will be shown a video on the topics of Blood borne safety and Tuberculosis that includes Standard Precautions. Time will be set-aside for students to ask any questions they may have concerning the videos.

Blood borne safety is maintained using Standard Precautions. Standard Precautions are the infection control actions used for all clients regardless of their condition or diagnosis. Standard precautions must be used to protect the student from: Blood, body fluids (except sweat), secretions, excretions, mucous membranes, and non-intact skin.

Guidelines for standard precautions:

1. Proper hand washing
2. Wear gloves for contact with blood, body fluids (except sweat), secretions, excretions, mucous membranes, and non-intact skin. Gloves should also be worn if you have a cut, scratch, or rash on the skin, during cleaning procedures, and when cleaning up body fluid spills.
3. Change gloves and wash your hands after caring for each client to prevent transferring pathogens from one client to another.
4. Waterproof gowns or aprons are to be worn if there is a potential for a splash.
5. Eyewear (mask, goggles, or face shield) must be worn if there is a potential for a splash.
6. Mouth-to-mouth devices should be worn for resuscitation.
7. Sharp objects must be handled in a careful manner, so an accidental penetration of the skin does not occur. The sharp must be placed in a puncture-resistant container.
8. Blood spills should be cleaned up using the mandated spill kit and housekeeping notified to apply a disinfectant or 10% bleach solution.
9. Dispose of body fluids according to facility policy.
10. Avoid eating, drinking, smoking, applying cosmetics or lip balm, and manipulating contact lenses in the work area. No food or drink may be stored in areas where there is exposure to blood or blood products.
11. Laboratory specimens and specimen containers are potentially infectious and require special handling.

Prevention of Transmission of Hepatitis B (HBV)

Hepatitis B is an inflammation of the liver and is contracted through blood, sexual secretions, feces, and saliva. Because the student will be engaged in client care there is a potential for exposure and every precaution must be taken to prevent this. Along with standard precautions the vaccination series is strongly recommended. The vaccines are free of human blood products. The vaccine series is given in three doses. The three doses are given as follows: a. first dose; b. second dose, one month later; and c. third dose, six months later. A titer should be drawn after the series is complete to verify adequate protection. Your physician or local health department should have the Hepatitis B Series available.

Prevention of Transmission of Human Immunodeficiency Virus (HIV)

The HIV virus is transmitted through direct contact with bodily secretions of an infected person. Not everyone who comes in contact with the HIV virus becomes infected with the

disease but they will remain a carrier (someone who can spread the disease but does not have symptoms of the disease) for life. For those who are infected, there is always a period between contact and the start of signs and symptoms of the disease because the body does not make antibodies during this time. In three to six months after the infection occurs, the body will begin to produce antibodies and is referred to as Acquired Immunodeficiency Syndrome (AIDS). To date there are no vaccines available to protect the student from acquiring the HIV Virus if an accidental exposure should occur.

Post-Exposure Protocol for Prophylaxis of HBV, HIV and other potentially infectious materials.

The use of personal protective equipment, appropriate engineering controls, and proper work practices must be continually reinforced among faculty and students to prevent exposure incidents to blood or other potentially infectious materials.

***Initial Response to Exposure**

1. Immediately apply first aid as appropriate.
 - A. Allow to bleed freely: clean with 70% alcohol (for needle stick/puncture injury).
 - B. Wash thoroughly with soap and water.
 - C. Mucous membranes: flush copiously with water.
 - D. Eyes: irrigate and/or flush copiously with water.
2. Document the incident, including:
 - A. Route of exposure.
 - B. How and when exposure occurred.
 - C. Identify source individual, if known.
 - D. Report exposure immediately to your instructor and appropriate supervisor at the clinical agency.
 - E. Facility will follow agency policy.

Simulation

Clinical simulation is designed to support students to learn and practice new skills, expand existing knowledge, and practice complex care activities in a safe environment. Much time and effort is spent on creating an environment as real as possible, with charts, equipment, and experiences as close to a true healthcare environment as possible.

Student roles follow the nursing process of assessment, diagnosis, planning, intervening, and evaluation of care for a client in a short time frame. Each simulation experience is based on a scenario that has a client introduction, contact with the client, and time to debrief about the care. The experience may be videotaped to assist student's review and to enhance learning from the actions taken during simulation. The simulated client is provided the same care and consideration as any client in a clinical setting. Students are expected to be prepared for any clinical and to participate appropriately in the experience. The scenarios are not to be discussed outside of the simulation and debriefing sessions to protect confidentiality. Roles and level of student interaction are assigned by the faculty and based on course outcomes and student level in the ASN program. Simulation may count as clinical hours or be used for remediation purposes.

Student Employment Policy

Employment must not interfere with attendance of class or clinical experiences. Outside responsibilities such as employment, are not considered acceptable excuses for a student's inability to meet any curriculum requirements including attendance in class, lab, or clinicals. The nursing program should always take precedence in all work-related situations and. **A student shall not work the eight hours preceding the hours of a clinical rotation.**

Faculty will not adjust or make exceptions to schedules or assignments due to work conflicts. The student who is performing clinical rotations within a healthcare facility in which he/she is employed is there in the capacity of a student and not that of an employee and must fulfill the requirements of the student role. This policy pertains to all licensed as well as unlicensed students. Furthermore, the student who is employed by a healthcare facility may not represent himself/herself in any manner as a nursing student while in the capacity of his/her employment.

Student Injury Procedure

The following procedure will be implemented for any incident occurring in class, the skills lab, or clinical facility during school or clinical hours.

1. The ABAC SONHS instructor/course coordinator should be notified immediately. The Dean and ABAC Police (if on campus) should be notified as soon as possible.
2. A faculty member will assess the student/staff and administer first aid as needed. The faculty/staff/student will be referred to the appropriate health care agency if treatment is required.
3. An incident report must be completed and signed by the faculty member and the student involved as soon as possible after the incident.

Substitution Activities for Clinical Hours

Acceptable activities to substitute for the missed clinical hours are at the discretion of the clinical instructor and must be pre-approved by the course coordinator and/or Dean. In addition, activity must meet at least two clinical objectives from the course. Examples might include, but are not limited to:

1. Participating in 4-6 hours of simulation and a written assignment.
2. Joining a clinical group in the same course (in the same facility) on an alternate day can be negotiated with the course coordinator.
3. Attendance at a seminar lasting 4 hours or more that addresses at least two clinical objectives and is approved by the course coordinator. Verification of attendance and a written assignment will follow this experience.
4. Attendance at a flu clinic, a health fair, or a volunteer activity (such as a shelter) that addresses 2 clinical objectives and is pre-approved by the course coordinator. Verification of attendance and a written assignment will follow this experience.

Skills Laboratory Policies and Procedures

The nursing laboratory augments classroom theory and is where nursing skills are taught. The following instructional methods are utilized in the lab: demonstration, supervised practice, individual practice, independent viewing of video tapes and film presentations, computerized instruction, and skills demonstrations. Students are encouraged to utilize the lab for practice to strengthen skills. An appointment may be made with an instructor, or the student may come at designated open lab times.

It is the intent of the nursing faculty that all students are provided with the following guidelines to provide instructions in maintaining safety for students, staff, and faculty while using the clinical skills laboratory within ABAC and must be adhered to by all concerned. Instructors are responsible for enforcing the regulations set forth in this manual.

1. All faculty, staff, and students must understand, and practice safety guidelines as always outlined here while using the clinical skills lab. In addition to detailed safety guidelines in this manual and faculty instruction, students should contact SONHS faculty for any actual or potential break in safety procedures.
2. All labs are locked unless occupied by faculty and/or students during class or practice. Any break in security must be reported to SONHS faculty immediately.
3. Students should be knowledgeable of the proper use of equipment prior to using it in the laboratory.
4. Students are encouraged to report pregnancies, physical limitations, recent injuries, illnesses, or surgeries, or communicable diseases to their instructors. If reported, medical clearance from a physician is required before a student with acute conditions such as physical injuries, illness, surgery, or a reported communicable disease will be allowed to practice or perform clinical demonstrations in the clinical skills lab.
5. It is the right of the instructor to determine whether a student is capable of safely performing the required skills needed to provide competent nursing care.

Skills Lab Regulations

1. Students must abide by the Dress Code and Professional Behavior policy. Faculty may also choose to have students dress in scrubs or their official ABAC nursing school uniform for skills lab.
2. There shall be no eating, drinking, or smoking in the labs.
3. At no time will exits be obstructed with furniture or other items.
4. All doors and cabinets shall remain closed and locked when not in use.
5. The skills lab will not be used as a health center for ill students, staff, or faculty.
6. Unauthorized personnel are not allowed access to the clinical skills lab at any time. Injury to unauthorized personnel in the lab will not be considered the responsibility of ABAC.
7. All students shall utilize standard precautions.
8. The clinical skills lab is not to be used as a social area.

9. Students should report any misconduct occurring in the skills or computer laboratories and may be held responsible if not reported.
10. Students are expected to come to the lab at the scheduled time and be prepared for skills demonstration.
11. When working with high-fidelity simulation manikins, it is essential that you refrain from marking on the manikins, as well as ensure your use is careful and respectful.
12. Students are not to be in the lab without faculty member permission.
13. Students will be instructed to practice and return demonstration of skills that they have had prior instruction and gained knowledge with content and proper method.
14. Sharps containers are provided, and proper needle handling is required. Students should not recap needles. For teaching purposes, students may be required to use the one-handed recap method to recap a needle.
15. I.V. fluids, medications, and other supplies that have expired dates may be used for practice and demonstration unless obviously contaminated. These items are NOT for internal use but for practice with manikins only.

Electrical Safety

1. Wet materials may not be used around electrical outlets or equipment.
2. Faculty and students are responsible for reporting any problems encountered with electrical equipment immediately to a faculty or staff member who will report it to Plant Operations.
3. No electrical cords will be left in the pathway of walking traffic. Extension cords will be properly taped to the floor if utilized.
4. Electric beds shall be maintained in the lowest position.
5. Only three-prong plugs that contain a ground wire should be used to power equipment in the skills labs.

Physical Safety

1. Students will be instructed in principles of body mechanics prior to practice and return demonstration of moving, lifting, and transferring skills.
2. Student should use caution when practicing lifting skills. If the student is unsure of the proper technique or is concerned regarding object weight, an instructor must be present, and assistance will be obtained.
3. Students practicing lifting techniques will not perform these procedures in an unsafe manner. ABAC will not be responsible for any injury incurred.
4. Equipment needed for body mechanics practice will be kept in good working order. Faculty and students are responsible for reporting any problems encountered with any equipment immediately to the Skills Lab Coordinator who will report it to Plant Operations.
5. Equipment with wheels is to be locked during practice and return demonstration.

Cleaning of the Laboratory and Equipment

1. Students and faculty are responsible for the cleanliness of the skills lab during/after use.
2. Floors, counters, and furniture will be cleaned by appropriate college personnel as deemed necessary and at the end of each semester. Equipment located in the clinical skills lab will be cleaned as required and at the end of each semester with the appropriate cleaning agent.
3. Linen on the beds will be changed when soiled, after extensive use, and at the end of each semester.

Hazardous Waste Disposal

1. Potential infectious wastes are collected, contained, stored, and disposed of according to the Occupational Safety and Health Administration (OSHA) guidelines.
2. Batteries used in skills lab equipment will be disposed of through Plant Operations.
3. Biohazard-contaminated supplies used during clinical/community promotion activities are collected in biohazard-labeled containers and transported per hazardous waste policy.

Fire and Emergency

1. Students and faculty should be familiar with the location of the nearest fire extinguishers and pull boxes for fire alarm in the event of a fire.
2. Fire – Remember RACE
 - a. Rescue those in the immediate area
 - b. Pull the Fire Alarm
 - c. Confine the fire
 - d. Extinguish or evacuate. (If small enough extinguish, if not, evacuate.)
3. Building diagrams that indicate fire escape routes and locations of fire escapes are in the clinical laboratory.
4. Emergency Call 9-1-1.

Preceptorship Policies

Purpose

The preceptorship program is an opportunity for student nurses to work one-on-one with an experienced RN in planning, providing, and evaluating care of patients in a preceptorship experience. Through role modeling, preceptors also demonstrate professionalism, prioritization, delegation, and his/her leadership abilities.

Overview: Preceptorship

This section of the SONHS Student Handbook is to provide guidelines for the student, preceptor, and the faculty liaison. The designated SONHS faculty liaison will communicate regularly with students and preceptors per email, phone, and when possible, in person. In addition, the faculty liaison(s) are available at any time throughout the preceptorship clinical experience for questions, concerns, or comments.

In the ASN program, students are paired with preceptors to assist the students' abilities in not only one major factor in the assignment of preceptors is the student's preference of clinical site, practice area, and shift desired. In the RN-BSN program, preceptorship is used to solidify the students' knowledge of leadership and community health. However, preceptorships may be impacted by availability of preceptors at a clinical facility and established contract with Abraham Baldwin Agricultural College: School of Nursing and Health Science. The student is encouraged to have a second choice for the preceptorship experience.

Precepted clinical hours will consist of for NURS 2207/NURS 220B include the following:

- 48-64 hours with a preceptor on a Medical- Surgical unit or critical care unit where the nursing student will provide direct patient care under the supervision of the preceptor.

Precepted clinical hours will consist of for NURS 2210/NURS 2210B include the following:

- Minimum of 60 hours with a preceptor on a Medical- Surgical unit or specialty area unit. Areas such as OB, OR, mental health, etc. are possible for preceptorship with approval by the Dean for the School of Nursing.
- Team leader and team member assignments may also be assigned.

Hours may be extended, or additional expectations assigned, at the discretion of the course coordinator/instructor in order to assure student's competent, safe, professional practice. If the student receives a grade of unsatisfactory in clinical preceptorship, the student will earn a grade of F in his/her respective course regardless of classroom performance.

Schedules

The preceptorship rotation requires that students' complete mandatory hours of satisfactory clinical performance within allotted time frame. Students are expected to schedule (contract) clinical assignment hours directly with their assigned preceptors, and

clinical time may include weekends, holidays, and various shift work hours. Timely arrival for scheduled preceptorship is mandatory; if tardiness/absence is unavoidable student **must notify the preceptor and faculty liaison** in advance of scheduled arrival time if possible. If prior notification is not possible, a conference with faculty liaison is necessary prior to the student's return to clinical. Students are required to notify the instructor of any changes in scheduling immediately. If the student is not on location on their scheduled day when instructors make rounds; that day will be considered as an absent day. To facilitate student learning and success in NURS 2210/NURS 2210B- Medical Surgical Three, students are allowed a maximum of 24 hours of preceptor time per week.

Overview: Students

Students are expected to be prepared, professional, and confident in performance at the clinical site. Students should be enthusiastic to accept challenging assignments, but careful to act within scope of practice and knowledge and to acknowledge limitations. Students should consistently demonstrate professional behavior, therapeutic communication, organizational skills, and incorporation of Evidence Based Practice (EBP) in clinical performance of preceptorship experience. Consistent communication with preceptor and clinical coordinator is an integral component of the preceptorship and responsibility of the student.

NOTE: Students are **not permitted** to transfuse blood products, administer chemotherapy, receive verbal orders from physicians/ health care providers, or administer IV push medications of any kind.

Student (Preceptee) Role and Responsibilities

1. Review student clinical learning outcomes for the experience.
2. Meet with the preceptor, review ABAC preceptor information, discuss clinical learning outcomes, advise preceptor of previous clinical experience, and set clinical schedule for the preceptor experience.
3. All students doing preceptorships must bring in documentation signed by hospital administration that they are not being paid during the hours of their preceptorship. It is in direct violation for a student to be paid while they are in a clinical experience.
4. Discuss schedule changes with preceptor and faculty liaison. All changes must be approved by both faculty and preceptor.
5. Contact faculty liaison for questions arising during course of preceptorship.
6. Participate in one-to-one teaching/learning activity in the practice setting under the guidance of the preceptor.
7. Collaborate appropriately with other health care professionals while in the practice setting.
8. Complete the required clinical hours of direct or indirect client/patient care under the supervision of the preceptor.
9. Arrange a three-way conference between self, preceptor and faculty liaison whenever needed for problem solving or clarification.

10. Satisfactory performance of expectations and requirements is necessary to successfully complete the preceptorship and to pass the clinical portion of the course.
11. Students will fulfill course preceptorship learning outcomes, daily log during preceptorship experience.

Overview: Preceptor

The preceptor is an RN that serves as a role model, resource person, consultant, facilitator, and supervisor for the assigned student's clinical experience. The nursing faculty and nurse managers of the clinical facilities select nurse preceptors because of their commitment to nursing, demonstration of excellence in clinical practice, and interest and ability in facilitating the learning of students. *Preceptors maintain full responsibility for patients.*

Requirements: Preceptor

The Georgia Board of Nursing (GBON) specifies within its rules and regulations, Rule 410-8-.06.

Learning Activities with Preceptors, the requirements for use of preceptors in Registered Nursing education programs. The GBON rules include, but are not limited to the following: the preceptor shall be currently licensed as a registered nurse according to the Georgia Registered Professional Nurse Practice Act or the statute in the state/country in which the practice setting is located; the preceptor shall be educated at preferably the same or higher level as the student and have at least one year of work experience in the practice setting in which the learning activity occurs, and the preceptor shall interact with no more than two (2) students at any given time. Complete rules and regulations of the State of Georgia are located here: [GBON Preceptors](#).

Role Model Functions:

1. Contract with the student to complete required hours of clinical practice
2. Demonstrates commitment to the nursing process and excellence in patient care
3. Successfully demonstrates clinical, leadership, and communication skills required in the clinical setting.
4. Demonstrates organization of time and prioritization of nursing care needs
5. Demonstrate current skills and appropriate critical thinking
6. Assist student in organizing time and prioritization
7. Encourage student autonomy, self-initiation and self-evaluation in a safe environment
8. Participate at end of each experience offering constructive feedback.

Preceptor Role and Responsibilities

1. Complete the required ABAC SONHS preceptor forms. All required forms are located in the appendices.
2. Meet with the student preceptee, review preceptor information, review student clinical learning outcomes, and clinical schedule.
3. Orient student to the practice setting; discuss expectations and responsibilities in the preceptor-student relationship, including appropriate policies and procedures required by the agency.
4. Contact the faculty liaison for questions arising during the course of preceptorship at **any time**.
5. Communicate with faculty immediately if the student preceptee is **not** meeting expectations based on established outcomes. Report immediately any medication or treatment errors, variances, or other abnormal procedural occurrences involving student to the faculty liaison.
6. Engage the student in one-to-one teaching/learning activity in the practice setting.
7. Ensure the quality of care for selected clients/patients assigned to the student preceptee.
8. Directly supervises medication administration and any unfamiliar clinical skills.
9. Schedule student assignments that provide opportunities for students to fulfill learning outcomes and develop knowledge, skills, and competency within the scope of nursing practice.
10. Participate with the nursing faculty in evaluating the preceptorship program.
11. Arrange a three-way conference between self, preceptee and faculty liaison whenever needed for problem solving or clarification.
12. Provide the student preceptee with ongoing evaluative feedback related to the student's clinical performance. Provide written feedback on the evaluation form and complete the preceptor/preceptee experience evaluation form.

Faculty Liaison Roles and Responsibilities

1. Coordinate overall preceptorship experience with student, preceptor, clinical facilities, related to ABAC-Tifton ASN program.
2. Inform participants regarding the goals of the preceptorship, roles, and responsibilities.
3. Meet with student preceptee and review ABAC preceptor information and assist in writing outcomes and goals for preceptor experience
4. Assist student in developing clinical schedule.
5. Be available by telephone to preceptors and students for consultation
6. Act as a resource and support person to preceptors and students
7. Visit student preceptee in practice setting as needed.
8. Provide selected teaching strategies to preceptor/ preceptee (student) as needed.

9. Assist preceptor with evaluation process as needed.
10. Assist the student in problem solving in the practice setting as needed.
11. Act as an intermediary when necessary. Arrange a three-way conference with self, preceptor, and student preceptee whenever needed for problem solving or clarification.
12. Evaluate student performance during preceptorship.

Legal Accountability

1. The current contract required between the health care facility and Abraham Baldwin Agricultural College.
2. Student conduct and Standard of Care must equal that of care given by a reasonably prudent RN with similar knowledge and experience in the same/similar circumstance.
3. Preceptor must act as any reasonably prudent RN in the same/similar situation.
4. Preceptor is responsible for delegating to the student according to the student's abilities while supplying adequate supervision to the student.
5. In order for negligence to be charged, actual harm must occur. Anyone who directs a student can be viewed as negligent by:
 - Ignoring lack of student competence
 - Failing to provide supervision if the student is inexperienced or requires close supervision when carrying out a function.
6. Facility policies and procedures must be followed at all times.
7. Communication is a mutual responsibility between student, preceptor, and faculty liaison.
 - A faculty liaison is available for consult **at all times** by telephone when student is scheduled in clinical setting
 - Faculty liaison communicates regularly with student and preceptor and is responsible for overall coordination of preceptor experience
 - Ongoing evaluation of student performance and progress is essential.

Learning Outcomes

Preceptorship allows the student to further expand their knowledge base in nursing. Clinical learning outcomes, which are course specific, have been created to not only support the course outcomes, but also the student learning outcomes and program outcomes. Course specific learning outcomes used with preceptorship are below.

NURS 2207/2207 B

Upon the successful completion of preceptorship, the student will be able to:

1. Communication

- Appraise therapeutic communication techniques used in a variety of health care settings.

2. Critical Thinking

- Employ critical thinking skills in providing care to the adult client.

3. Informatics

- Appraise client data via information technology to support and communicate the planning and provision of care in the adult client.

4. Nursing Process

- Implement nursing interventions in the care of the adult with illness.

5. Professionalism

- Employ legal/ethical concepts in areas of observation as applicable.

6. Safety:

- Interact creatively with clients, significant others, and team members to solve problems to achieve client goals and outcomes.

NURS 2210/2210 B

Upon the successful completion of preceptorship, the student will be able to:

1. Communication

- Formulate therapeutic communication techniques while in a leadership role while supporting improvement of communication style and conflict resolution.

2. Critical Thinking

- Adapt client care utilizing critical thinking in the care of the complex adult client with altered health patterns.

3. Informatics

- Formulate a plan of care for the client with complex diseases utilizing information technology and data from informatics.

4. Nursing Process

- Delegate nursing care during clinical rotations while performing accurate assessments in high acuity settings.

5. Professionalism

- Hypothesize ethical and legal concepts in providing complex care to the adult client with altered health patterns.

6. Safety

- Work cooperatively with others to achieve client outcomes of safety ensuring the use of safety principles in the management and provision of client care.

APPENDICES

Appendix A: ASN Generic Program Curriculum Plan

PREREQUISITES CORE COURSES (REQUIRED PRIOR TO STARTING PROGRAM) (MOST RECENT ATTEMPT IN EACH COURSE IS USED IN CALCULATING NURSING PRIORITIZATION GPA.)			
Course Number	COURSE TITLE	CREDITS	TOTAL
ENGL 1101	Composition I	3	3
ENGL 1102	Composition II	3	3
POLS 1101	American Government	3	3
BIOL 2251 BIOL 2251L BIOL 2252 BIOL 2252L *5 year expiration rule	Human Anatomy & Physiology I Human Anatomy & Physiology I Lab Human Anatomy & Physiology II Human Anatomy & Physiology II Lab	4 4	 8
PNUR 1104 *2 year expiration rule	Pharmacology for Health Professions (Required to be completed at ABAC prior to admission into the program.)	2	2
NURSING PROGRAM CORE COURSES (REQUIRED PRIOR TO GRADUATION)			
BIOL 2260 BIOL 2260L	Foundations of Microbiology Foundations of Microbiology Lab	4	4
Fine Arts /Humanities	Appreciation course/ Literature course/ Humanities	3	3
HIST 2111 or (2112)	United States History I or (History II)	3	3
MATH 1001 or (1111)	Quantitative Reasoning or (College Algebra)	3	3
PSYC 1101 or (2103)	Intro to Psychology or (Human Growth and Development)	3	3
PHED (exclude 1100)	Physical Education Activity	1 (NC)	1 (NC)
Total Credit Hours-Core Courses		35	
NURSING COURSES			
Semester I (NURS 1108/1109 are only offered in Spring and Fall semesters.)			
NURS 1108 NURS 1109	Fundamentals Health & Physical Assessment	6 3	 9
Semester II			
NURS 1110 NURS 1116	Medical/Surgical One Mental Health Nursing	6 2	 8
Semester III			
NURS 2207 NURS 2208	Medical/Surgical Two Maternal-Child & Women’s Health	6 3	 9
Semester IV (NURS 2209/2210 are only offered in Spring and Fall semesters.)			
NURS 2209 NURS 2210	Pediatrics Medical/Surgical Three	3 6	 9
Total Credit Hours-Nursing Discipline		35	
Grand Total			70
Special Notes*			
* HESI Admission Exam must be taken at ABAC. Scores are valid for one calendar year. Only two attempts per year are allowed. The minimum accepted score is 75.			

*Students must have a minimum of 2.50 GPA to qualify for admission to the nursing program.

*Students are encouraged to take as many required core classes as possible before attending the nursing program. *BIOL 2260/BIOL 2260L must be completed prior to being able to register for NURS 2207.

*Successful completion of a Mid-Curricular Examination is required to progress to the sophomore sequence of the Generic Track. Students are required to make an 850 within two attempts. Students who do not will be required to enroll in PNUR 1911 Concepts Enrichment Course.

*When more students meet requirements for admission than can be accepted, students are prioritized by the HESI Admission Exam Score and the most recent grades on the courses in the prioritization GPA section above.

Appendix B: Associate of Science in Nursing Program Course Descriptions

NURS 1108 Fundamentals of Nursing

6 Credit Hours. 4 credit hours in classroom and 2 credit hours (90 clock hours) in clinical/lab. This course is a study of the concepts and psychomotor skills that provide the foundation for nursing theory and practice. A major focus is on the utilization of the nursing process to care for clients from young adulthood through later maturity who require assistance in meeting physiological and psychosocial needs.

NURS 1109 Health and Physical Assessment

3 Credit Hours. 2.5 credit hours in classroom and 0.5 credit hours in skills lab. This course is a study of the basic skills that provide the foundation for nursing assessment. The major focus of this course is on physical assessment of all body systems. Nutritional and psychosocial assessment is included.

NURS 1110 Medical-Surgical Nursing One

6 credit hours. 4 credit hours in classroom and 2 credit hours (90 clock hours) in clinical and lab. This course is a study of the perioperative client and clients with gastrointestinal, musculoskeletal, respiratory, cardiovascular, immunological, neurological, and psychosocial health alterations. The major focus of this course is on utilization of the nursing process to care for clients experiencing these health alterations. Prerequisites NURS 1108 and NURS 1109, with a minimum grade of C.

NURS 1116 Mental Health Nursing

2 credit hours. 1.75 credit hours classroom and 0.25 credit hours (11.25 clock hours) in clinical. This course is an introduction to mental health nursing focusing on caring for clients who are experiencing acute and chronic psychiatric illnesses across the lifespan in a variety of clinical settings. The major focus of the course is on the utilization of the nursing process and evidencebased practice to provide care. Prerequisite(s) NURS 1108 and NURS 1109, with a minimum grade of C.

NURS 2207 Medical-Surgical Nursing Two

6 credit hours. 4 credit hours in classroom and 2 credit hours (90 clock hours) in clinical. This course is a study of clients with cardiovascular, endocrine, gastrointestinal, genitourinary, immunological, neurological, and psychosocial health alterations. The major focus of this course is on utilization of the nursing process to care for clients experiencing these health alterations. Prerequisite(s) NURS 1110 and BIOL 2050+BIOL 2050L, with a minimum grade of C.

NURS 2208 Maternal-Child and Women's Health Nursing

3 credit hours. 2 credit hours classroom and 1 credit hour (45 clock hours) clinical and skills. This course is a study of female clients from adolescence through later maturity and newborn infants. The major focus of this course is on utilization of the nursing process to care for maternity clients, newborn infants and clients experiencing health alterations specific to females. Prerequisite(s) NURS 1110, and BIOL 2050+BIOL 2050L, with a minimum grade of C.

NURS 2209 Pediatric Nursing

3 credit hour course. 2 credit hours classroom and 1 credit hour (45 clock hours) clinical. This course is a study of the nursing care of culturally diverse pediatric clients from infancy through adolescence with an emphasis upon wellness and health alterations. The major focus of this course is on the utilization of the nursing process to satisfy the wellness, physiological, and psychosocial needs of pediatric clients. Fall, Spring Prerequisite(s) NURS 2207 and NURS 2208, with a minimum grade of C.

NURS 2210 Medical-Surgical Nursing Three

6 credit hours. 4 credit hours classroom and 2 credit hours (90 clock hours) clinical and skills. This course is a study of clients with cardiovascular, endocrine, genitourinary, immunological, neurological, integumentary, musculoskeletal, respiratory, and psychosocial health alterations. The major focus of this course is on utilization of the nursing process to care for clients experiencing complex and/or multiple health alterations. Fall, Spring. Prerequisite(s) NURS 2207 and NURS 2208, with a minimum grade of C.

PNUR 1104 Pharmacology for Health Professions

2 Credit Hours. A study of the concepts that promote the administration of medication with concern for safety and precision. Incorporated into this course are major principles of mathematics including fractions, decimals, conversions between the various systems of weights and measures, and the use of ratio and proportion. Foundations of pharmacology, drug action at the physiology level, and drug preparation and administration to culturally diverse clients throughout the lifespan is included. Information related to the classification of drugs according to the body systems is discussed.

PNUR 1911 Concepts Enrichment

2 credit hours. This course is designed to assist students to master critical concepts taught in the first two semesters of nursing. Health and physical assessment, health promotion, growth and development, basic nutrition and diet therapy, diagnostic studies, nursing fundamentals and style exam questions and computer assisted tutorials. Prerequisite(s): NURS 1108 and NURS 1109, with a minimum grade of C.

PNUR 1912 Comprehensive Concept Enrichment Independent Study

4 credit hours. This course is designed to assist students to master major nursing concepts from all the courses in the nursing curriculum. Client need categories and the integrated processes

identified by the NCLEX-RN test plan provide the framework for this course. Client need categories include safe, effective care environment, health promotion and maintenance, psychosocial integrity and physiological integrity. Integrated processes include the nursing process, caring, communication, documentation and teaching and learning. Prerequisite(s) NURS 2207 or NURS 2207B, and NURS 2208 or NURS 2208B, with a minimum grade of C.

Appendix C: ASN Bridge Program Curriculum Plan

PREREQUISITES CORE COURSES (REQUIRED PRIOR TO STARTING PROGRAM)			
COURSES INCLUDED IN THE PRIORITIZATION GPA			
Course Number	COURSE TITLE	CREDITS	TOTAL
ENGL 1101	Composition I	3	3
ENGL 1102	Composition II	3	3
POLS 1101	American Government	3	3
BIOL 2260	Foundations of Microbiology	4	4
BIOL 2260L	Foundations of Microbiology Lab		
BIOL 2251	*Human Anatomy & Physiology I	4	8
BIOL 2251L	*Human Anatomy & Physiology I Lab		
BIOL 2252	*Human Anatomy & Physiology II	4	
BIOL 2252L	*Human Anatomy & Physiology II Lab		
*5-year expiration rule			
PNUR 1104	**Pharmacology for Health Professions (Required to be completed at ABAC prior to admission into the program.)	2	2
**2-year expiration rule			
COURSES REQUIRED PRIOR TO ENTERING PROGRAM BUT NOT USED IN PRIORITIZATION GPA			
MATH 1001 or (1111)	Quantitative Reasoning or (College Algebra)	3	3
PSYC 1101 or (2103)	Intro to Psychology or (Human Growth and Development)	3	3
Fine Arts /Humanities	Appreciation course/ Literature course/ Humanities	3	3
HIST 2111 or (2112)	United States History I or (History II)	3	3
PHED (exclude 1100)	Physical Education Activity	1 (NC)	1 (NC)
Total Credit Hours-Core Courses		35	
NURSING COURSES			
Semester I			
NURS 1109B	Health & Physical Assessment	3	6
NURS 1115B	Transition to Associate Degree Nursing	3	
Semester II			
NURS 2207B	Medical/Surgical II	6	11
NURS 2208B	Maternal-Child & Women’s Health	3	
NURS 1116B	Mental Health Nursing	2	
Semester III			

NURS 2209B NURS 2210B	Pediatrics Medical/Surgical III	3 6	9
Total Credit Hours-Nursing Discipline		26	
Articulation Credit*			9
Grand Total		70	70
Special Notes*			
*All course work must be complete before applying to the ASN Bridge program.			
*Articulation credit for NURS 1108 is awarded to the student upon successful completion of NURS 1115B.			
*Must pass the Program Specific Competency Exam with a 75 to be eligible for the program within two attempts.			
* HESI Admission Exam must be taken at ABAC. Scores are valid for one calendar year. Only two attempts per year are allowed. The minimum accepted score is 75.			
*Students must have a minimum of 2.50 GPA to qualify for admission to the nursing program.			
**NURS 1108/1109 and 2209/2210 are only offered in Spring and Fall semesters.			
. *When more students meet requirements for admission than can be accepted, students are prioritized by the HESI Admission Exam Score and the most recent grades on the courses in the prioritization GPA section above.			

Appendix D: Bridge Nursing Program Course Descriptions

NURS 1109B Health and Physical Assessment

3 credit hours. A study of the basic skills that provide the foundation for nursing assessment. The major focus of this course is on physical assessment of all body systems. Nutritional, psychosocial, and community assessment are included. Labs build on students' prior knowledge and experience of physical assessment. This course is for students in the one-year bridge registered nursing program. Summer. Corequisite(s) NURS 1115B and NURS 1116B.

NURS 1115B Transition to Associate Degree Nursing

3 credit hours. The major focus of this course is on role transition and selected concepts from nursing courses offered during the first year of nursing. It fosters matriculation into the second year of the Associate of Science in Nursing program. The clinical and skills lab experience builds on prior healthcare experience. This course is for students in the one-year bridge registered nursing program. Summer. Corequisite(s) NURS 1109B and NURS 1116B

NURS 1116B Mental Health Nursing

2 credit hours. This course is an introduction to mental health nursing focusing on caring for clients who are experiencing acute and chronic psychiatric illnesses across the lifespan in a variety of clinical settings. The major focus of the course is on the utilization of the nursing process and evidence-based practice to provide care. This course is for students in the one-year bridge registered nursing program. Summer. Corequisite NURS 1109B and NURS 1115B.

NURS 2207B Medical-Surgical Nursing Two

6 credit hours. 4 credit hours classroom and 2 credit hours (90 clock hours) clinical and lab. This course is a study of clients with cardiovascular, endocrine, genitourinary, immunological,

neurological, and psychosocial health alterations. The major focus of this course is on utilization of the nursing process to care for clients experiencing these health alterations. Clinical activities build on prior healthcare experience. This course is for students in the one-year bridge registered nursing program. Fall. Prerequisite(s) NURS 1109B, NURS 1115B, and NURS 1116B, with a minimum grade of C in each.

Corequisite(s) NURS 2208B

NURS 2208B Maternal-Child and Women's Health Nursing

3 credit hours. 2 credit hours classroom and 1 credit hour (45 clock hours) clinical and lab. This course is a study of female clients from adolescence through later maturity and newborn infants. The major focus of this course is on utilization of the nursing process to care for maternity clients, newborn infants, and clients experiencing health alterations specific to females. A project involving cultural implications is included. This course is for students in the one-year bridge registered nursing program. Fall. Prerequisite(s) NURS 1109B, NURS 1115B, and NURS 1116B, with a minimum grade of C. Corequisite(s) NURS 2207B.

NURS 2209B Pediatric Nursing

3 credit hours. 2 credit hours classroom and 1 credit hour (45 clock hours) clinical and lab. This course is a study of the nursing care of culturally diverse pediatric clients from infancy through adolescence with an emphasis upon wellness and health alterations. The major focus of this course is on the utilization of the nursing process to satisfy the wellness, physiological, and psychosocial needs of pediatric clients. This course is for students in the one-year bridge registered nursing program. Spring. Prerequisite(s) NURS 2207B and NURS 2208B, with a minimum grade of C. Corequisite(s) NURS 2210B.

NURS 2210B Medical-Surgical Nursing Three

This course is a study of clients with cardiovascular, endocrine, genitourinary, immunological, neurological, integumentary, musculoskeletal, respiratory, and psychosocial health alterations. The major focus of this course is on utilization of the nursing process to care for clients experiencing complex and/or multiple health alterations. This course is for students in the one-year bridge registered nursing program. Spring. Prerequisite(s) NURS 2207B and NURS 2208B, with a minimum grade of C. Corequisite(s) NURS 2209B.

PNUR 1104 Pharmacology for Health Professions

2 Credit Hours. A study of the concepts that promote the administration of medication with concern for safety and precision. Incorporated into this course are major principles of mathematics including fractions, decimals, conversions between the various systems of weights and measures, and the use of ratio and proportion. Foundations of pharmacology, drug action at the physiology level, and drug preparation and administration to culturally diverse clients throughout the lifespan is included. Information related to the classification of drugs according to the body systems is discussed.

PNUR 1912 Comprehensive Concept Enrichment Independent Study

4 credit hours. This course is designed to assist students to master major nursing concepts from all the courses in the nursing curriculum. Client need categories and the integrated processes identified by the NCLEX-RN test plan provide the framework for this course. Client need categories include safe, effective care environment, health promotion and maintenance, psychosocial integrity and physiological integrity. Integrated processes include the nursing process, caring, communication, documentation and teaching and learning. Prerequisite(s) NURS 2207 or NURS 2207B, and NURS 2208 or NURS 2208B, with a minimum grade of 75%.

Appendix E: RN-BSN Program Curriculum Plan (Full-Time)

Area A1– Communication Outcomes – 6 hrs.			
ENGL 1101 English Composition I	3	FIRST SEMESTER	10
ENGL 1102 English Composition II	3	NURS 3000 Concepts and Perspectives of Professional Nursing Practice	4
		NURS 3050 Advanced Health Assessment	3
Area A2– Quantitative Outcomes – 3 hrs.		NURS 4050 Foundations of Nursing Research	3
MATH 1001 Quantitative Reasoning			
OR MATH 1111 College Algebra	3	SECOND SEMESTER	10
OR MATH 1112 Trigonometry	3	NURS 4000 Leadership and Information Management in Nursing	5
Area B – Institutional Options – 3-6 hrs.		NURS 4100 Community Nursing and Rural Health	5
May choose 1 - 3 hours from options listed in Area B	3	THIRD SEMESTER	10
		NURS 4300 Aging Populations	3
Area C – Humanities/Fine Arts/Ethics – 6 hrs.		NURS 4350 Professional Role Immersion	7
Area C Humanities Electives – choose one: ENGL 2114, ENGL 2115, ENGL 2116, ENGL 2121, ENGL 2122, ENGL 2131, ENGL 2132	3	Total Hours (Major)	60
Area C Fine Arts elective – choose one: ARTS 1100, MUSC 1100, or THEA 1100 or options listed under Fine Arts electives	3	Program Total	120
Area D – Science/Math – 11 - 12hrs		Articulation Hours*	30
Choose 11-12 hrs Area D – Science Major options		*Successful completion of the core course requirement (60 hours of core classes- ENGL 1101, ENGL 1102, etc.) and subsequent successful completion of one semester of RN to BSN Program track nursing grants the student articulation credit for NURS 1108, NURS 1109, NURS 1110, NURS 2207, NURS 2208, NURS 2209, and NURS 2210.	
Select One Lab Sequence			
Options listed under area D – Science majors		Special Notes**	
Select One 3 - 4 hour course		**The student must hold and maintain a current, valid, and unrestricted United States Registered Nurse License.	
Options listed under area D – Science majors			
MATH 1401 Statistics	3	**Students transferring all core course credit from another institution must take a minimum of 30 semester hours, of which 21 credit hours must be in the 3000-4000 level coursework, at ABAC to be eligible for graduation.	
Area E – Social Science - 12 hrs.			
POLS 1101 American Government	3		
HIST 2111 or 2112	3		
SOCI 1101	3		
3 hours from other options under Area E	3		

		**A grade of "C" or better is required for all general education core courses and Nursing courses to count towards degree completion.
Area F Major-Specific Courses 18 hours		
BIOL 2251/L Anatomy& Physiology I & lab	4	
BIOL 2251/L Anatomy & Physiology II & lab	4	
BIOL 2260/L Microbiology & lab	4	
PSYC 1101 Introduction to Psychology	3	**All students will be required to take one PE activity course and the Health & Wellness class (PHED 1100). Students who have earned an associate or baccalaureate degree from another regionally accredited institution will be considered to have met all physical education requirements for graduation from ABAC.
PSYC 2103 Human Growth and Development	3	
Total Hours-Core	60	**A candidate for acceptance into the RN to BSN Program must have completed a minimum of 30 credit hours of Core Curriculum requirements as outlined in the program requirements for admission to the Bachelor of Science in Nursing.

Appendix F: RN-BSN Program Curriculum Plan (Part-Time)

Area A1– Communication Outcomes – 6 hrs.			
ENGL 1101 English Composition I	3	FIRST SEMESTER	7
ENGL 1102 English Composition II	3	NURS 3000 Concepts and Perspectives of Professional Nursing Practice	4
		NURS 3050 Advanced Health Assessment	3
Area A2– Quantitative Outcomes – 3 hrs.		SECOND SEMESTER	8
MATH 1001 Quantitative Reasoning			
OR MATH 1111 College Algebra	3	NURS 4000 Leadership and Information Management in Nursing	5
OR MATH 1112 Trigonometry	3	NURS 4050 Foundations of Nursing Research	3
Area B – Institutional Options – 3-6 hrs.		THIRD SEMESTER	5
May choose 1 - 3 hours from options listed in Area B	3	NURS 4100 Community Nursing and Rural Health	5
		FOURTH SEMESTER	10
		NURS 4300 Aging Populations	3
Area C – Humanities/Fine Arts/Ethics – 6 hrs.		NURS 4350 Professional Role Immersion	7
Area C Humanities Electives – choose one: ENGL 2114, ENGL 2115, ENGL 2116, ENGL 2121, ENGL 2122, ENGL 2131, ENGL 2132	3	Total Hours (Major)	60
Area C Fine Arts elective – choose one: ARTS 1100, MUSC 1100, or THEA 1100 or options listed under Fine Arts electives	3	Program Total	120
Area D – Science/Math – 11 - 12hrs		Articulation Hours*	30
Choose 11-12 hrs Area D – Science Major options		*Successful completion of the core course requirement (60 hours of core classes- ENGL 1101, ENGL 1102, etc.) and subsequent successful completion of one semester of RN to BSN Program track nursing grants the student articulation credit for NURS 1108, NURS 1109, NURS 1110, NURS 2207, NURS 2208, NURS 2209, and NURS 2210.	
Select One Lab Sequence			
Options listed under area D – Science majors		Special Notes**	
Select One 3 - 4 hour course		**The student must hold and maintain a current, valid, and unrestricted United States Registered Nurse License.	
Options listed under area D – Science majors			
MATH 1401 Statistics	3	**Students transferring all core course credit from another institution must take a minimum of 30 semester hours, of which 21 credit hours must be in the 3000-4000 level coursework, at ABAC to be eligible for graduation.	
Area E – Social Science - 12 hrs.		**A grade of “C” or better is required for all general education core courses and Nursing courses to count towards degree completion.	
POLS 1101 American Government	3		
HIST 2111 or 2112	3	**All students will be required to take one PE activity course and the Health & Wellness class (PHED 1100). Students who have earned an associate or baccalaureate degree from another regionally accredited institution will be considered to have met all physical education requirements for graduation from ABAC.	
SOCI 1101	3		
3 hours from other options under Area E	3		
Area F Major-Specific Courses 18 hours			
BIOL 2251/L Anatomy & Physiology I & lab	4		
BIOL 2251/L Anatomy & Physiology II & lab	4		
BIOL 2260/L Microbiology & lab	4		
PSYC 1101 Introduction to Psychology	3		
PSYC 2103 Human Growth and Development	3		

Total Hours-Core	60	<p>**A candidate for acceptance into the RN to BSN Program must have completed a minimum of 30 credit hours of Core Curriculum requirements as outlined in the program requirements for admission to the Bachelor of Science in Nursing.</p>
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Appendix G: RN-BSN Program Course Descriptions

NURS 3000 CONCEPTS AND PERSPECTIVES OF PROFESSIONAL NURSING PRACTICE. 4 hours. This course focuses on the foundations of and socialization to the role of professional nursing practice. The content fosters matriculation of the associate degree nurse into the areas of leadership, research, evidence-based practice, theoretical foundations of nursing, healthcare policy, and global diversity.

NURS 3050 ADVANCED HEALTH ASSESSMENT. 3 hours. This course is a study of the advanced knowledge and skills necessary to perform a thorough health assessment of individuals across the lifespan. This holistic focus includes consideration of cultural, spiritual, nutritional, and functional implications of health. The use of alternative and complementary therapies in the role of health promotion is included.

NURS 4000 LEADERSHIP AND INFORMATION MANAGEMENT IN NURSING. 5 hours. This course provides an overview of concepts of professional leadership and management and their use in the practice setting. Inter-professional collaboration and communication are incorporated to demonstrate quality improvement. Emphasis is placed on utilization of healthcare informatics in the practice of nursing and the delivery of health care within organizations. The clinical learning experience focuses on the nurse in the role of leader, manager, colleague, and collaborator of change. (4 credit hours theory and 1 credit hour [45 clock hours] preceptorship)

NURS 4050 FOUNDATIONS OF NURSING RESEARCH. 3 hours. This is an introductory course for nursing research in which students are introduced to key concepts of evidence-based nursing practice. An overview of research designs, nursing theory, ethics, methods, and data analysis is discussed. This course includes opportunities to explore knowledge and skills related to the critique and application of published research to clinical practice problems.

NURS 4100 COMMUNITY NURSING AND RURAL HEALTH. 5 hours. This course incorporates nursing and public health concepts with a focus on the rural community. Emphasis is placed on health promotion, levels of prevention, principles of epidemiology, population-focused practice, culture, vulnerable populations, and community crisis. The rural healthcare system and problems of access to healthcare services unique to the rural community are explored. The role of collaborative community partnerships to improve health are included. (4 credit hours theory and 1 credit hour [45 clock hours] preceptorship)

NURS 4300 AGING POPULATIONS. 3 hours. This course focuses on the application of the nursing process to aggregates and populations in the aging community and is based on a synthesis of knowledge in nursing, public health, and related disciplines. Assessment of the strengths, weaknesses, and health issues of the aging population is used to plan, implement, and evaluate health promotion. Learning experiences are designed to develop skill in application of the nursing process in promoting the health of communities by addressing priority health problems. The role of the nurse as health promoter, teacher, political advocate, research consumer, and care provider is emphasized.

NURS 4350 PROFESSIONAL ROLE IMMERSION. 7 hours. This course allows the student to integrate and apply the professional roles of the nurse to a selected nursing area of interest. The learning experiences immerse the student in a selected nursing practice area. Didactic study examines the roles of the professional nurse in the current and future global society. Professional nursing in a changing healthcare delivery system is integrated. Assignments and learning experiences provide the opportunity to strengthen critical and reflective thinking skills through the development of a philosophy of nursing, ethical statement, and application of evidence-based practice to a quality improvement project within the scope of generalist nursing practice.

Appendix H: Policy Procedure for the Chemically Impaired Student

The SONHS recognizes the need for treatment options for the chemically impaired nursing student. Students demonstrating behaviors associated with impairment will be removed from the clinical/skills lab/classroom setting to a private area. The following actions are required:

- Faculty may remove a student who is physically or mentally unable to meet the standards of performance, competency, and safety. The student will be relieved of clinical/laboratory/classroom responsibilities for the day.
- The student will be questioned regarding the use of substances. If the student admits substances have been used the faculty will determine what substance, when, how much was used, and by what route consumed. The faculty may determine that the student may continue in clinical/skills lab/class setting or require the student to be tested for chemical substances. If the student denies use but the faculty feels the student is impaired, the student will be asked to leave the setting to be tested for chemical substances immediately.
- The student will be responsible for arranging safe transportation to the designated lab facility for immediate testing for prescribed or illicit substances. The student will submit to testing at the time of the reported incident. If the student refuses testing, the student will be dismissed from the nursing program.
- Within 48 hours or the next business day faculty will discuss with the student the observed behaviors and allow the student to provide verbal explanation with a neutral third-party present.
- If the test is negative, the student will be allowed to return to class. Following positive verification of use of prescribed or illicit drugs, a committee meeting will be scheduled. Committee members will include: the student, involved faculty member, a faculty member of the SONHS Appeals Committee, Director of Student Development, the Director of Academic Support, and the Dean of the SONHS. The purpose of the conference is to review the incident and the possible effects for student, patients, and clinical sites and to explore an intervention plan.
- The student will then meet with the Dean of the SONHS for review of an intervention plan. The plan may include any of the following: withdrawal from the nursing program, counseling, and re-admittance to the program based on agreement to a contract including comprehensive chemical abuse evaluation and consistent testing; or dismissal from the program.
- If the student is readmitted to the nursing program, a contract will be provided for the student with specific rules specific to his/her status within the nursing program. The Dean of the SONHS will review the contract with the student. The student is then requested to agree to the terms set forth in the contract and academic consequences. If the student refuses to sign the contract, the student may not be readmitted to the nursing program.
- Based on completion of guidelines set forth in the contract, the student may return to the academic and clinical setting. The academic consequences related to the incident may result in a semester grade of "W" (Withdrawal), "I" (Incomplete) or "F" (Failure) assigned to courses dependent upon factors related to grade determination as outlined in the ABC catalog. Following evaluation, if no treatment for chemical abuse is required, the student may return to all courses in progress upon written receipt of written recommendation from a professional evaluator.

Appendix I: Preceptorship Contract



School of Nursing and Health Sciences Nursing

CONTRACT FOR PRECEPTORSHIP EXPERIENCE

I _____, hereby contract a clinical schedule with my preceptor,
_____.

I understand that I must complete ____ hours of preceptorship.

I understand all preceptorship hours must be completed by: _____.

I must act within accordance of policies and procedures of Abraham Baldwin Agricultural College and the School of Nursing and Health Sciences at all times and must satisfactorily perform mandatory preceptorship hours in order to receive a passing grade in nursing course.

Student's Name: _____

Student's Phone Number: _____

Student Email: _____

Preceptor's Name: _____

Preceptor's Phone Number: _____

Preceptor's Email: _____

Facility Name: _____

Unit: _____

Faculty liaison: _____ Faculty phone
number: _____

Faculty Email: _____

Select Course: ☐ NURS 2207/2207B Medical Surgical Two
☐ NURS 2210/2210B Medical Surgical Three

Tentative Preceptorship Schedule	
Dates	Preceptor Hours
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Total Preceptor Hours Completed: _____

By signing the tentative preceptorship schedule, you are agreeing to the dates and times listed above. **(This form is NOT stating that the student has completed their preceptorship hours.)** These dates and times are subject to change. Any changes made must be agreed upon by the preceptee, preceptor, and ABAC faculty/staff liaison.

Preceptee: _____ Date: _____
Signature

Preceptor: _____ Date: _____
Signature

Faculty Liaison: _____ Date: _____
Signature

Appendix J: Preceptorship Time Log



**School of Nursing
and Health Sciences**
Nursing

Preceptorship Time Log

Preceptee Name: _____

Select Course: ☐ NURS 2207/2207B Medical Surgical Two
☐ NURS 2210/2210B Medical Surgical Three

Semester _____ Year _____

Date	Time	Preceptor Initials

Preceptee: _____ Date: _____
Signature

Preceptor: _____ Date: _____
Signature

Faculty Liaison: _____ Date: _____
Signature

Appendix K: Preceptorship Evaluation



School of Nursing and Health Sciences

Nursing

Preceptee Evaluation

Preceptee Name: _____

Select Course: ☐ NURS 2207/2207B Medical Surgical Two
☐ NURS 2210/2210B Medical Surgical Three

Semester _____ Year _____

Preceptor: Please rate the student/preceptee's performance in each of the following categories with the appropriate code.

- ☐ S = Performs independently or with minimal assistance
☐ N = Needs Improvement
☐ U = Performs ineffectively, incorrectly or unsafely ☐ NA = Not Applicable
-

A. MANAGEMENT SKILLS

1. Familiarizes self with student responsibilities. _____
2. Establishes priorities. _____
3. Accepts responsibility and accountability for actions. _____
4. Adapts priorities for unexpected changes. _____
5. Demonstrates critical thinking and problem solving abilities. _____
6. Completes assignments within an appropriate time frame. _____

B. IDENTIFIES PERSONAL STRENGTH AND WEAKNESSES

1. Recognizes own limitations and seeks assistance as needed. _____

2. Utilizes available resources to assist with development. _____

3. Uses constructive criticism as a means of growth. _____

C. PROFESSIONAL CRITERIA

1. Follows nursing service procedures and policies in attaining philosophies and goals of the health care agency. _____

2. Demonstrates respect for opinions of others. _____

3. Uses appropriate channels of communication and lines of _____ authority in the assigned agency.

4. Meets professional criteria as described in school policy. _____

EVALUATION: Please identify at least two strengths and two areas for improvement:

Preceptee: _____ Date: _____
Signature

Preceptor: _____ Date: _____
Signature

Faculty Liaison: _____ Date: _____
Signature

Appendix L: Preceptor Evaluation



School of Nursing and Health Sciences

Nursing

Preceptor Evaluation

Preceptor Name: _____

Select Course: ☐ NURS 2207/2207B Medical Surgical Two
☐ NURS 2210/2210B Medical Surgical Three

Semester ____ Year _____

Your opinion about your clinical preceptor experience at Abraham Baldwin Agricultural College is important to the nursing faculty. This form contains information about your clinical preceptor. Please rate each behavior of your preceptor as indicated below. Be honest, conscientious, and constructive in your evaluation. Your written comments are encouraged. Please do not sign your name.

1. Demonstrates knowledge of nursing care.	Excellent () 4	Good () 3	Fair () 2	Poor () 1
2. Focuses on lab objectives as stated on lab guides.	Excellent () 4	Good () 3	Fair () 2	Poor () 1
3. Organizes lab activities in a manner which aids student learning.	Excellent () 4	Good () 3	Fair () 2	Poor () 1
4. Demonstrates willingness to help students learn.	Excellent () 4	Good () 3	Fair () 2	Poor () 1

Comments: _____

Appendix M: Preceptor Information Sheet



School of Nursing and Health Sciences Nursing

Preceptor Information Sheet

Student's Name _____

Preceptor's Name (exactly as printed on your Georgia Board of Nursing License):

Department/Unit: _____

Facility: _____

Degree: _____

Specialty Certifications: _____

License: _____

Number of Years Experience as an RN: _____

Number of Years Experience in Preceptorship area: _____

Please provide information as to how you would like to be contacted by the faculty (Cell, work,
email, text): _____

Thank you!

Verification by faculty: _____

Appendix N: Acknowledgement



**School of Nursing
and Health Sciences**
Nursing

Acknowledgement

Preceptor and student signatures below indicate acknowledgement of the contract and preceptor manual expectations.

Student: _____

Preceptor: _____

Faculty: _____

Date: _____

Appendix O: Preceptor Evaluation of Preceptorship Experience



**School of Nursing
and Health Sciences**
Nursing

Preceptor Evaluation of the Preceptorship Experience

At the completion of the preceptorship, please complete the following evaluation and return in a sealed envelope to the faculty liaison.

1. Would you be willing to serve as a preceptor again? Yes _____ No _____

Comments

2. Did you feel that faculty communicated clearly and on a timely basis with you?

Yes _____ No _____

Comments

3. Did you feel adequately oriented to the roles, and responsibilities of the preceptor role?

Yes _____ No _____

Comments

4. Please indicate any suggestions that may improve the preceptorship experience.

Thank you for your participation in this evaluation survey!

Appendix P: Clinical Learning Outcomes-NURS 2207/2207B



School of Nursing
and Health Sciences
Nursing

NURS 2207/2207B Clinical Learning Outcomes

<u>Clinical Learning Outcome</u>	<u>Evidence of Clinical Learning Outcome Being Met</u>	<u>Date Clinical Learning Outcome Met</u>	<u>Preceptor's Initial</u>
1. Appraise therapeutic communication techniques used in a variety of health care settings.			
2. Employ critical thinking skills in providing care to the adult client.			
3. Appraise client data via information technology to support and communicate the planning and provision of care in the adult client.			
4. Implement nursing interventions in the care of the adult with illness.			
5. Employ legal/ethical concepts in areas of observation as applicable.			
6. Interact creatively with clients, significant others, and team members to solve problems to achieve client goals and outcomes.			

_____/_____
Preceptor name/title Initials

Appendix Q: Clinical Learning Outcomes-NURS 2210/2210B



**School of Nursing
and Health Sciences**
Nursing

NURS 2210/2210B Clinical Learning Outcomes

<u>Clinical Learning Outcome</u>	<u>Evidence of Clinical Learning Outcome Being Met</u>	<u>Date Clinical Learning Outcome Met</u>	<u>Preceptor's Initial</u>
1. Formulate therapeutic communication techniques while in a leadership role while supporting improvement of communication style and conflict resolution.			
2. Adapt client care utilizing critical thinking in the care of the complex adult client with altered health patterns.			
3. Formulate a plan of care for the client with complex diseases utilizing information technology and data from informatics.			
4. Delegate nursing care during clinical rotations while performing accurate assessments in high acuity settings.			
5. Hypothesize ethical and legal concepts in providing complex care to the adult client with altered health patterns.			
6. Work cooperatively with others to achieve client outcomes of safety ensuring the use of safety principles in the management and provision of client care.			

Preceptor Name/Title

Initials

Appendix R: Questions/Evaluation of Preceptorship



School of Nursing
and Health Sciences
Nursing

NURS 2210/2210B

Questions/Evaluation of Each Student Preceptorship Experience

Directions: Please use the following questions/prompts to assist in completing your reflection following each preceptorship experience. These are only suggested questions/prompts. Not all questions/prompts must be addressed in each clinical documentation.

1. Communication

- ★ How did you practice therapeutic communication during this shift? (nurse-patient or nurse/team member) How would you rate your comfort level with communication with patients on a scale of 0-10? With family members 0-10? With interdisciplinary team members? With physicians? Are you using the SBAR? What made the communication comfortable or uncomfortable?

2. Critical Thinking

- ★ Looking back at your nursing care this shift, how did you analyze and integrate elements of the nursing process and critical thinking into the care you gave your patients. Give at least one example. Did you prioritize? Did you delegate?

3. Informatics

- ★ Discuss the use of computer technology for documentation, decision making, discharge planning, collaboration and networking into the client's plan of care. Articulate how computers support collaboration and information exchange. Provide one example of how the facility secures client information on the computer network.

4. Nursing Process

- ★ Relate how you view your assessment skills after this shift's experience. Did your assessment correlate with your preceptor's assessment? Describe what caring behaviors you exhibited or observed being exhibited this shift. Explain how you planned, provided, and evaluated the nursing care your patients received this shift.

5. Professionalism

- ★ Did you exemplify professionalism this shift? Explain how. Were you punctual? Did you accept responsibility and accountability for your actions? Give at least one example. Did you identify any behaviors from anyone that were unprofessional OR extremely professional? Explain what behaviors were demonstrated and how they were resolved, if applicable.

6. Safety

- ★ Provide one example of how you incorporated safety into your patient care. What policies within the facility addressing client safety did you utilize? How did you document issues of safety? Describe the content of teaching you performed with your patient or patient's family or another team member. Describe how you evaluated the learning. (verbal, return demonstration, etc.).

Appendix S: Student Computer Technical Recommendations

Technology- Minimum Specifications

The minimum specifications are based on a 4-year program of study. ABAC recommends purchasing a laptop. Some course sections may be taught with the expectation that students use laptop computers in class (BYOD classroom), so a laptop may provide expanded instructional opportunities for students. Many students also meet in groups to work on class projects using laptops or choose to study outside their residence hall rooms. All students should check with their prospective major school and department to see if they have specific laptop computer requirements.

Use the following guidelines when selecting your laptop to ensure the device meets our campus wide recommendations.

Windows (Recommended)

- Operating System: Windows 10 x64 (Professional Recommended)
- Processor: Intel core i5 or better
- Memory: 8GB minimum*
- Hard Drive: 256 SSD minimum, recommended 512GB
- Webcam and microphone
- Antivirus Protection: Windows Defender and Windows Firewall are recommended to protect your device. • Wi-Fi connectivity

*16 GB RAM or more and compatible graphics card recommended for AutoCAD, Adobe Creative Suite applications, and other graphic and video-intensive applications. These applications can be purchased with student discount from the USG Technology Store (<http://techstore.usg.edu/>).

Apple (Check with Program of Study about Apple's software limitations)

- Operating System: macOS 10.15 or higher
- Processor: Intel Core i5 or better
- Memory: 16GB*
- Hard Drive: 256 SSD minimum, recommended 512GB SSD
- Webcam and microphone
- Antivirus Protection: Sophos is recommended to protect your device.
- Wi-Fi connectivity

*16GB of RAM is recommended on all Apple laptops because, in some situations, you may need to run virtual environment software that allows you to partition the memory of your laptop to simultaneously run macOS and Windows operating systems.

Optional Accessories:

- Dongles for connecting to an USB, external display or projection devices
- USB (or USB-C) flash drive
- CAT-5e or CAT-6 Ethernet cable (25 ft or longer recommended)

- Laptop anti-theft cable lock
- USB or Bluetooth microphone and headphones
- Extra Power Supply

Limitations of other devices

Devices with alternative Operating Systems such as Chrome OS (Chromebooks) and Linux operating systems are not recommended as your only computing device. ABAC doesn't recommend students use tablets, mobile phones,

Chromebook, or netbooks as their primary computing device, though these devices may help supplement their computing needs.

The reasons for this are:

- Many courses rely on video and interactive content to deliver essential course materials. Not all video and interactive content formats are supported by these devices.
- The primary learning management system at ABAC, D2L (GeorgiaView), can be used with iPad or Android devices. However, some critical features may require additional applications to function that are not available on all devices.
- There are some applications (e.g., MATLAB) which are required in some majors that will not run on the iOS or Android devices. While students can use ABAC computer labs to overcome this limitation, it does reduce the convenience of having all the applications needed on one primary computer.
- Netbook computers tend to be underpowered and will likely be insufficient for students' use throughout the duration of their college experience. In addition, netbooks may not be able to run some high-powered software students need for coursework.

Necessary Computer Programs & Applications

Various programs and classes at ABAC require software to complete coursework. Please check with your Instructor, School, and Department for specifics on those programs.

Microsoft 365 Apps for Enterprise downloads are available to all active ABAC students through Microsoft 365.

Each student can download Microsoft 365 Apps on up to five devices: computers

(Windows or Apple macOS), tablets (Windows, Apple iPadOS, and/or

Android), or smartphones (iOS and/or Android. Microsoft 365 Apps include Word, Excel, PowerPoint, Outlook, and OneNote.

Additional software is available through the USG

Technology Store. <http://techstore.usg.edu>

Personal Computer Support

Information Technology Services offers limited support assistance for personally owned computers. Unfortunately, ABAC Technology Support personal cannot perform repair or installation work on computers that are not owned by ABAC. It is highly recommended that students purchase extended warranty from the manufacture when purchasing a

device. If you are experiencing issues you can submit a Help Desk ticket through Tech Support link in My.ABAC.EDU and we can provide resources for best practice.