



Georgia Gwinnett College

Nursing Student Handbook

2026 – 2027

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## Georgia Gwinnett College Mission and Vision

Georgia Gwinnett College is a premier 21<sup>st</sup>-century liberal arts college where learning takes place within and beyond the structures of the traditional classroom. The College is built on the cornerstones of the innovative use of educational technology and the commitment to an integrated experience that develops the whole person. GGC's focus is on a face-to-face classroom experience with portable technology solutions allowing students to learn, study and work both on and off campus. Georgia Gwinnett College is the first public, four-year college to be founded in Georgia in more than 100 years.

### Vision

Georgia Gwinnett College will be a premier 21<sup>st</sup>-century Liberal Arts College where learning will take place continuously in and beyond the confines of the traditional classroom. Its cornerstones will be innovative use of educational technology and a commitment to an integrated educational experience that develops the whole person. GGC will be a wellspring of educational innovation. It will be a dynamic learning community where faculty engagement in teaching and mentoring students will be the hallmark. It will be a driving force for change in student success. As such, it will be a model for innovative approaches to education, faculty engagement with students, and highly efficient student, facility, and administrative services.

### Mission

Georgia Gwinnett College provides access to targeted baccalaureate and associate level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region. It emphasizes the innovative use of technology and active-learning environments to provide its students' enhanced learning experiences, practical opportunities to apply knowledge, increased scheduling flexibility, and a variety of course delivery options. Georgia Gwinnett's outstanding faculty and staff actively engage students in various learning environments, serve as mentors and advisors, and assist students through programs designed to enhance their academic, social, and personal development. GGC produces contributing citizens and future leaders for Georgia and the nation. Its graduates are inspired to contribute to the local, state, national, and international communities and are prepared to anticipate and respond effectively to an uncertain and changing world.

### Accreditation Status

Georgia Gwinnett College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate and baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Georgia Gwinnett College.

# Message From the Interim Dean of School of Health Sciences

**Dr. Paula Gordon**



Welcome to Georgia Gwinnett College's Nursing Program. We are excited that you chose our program to begin your nursing career. Our program is designed for your success. The faculty and staff are dedicated to helping you become caring, competent, and compassionate nurses. Nursing school will be challenging but with your hard work and dedication, in collaboration with our excellent faculty and staff, you will be successful. The nursing profession is the most trusted profession in the United States, honesty and integrity are a requirement. It is also one of the most rewarding professions you could have chosen. I look forward to welcoming you as colleagues in the near future and wish you great success in your journey.

## SHS Staff



Kathija Jamaloodeen, Program Lead



Jennifer St. Juste, Admissions Processor

# Nursing Program Vision, Mission, Program Goals, Philosophy, and Student Outcomes

## Vision

The nursing program at Georgia Gwinnett College will be a premier leader in preparing the baccalaureate registered nurse for the 21st century. The innovative conceptual curriculum will foster an integrated learning experience using state-of-the-art technology to engage the whole person in and beyond the classroom. With faculty support, and mentoring, students will develop critical thinking and problem-solving skills to courageously lead and transform health care and serve people in a diverse, dynamic, global healthcare community.

## Mission

The Baccalaureate Nursing Program at Georgia Gwinnett College is dedicated to preparing caring and competent nurses who lead with compassion and collaborate to provide evidenced based care to diverse individuals, families, groups, and populations. Faculty in the program inspire deeper learning through invitational and engaged educational strategies to foster holistic development.

## Nursing program accreditation status

The Nursing Program at Georgia Gwinnett College has received full approval from the Georgia Board of Nursing (GBON).

The baccalaureate degree program in nursing at Georgia Gwinnett College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

## Program Goals

1. Provide a high- quality, innovative program to prepare the next generation of highly competent, caring professional nurses by fostering an invitational environment supportive of student learning & personal growth.
2. Prepare students for leadership in collaborative, interprofessional, evidence-based practice designed to improve health outcomes and to better serve diverse local and global communities.
3. Cultivate faculty who are committed to professional flourishing and excellence in teaching, student engagement, service, scholarship, and creative activity.

## Nursing Program Philosophy

The School of Health Sciences Nursing Program, as an integral part of Georgia Gwinnett College, is dedicated to holistic nursing education based on a strong foundation in liberal arts, math, science, and technology. A concept-based curriculum theoretically grounded in 'caring' will prepare leaders able to manage care and promote positive transformations for the health of individuals, families, groups, communities, populations, systems, and for nursing practice.

## Caring

Caring is a mode of being which is developed when relating to others with trust, humility, and honesty (Boykin & Schoenhofer, 2001). Caring is not an outcome but is created in the moment by shared interactions and communications with people. Caring is realized when the unique attributes and experiences of oneself and others of diverse backgrounds and cultures are recognized and respected. A caring perspective guides human interaction and can transform nursing practice and the systems in which nursing care is delivered. Nurses engage in people's lives in authentic caring relationships to improve health.

## Health, people, and environments

Health is a multi-faceted phenomenon which affects matters of human life. Health is not static, but changes on a continuum of wellness and illness not as a physical state alone, but as a sense of well-being in all dimensions of human life. As holistic beings, people have emotional, spiritual, physical, social, and cognitive aspects and function within dynamic social, physical, institutional, economic, and political environments which can impinge or enhance health. Environmental alterations have the potential to cause illness and create vulnerabilities in individuals, families, groups, communities, and populations.

Because health is subjective and personal, people have the right and responsibility to self-determination and to expect a patient-centered focus to their care. The goal for nursing practice is to assist others to achieve a positive state of being marked by spiritual, physical, cognitive, and emotional wellness, or a dignified and compassionate death.

## Nursing and nursing practice

Professional nursing practice is knowledge-based, value-driven, ethically rooted, and marked by skill in thinking and doing to promote health across the lifespan of individuals, families, groups, communities, and populations. The professional nurse must be morally responsible, intellectually honest, accountable for actions, and act with integrity. Development of nursing knowledge is rooted in theory and dependent on evidence from research which is translated into practice to provide safe and effective care. Nurses function collaboratively and autonomously within professional standards engaging in self-reflection, self-regulation, and commitment to professional development. The primary charge for nursing is to deliver safe, competent, quality care using skills in technology and informatics skills. Nurses engage in political leadership as servant leaders, advocate for clients, and interact with other disciplines and community stakeholders to improve the health of individuals, families, groups, communities, and populations.

## Nursing education

The School of Health Science nursing faculty believes that their participation in the educational process emanates from a natural feeling to serve and a desire to nurture. Educators who provide a learning environment which is receptive, supporting, and engaged will best inspire a student's

transformation into a professional nurse. At a time when the amount of information exceeds one's ability to know, a new model for education, which emphasizes concepts, creativity, and critical thinking as tools to create new knowledge to solve problems, is essential to achieve the mission and vision of the nursing program.

The faculty believes the Invitational Education model in a concept-based curriculum offers a vibrant social, educational, and cultural educational environment. Use of the model stimulates enhanced learning that is social, physical, cognitive, spiritual, and emotional. Faculty members view themselves as collaborators, directors of learning, and role models for the evolving nurse and support students' self-development as nursing professionals. Students intentionally participate and connect collaboratively, intraprofessionally, and interdisciplinarily in a variety of settings. This type of learning fosters critical thinkers, problem solvers, life-long learners, and leaders for the future of health care. In serving others, the nurse can have unique, rich, personal, and professional learning experiences which can illuminate disparities and vulnerabilities, and better prepare students for the needs of 21<sup>st</sup> century global health.

Boykin, A., & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Sudbury, MA: Jones and Bartlett.

### Expected student outcomes

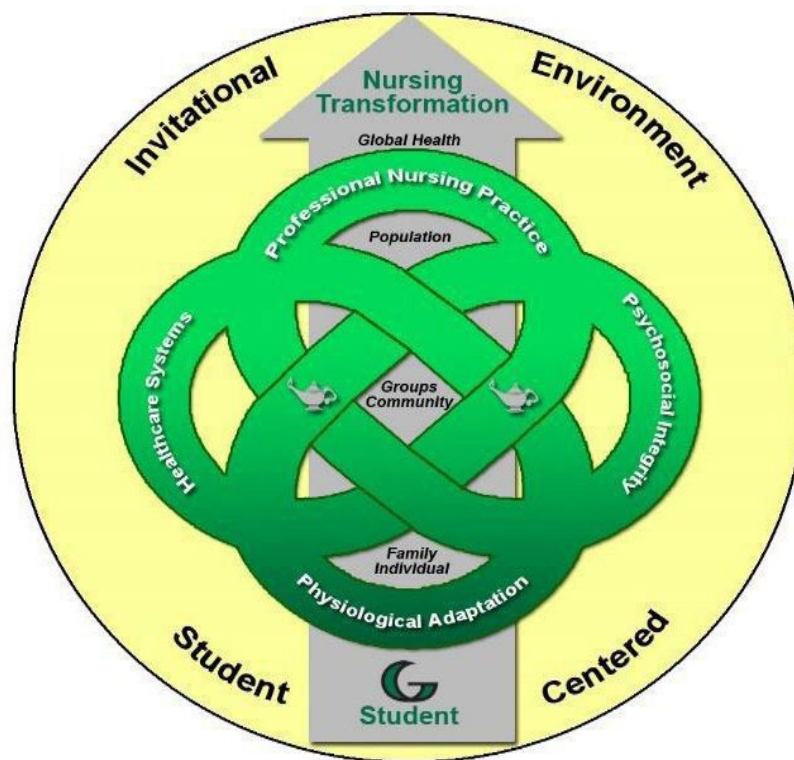
The Expected Student Outcomes are congruent with the mission and philosophy of the nursing program, with role expectations for professional nursing as defined by the American Nurses Association, the American Association of Colleges of Nursing Baccalaureate Essentials, and Quality and Safety Education in Nursing, and the needs of our community stakeholders.

Upon completion of the Nursing Program the student will:

1. Develop a personal philosophy of caring for and caring about others and self.
2. Synthesize nursing knowledge, skills, and abilities to promote health, prevent disease, and manage care for individuals, families, groups, communities, and populations across the lifespan.
3. Communicate effectively as provider of care, designer/manager/coordinator of care, and member of a profession.
4. Recognize and respect the unique perspective of all individuals by valuing oneself and others of diverse backgrounds and cultures.
5. Apply principles of leadership and collaborate intra-professionally and inter-disciplinarily.
6. Integrate technology and informatics into evidence-based nursing practice.
7. Integrate theory in the development of nursing knowledge and evidence-based nursing practice.

8. Evaluate how social determinants of health, politics, and economics impact the access to and delivery of healthcare locally, nationally, and globally.
9. Incorporate clinical judgment into the delivery of competent and compassionate client-centered care.
10. Demonstrate professionalism and commitment to the School of Health Sciences core values, which include ethics, integrity, responsibility, accountability, and life-long learning.

## Conceptual Model and Domains



Georgia Gwinnett College Baccalaureate of Science in Nursing curriculum is conceptual-based and contains 4 primary domains: Professional Nursing Practice, Healthcare Systems, Psychosocial Integrity, and Physiological Adaptation. Within these four domains are 45 concepts taught throughout the curriculum. (see below). The program uses a student-centered learning approach that offers an invitational environment to learning. Students' progress through the program learning about individual and family care, then move to care of groups and communities and lastly are prepared to serve populations and have the necessary skills to impact global health and transform nursing.

## Domains and Concepts

| Professional Nursing Practice                                                                                                                                                                                                                                                                                                    | Healthcare Systems                                                                                                                                                                                                                                                                                                          | Psychosocial Integrity                                                                                                                                                                                                                                                                                                | Physiological Adaptation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Caring</li><li>• Clinical Judgment</li><li>• Professionalism</li><li>• Teaching &amp; Learning</li><li>• Therapeutic Communication</li><li>• Theory</li><li>• Health Promotion</li><li>• Ethical Behaviors</li><li>• Advocacy</li><li>• Research &amp; Evidence-based Practice</li></ul> | <ul style="list-style-type: none"><li>• Teamwork &amp; Interprofessional Collaboration</li><li>• Leadership &amp; Management</li><li>• Healthcare Delivery &amp; Care Coordination</li><li>• Health Policy</li><li>• Technology &amp; Informatics</li><li>• Determinants of Health</li><li>• Quality &amp; Safety</li></ul> | <ul style="list-style-type: none"><li>• Addiction</li><li>• Cognition</li><li>• Psychosis</li><li>• Grief &amp; Loss</li><li>• Mood &amp; Affect</li><li>• Self</li><li>• Stress &amp; Coping</li><li>• Abuse, Neglect, &amp; Violence</li><li>• Growth &amp; Development</li><li>• Culture &amp; Diversity</li></ul> | <ul style="list-style-type: none"><li>• Acid-Base Balance</li><li>• Cellular Regulation</li><li>• Elimination</li><li>• Fluid &amp; Electrolyte Balance</li><li>• Metabolism &amp; Hormonal Regulation</li><li>• Immunity, Inflammation &amp; Infection</li><li>• Intracranial Regulation</li><li>• Mobility</li><li>• Nutrition &amp; Digestion</li><li>• Oxygenation</li><li>• Pain &amp; Comfort</li><li>• Perfusion &amp; Clotting</li><li>• Reproduction &amp; Sexuality</li><li>• Sensory Perception</li><li>• Thermoregulation</li><li>• Tissue Integrity</li></ul> |

## Nursing Program of Study

General Education: (IMPACTS AREA) (60 semester hours)

IMPACTS AREA: Institutional Priority (4 semester hours)

|                                       |                  |
|---------------------------------------|------------------|
| ITEC 1001 - Introduction to Computing | (4) Credit Hours |
|---------------------------------------|------------------|

IMPACTS AREA: Mathematics & Quantitative Skills (3-4 semester hours)

**A grade of C or better is required**

**Select one from the following:**

|                                               |                  |
|-----------------------------------------------|------------------|
| MATH 1001 - Quantitative Skills and Reasoning | (3) Credit Hours |
| MATH 1111 - College Algebra                   | (3) Credit Hours |
| MATH 1401 - Statistics                        | (3) Credit Hours |

IMPACTS AREA: Political Science & U.S. History (6 semester hours)

|                                                |                  |
|------------------------------------------------|------------------|
| POLS 1101 - American Government                | (3) Credit Hours |
| HIST 2111 - Survey of United States History I  | (3) Credit Hours |
| <i>or</i>                                      |                  |
| HIST 2112 - Survey of United States History II | (3) Credit Hours |

IMPACTS AREA: Arts, Humanities and Ethics (6 semester hours)

**Select one from the following:**

|                                   |                  |
|-----------------------------------|------------------|
| MUSC 1100 - Music Appreciation    | (3) Credit Hours |
| ARTS 1100 - Art Appreciation      | (3) Credit Hours |
| ENGL 2111 - World Literature I    | (3) Credit Hours |
| ENGL 2112 - World Literature II   | (3) Credit Hours |
| ENGL 2121 - British Literature I  | (3) Credit Hours |
| ENGL 2122 - British Literature II | (3) Credit Hours |
| ENGL 2131 - American Literature I | (3) Credit Hours |

|                                    |                  |
|------------------------------------|------------------|
| ENGL 2132 - American Literature II | (3) Credit Hours |
| FILM 1005 - Introduction to Film   | (3) Credit Hours |
| THEA 1100 - Theatre Appreciation   | (3) Credit Hours |

**Select one from the following:**

|                                             |                  |
|---------------------------------------------|------------------|
| RELN 1100 - World Religions                 | (3) Credit Hours |
| GEOG 1101 - Introduction to Human Geography | (3) Credit Hours |
| SPAN 1002 - Elementary Spanish II           | (3) Credit Hours |
| SPAN 2001 - Intermediate Spanish I          | (3) Credit Hours |
| SPAN 2002 - Intermediate Spanish II         | (3) Credit Hours |
| FREN 1002 - Elementary French II            | (3) Credit Hours |
| FREN 2001 - Intermediate French I           | (3) Credit Hours |
| FREN 2002 - Intermediate French II          | (3) Credit Hours |
| CHIN 1002 - Elementary Chinese II           | 3 Credit Hours   |
| CHIN 2001 - Intermediate Chinese I          | (3) Credit Hours |
| CHIN 2002 - Intermediate Chinese II         | (3) Credit Hours |
| PHIL 2010 - Introduction to Philosophy      | (3) Credit Hours |

**IMPACTS AREA: Communicating in Writing (6 semester hours)**

**A grade of C or better is required**

|                                    |                  |
|------------------------------------|------------------|
| ENGL 1101 - English Composition I  | (3) Credit Hours |
| ENGL 1102 - English Composition II | (3) Credit Hours |

**IMPACTS AREA: Technology, Mathematics & Sciences (11 semester hours)**

**Select one sequence from the following:**

|                                              |                  |
|----------------------------------------------|------------------|
| CHEM 1151K - Survey of Chemistry I with Lab  | (4) Credit Hours |
| CHEM 1152K - Survey of Chemistry II with Lab | (4) Credit Hours |
| <i>or</i>                                    |                  |

|                                                   |                  |
|---------------------------------------------------|------------------|
| PSCI 1101K - Physical Science with Laboratory     | (4) Credit Hours |
| PSCI 1102 - Physical Science                      | (3) Credit Hours |
| or                                                |                  |
| BIOL 1101K - Biological Sciences I and Laboratory | (4) Credit Hours |
| BIOL 1102 - Biological Sciences II                | (3) Credit Hours |

**AND Select one from the following:**

|                                         |                  |
|-----------------------------------------|------------------|
| MATH 1401 - Elementary Statistics       | (3) Credit Hours |
| ITEC 2110 - Digital Media               | (4) Credit Hours |
| ITEC 2120 - Introduction to Programming | (4) Credit Hours |

**IMPACTS AREA: Social Sciences (6 semester hours)**

**Select two from the following:**

|                                                                                                                |                  |
|----------------------------------------------------------------------------------------------------------------|------------------|
| PSYC 1102 - Introduction to Psychology                                                                         | (3) Credit Hours |
| ANTH 1102 - Introduction to Anthropology                                                                       | (3) Credit Hours |
| ECON 2100 - Introduction to Economics                                                                          | (3) Credit Hours |
| HIST 2111 - Survey of United States History I ( <i>if not used in Political Science and US History Area</i> )  | (3) Credit Hours |
| HIST 2112 - Survey of United States History II ( <i>if not used in Political Science and US History Area</i> ) | (3) Credit Hours |
| HIST 1111 - Survey of World History/Civilization I                                                             | (3) Credit Hours |
| HIST 1112 - Survey of World History/Civilization II                                                            | (3) Credit Hours |
| HIST 1121 - Survey of Western Civilization I                                                                   | (3) Credit Hours |
| HIST 1122 - Survey of Western Civilization II                                                                  | (3) Credit Hours |
| SOCI 1101 - Introduction to Sociology                                                                          | (3) Credit Hours |
| POLS 2401 - Current Global Issues                                                                              | (3) Credit Hours |

**Field of Study (18 semester hours)**

**A grade of C or better is required**

|                                                          |                  |
|----------------------------------------------------------|------------------|
| BIOL 2251K - Anatomy and Physiology I with Laboratory    | (4) Credit Hours |
| BIOL 2252K - Anatomy and Physiology II with Laboratory   | (4) Credit Hours |
| BIOL 2260k - Foundations of Microbiology with Laboratory | (4) Credit Hours |
| PSYC 2500 - Lifespan Developmental Psychology            | (3) Credit Hours |
| HSCI 2000 - Medical Terminology                          | (3) Credit Hours |

#### Additional Requirements (3 semester hours)

|                               |                  |
|-------------------------------|------------------|
| Choice for Life               | (1) Credit Hours |
| Additional Physical Education | (2) Credit Hours |

#### Program of Study (60 semester hours)

##### *First semester*

|                                                         |                  |
|---------------------------------------------------------|------------------|
| NURS 3000 - Health Assessment                           | (4) Credit Hours |
| NURS 3011 - Integrated Pathophysiology & Pharmacology I | (3) Credit Hours |
| NURS 3020 - Wellness & Illness I                        | (7) Credit Hours |
| NURS 3030 - Professional Nursing I                      | (2) Credit Hours |

##### *Second semester*

|                                                          |                  |
|----------------------------------------------------------|------------------|
| NURS 3012 - Integrated Pathophysiology & Pharmacology II | (3) Credit Hours |
| NURS 3021 - Wellness & Illness II                        | (7) Credit Hours |
| NURS 3031 - Professional Nursing II                      | (2) Credit Hours |
| NURS 3040 - Nursing Research                             | (3) Credit Hours |

##### *Third semester*

|                                                                         |                  |
|-------------------------------------------------------------------------|------------------|
| NURS 4020 - Wellness and Illness III                                    | (7) Credit Hours |
| NURS 4051 - Population Health Nursing                                   | (4) Credit Hours |
| <i>Select one from the following:</i>                                   |                  |
| NURS 4001 - A Cultural Exploration of Health through Food and Nutrition | (3) Credit Hours |

|                                                                       |                  |
|-----------------------------------------------------------------------|------------------|
| <i>or</i>                                                             |                  |
| <i>NURS 4002 - Complementary and Alternative Approaches to Health</i> | (3) Credit Hours |
| <i>or</i>                                                             |                  |
| <i>NURS 4003 - Issues and Trends in Critical Care Nursing</i>         | (3) Credit Hours |

#### *Fourth semester*

|                                      |                  |
|--------------------------------------|------------------|
| NURS 4012 - Nursing Leadership       | (3) Credit Hours |
| NURS 4021 - Wellness and Illness IV  | (7) Credit Hours |
| NURS 4032 - Professional Nursing III | (2) Credit Hours |
| NURS 4040 - Nursing Capstone         | (3) Credit Hours |

See pre and co-requisites to follow proper sequence for nursing courses; a grade of “C” in Nursing courses is a numeric grade of “75”

## Additional Admission Requirements

Once accepted into the program, the following must be submitted before the first day of class:

- Paid tuition and fees for the semester
- Completed medical/health form
- Non-expired American Heart Association BLS Provider card
- Proof of health insurance
- Proof of successful completion of medical terminology module\*

All students must be credentialed by the American Heart Association in Basic Life Support (BLS). Only American Heart Association cards are acceptable. It is the student's responsibility to bring copies of proof of BLS certification to the Program Specialist prior to the beginning of their first semester in the Program. An outdated BLS and/or required immunization certification will prohibit the student's clinical practice attendance and may result in a “hold” on registration.

\*If no medical terminology course on transcript.

## Academic Information and Policies

### Student Concerns and Structure for Information

A student who has concerns about the program and/or faculty and/or staff of the School of Health Sciences, needs to first discuss concerns directly with the faculty/staff involved. Seeking advice from an advisor/mentor is appropriate. If the concerns are not resolved the student may contact the Department Chair of Nursing.

### Professional Behavior Policy

Students are ambassadors for Georgia Gwinnett College and the Nursing Program. It is expected for students enrolled in the nursing program to be respectful to peers, faculty and staff, and demonstrate flexibility, professional etiquette, civility and adhere to the core values of the School of Health Sciences. Professional behavior is required at all times while enrolled in and representing GGC Nursing Program. Students enrolled in the Nursing Program are expected to maintain a positive level of professionalism in their dress, conduct, and speech. Behavior or language, which is offensive, or inappropriate is considered unprofessional.

Students who engage in unprofessional behavior may be asked to leave the classroom/clinical/simulation/laboratory/conferences or school sponsored events. Faculty, administration, or staff member will complete an ISSP and counsel the student on the unprofessional behavior. The ISSP will be sent to the Nursing Program Department Chair for further evaluation. Student consequences of code of conduct violations may include sanctions from the School of Health Sciences which may affect student's progression in the nursing program (i.e., course failure, and/or dismissal from class or the nursing program). Students may be subject to policy 4.6.5 STUDENT CODE OF CONDUCT. [GGC Student Handbook October 16.pdf](#)

### Informal Concern and Formal Complaint Policy

An informal concern is a request for assistance with a problem, conflict, concern, or issue that negatively impacts the student(s). Students are strongly encouraged to resolve any concerns about a peer, staff, faculty, and/or administrator of the program of the School of Health Science, by first meeting with the peer, staff, faculty person, and then if no resolution go to the Department Chair for resolution. If no resolution is found, the student can arrange to meet with the Dean of SHS. If the student desires further resolution, he/she may contact the Provost office for assistance. When discussing the concern, it is most effective to arrange a time when both parties are available for a confidential conversation.

### Formal Complaint Process

A formal complaint is a written request for assistance with a problem, conflict, concern, or issue that negatively impacts students that could not be addressed by informal resolution with the peer, staff member, faculty, and/or administrator. Formal complaints follow the parent institution process.

Procedures for the formal complaint process can be found in the GGC student Handbook under *Filing a Written Student Complaint*. -

<https://www.ggc.edu/student-life/student-affairs/student-complaints-appeals>

## Students With Disabilities

Students with disabilities who need support or specialized equipment to meet performance standards must self-identify and meet with a counselor in the Center for Disability Services prior to beginning the Nursing Program, and throughout the Nursing Program should a disability occur. Upon verification from the Center for Disability Services, the Nursing Program will make recommended accommodations. The student must bring written documentation of disability to the coordinator of each class for which accommodations will be made each semester.

## Class Attendance

Attendance at all nursing classes is expected and highly recommended. Students who miss class should notify the faculty by email prior to class. It is the student's responsibility to initiate arrangements for missed work. If a student does not adhere to this policy, an ISSP may be developed, and further action will be discussed. Attendance policies may be suspended due to pandemic outbreaks.

Student punctuality is highly recommended on class days. If there is any reason for tardiness, the student is expected to notify the faculty before class. It is the student's responsibility to initiate arrangements for missed work. Students who are consistently late will be required to meet with course faculty, an ISSP may be developed, and further action will be discussed.

## Inclement Weather & School Closure

College and Nursing Policy Regarding Closure for Weather: The College's policy is that GGC will announce closings on most of the major radio and TV stations. Students are expected to listen to the radio/TV on mornings when weather conditions are poor. Students should sign up for RAVE alerts to receive direct notifications from GGC.

Weather conditions vary from area to area. If you believe it is not safe to travel from your area keep yourself in a safe location and notify the instructor immediately. Nursing Class/Skills Lab Days: If the college is closed students should not attend ANY GGC activity, including clinical, laboratory activities, etc. The students will be notified of make-up classes or labs. Students should not call instructor(s).

## Pandemic Statement

Due to ongoing changes with the pandemic, please go to GGC's Public Health COVID-19 Frequently Asked Questions page for up-to-date information to follow. If you need to know specific COVID-19 student health information, please visit our Student Services/Health Services page.

When and if necessary, due to a positive COVID-19 case, face-to-face and hybrid classes may be put permanently or temporarily online per CDC guidelines.

## Progression Policy Within the Baccalaureate Nursing Program

In order to progress in the Baccalaureate Nursing Program, students must earn a minimum grade of "C" in all nursing (NURS) courses. In order to earn a minimum grade of "C" or better in any nursing course, a student must:

- Earn an average of 74.45 or better on all graded course requirements.
  - Course exams, quizzes, and final exam scores will be calculated first and must be an accumulated minimum of 74.45, prior to any other course assignments being calculated in the final course grade. If a student does not have a 74.45 on the accumulated course exam, quiz, and final exam scores, then the student receives a grade of "D" for the course. If students score less than 74.45 on unit exams, students should meet with course faculty or academic mentor to review the exam and determine a plan for success. (ISSP form should be completed)
  - If the overall average grade is below a 69.45, the student receives a grade of "F" for the Course.
- Demonstrate satisfactory clinical performance
  - Clinical performance will be graded on a satisfactory/unsatisfactory basis. The clinical grade is based on the faculty's determination of the student's ability to meet
  - the clinical objectives of the course. The student must have a grade of "S" in all objectives at the end of the clinical rotation or clinical grading period in order to pass the clinical portion of the course.
  - Unprofessional behavior during clinical will result in the initiation of an Individual Student Success Plan (ISSP) by the clinical faculty. If the student does not meet the expected outcomes in the ISSP at any point in the semester, a grade of "U" will be assigned for the entire clinical rotation.
  - If a student is deemed unsafe in the clinical practice setting, the student will be asked to leave the clinical setting immediately. The student will be asked to meet

with the Department Chair within 24 hours.

- A student who is unsuccessful in clinical at any time prior to the end of the semester will immediately be assigned a grade of “D” for the course and may not withdraw themselves from the course.
- If the student receives a grade of “U” for clinical performance but has a course grade of  $\geq 74.45$ , the student will receive a grade of “D” for the course.
- Meet all clinical requirements, including completion of all assignments and clinical hours
- Satisfactorily complete all standardized exams (see policy on standardized exams below)
- Meet all physical and psychosocial performance standards
  - Critical Thinking – sufficient for clinical judgment; identify cause-effect relationships in the clinical situation, use nursing process, and calculate drug dosages.
  - Communication – abilities sufficient for interaction with others from a variety of social, emotional, cultural & intellectual backgrounds in verbal, non-verbal and written form; establish rapport with patients/clients & colleagues, explain treatment procedures, initiate health teaching, obtain information, document & interpret nursing actions and patient/client responses.
  - Behavioral – emotional health, adaptability, flexibility, and physical tolerance sufficient to provide safe and effective nursing care; possess the emotional health required for total utilization of intellectual ability, function effectively during stressful situations, capable of adapting to ever-changing environments and display flexibility, interact appropriately with others and tolerate physically taxing workloads.
  - Mobility – Physical abilities sufficient to move from room to room and maneuver in small spaces; move around in workplace, patient's room, & treatment areas, administer CPR, perform ROM, and ambulate patients.
  - Motor Skills- Gross and fine motor abilities sufficient to provide safe & effective nursing care; Calibrate & use equipment, administer treatments and medications, perform activities of daily living, position patients properly.
  - Hearing - Auditory ability sufficient to monitor and assess health needs; Hear monitor alarms, emergency signals, listen to breath, heart sounds and blood pressures, hear and understand auditory responses of patients, hear cries for help.
  - Visual - Visual ability sufficient for observations and assessment necessary for

nursing care; Observe physiological changes in patient's condition, such as cyanosis & appearance of wounds, observe nonverbal responses, read calibrations, read patient records and related hospital records.

- Tactile - Tactile ability sufficient for physical assessment; perform palpation, detect pulses, detect temperature, and perform other functions of physical examination.
- Students must re-take the clinical AND class portions of clinical courses when one or both of the portions are not completed successfully.

## Grading Policies and Requirements

Grading Scale for the Nursing Program is as follows:

**89.45 - 100      A**

**79.45 - 89.44    B**

**74.45 - 79.44    C**

**69.45 - 74.44    D**

**< or = 69.44     F**

## Grade Point Average

Students are expected to maintain a grade point average of 2.5 (C 74.45 or >) or higher while they are enrolled in the Nursing Program. Students are to follow the grade appeal procedures found in the GGC student catalog.

## Withdrawals From Nursing Courses

All withdrawals, regardless of reason, should be reviewed with the Department Chair of Nursing or Dean of the School of Health Sciences. It is suggested that students work closely with their mentor in discussing withdrawing from courses.

Courses within each semester have pre-requisites and co-requisites. It is the student's responsibility to review the course catalog to determine which courses have pre-requisites and co-requisites prior to withdrawing from any class.

- During the 1st semester, a student who withdraws from NURS 3000 Health Assessment or NURS 3011 Integrated Pathophysiology & Pharmacology I must also withdraw from NURS 3020 Wellness Illness I even if the student has a passing grade in NURS 3020. However, a student may withdraw from NURS 3020 and remain in NURS 3000 and NURS 3011.

- During the 2nd semester, a student who withdraws from NURS 3012 Integrated Pathophysiology & Pharmacology II must withdraw from NURS 3021 Wellness Illness II even if a student has a passing grade in NURS 3021. However, a student may withdraw from NURS 3021 and remain in NURS 3012.

## Delayed Program Progression

If students delay progression in the nursing program more than one semester, during the first year of the program, students must start over at the beginning of the program. Students delaying progression in clinical courses must complete specified skill validations prior to re-entry into the program. Students who are enrolled under previous admissions requirements must meet current admission requirements. It is the responsibility of the student to be aware of changes in requirements or policies for both the College and the Nursing program during their absence. Other re-entry requirements may be designated.

## Dismissal From the Baccalaureate Nursing Program

A grade less than “C” in any two nursing courses will result in being dismissed from the nursing program.

Students must complete the nursing program within 8 (eight) semesters of admission to the program. Failure to do so will result in dismissal from the program. During special circumstances, the Dean may waive the re-admission guideline regarding time out of program, which may extend time to completion.

Students who are dismissed are not eligible to reapply.

## Out-Of-Sequence Progression for the Baccalaureate Nursing Program

If a student is unsuccessful in one course during the semester, withdraws from a course or courses prior to the semester withdrawal deadline, or voluntarily suspends progression, the student will need to complete the following procedure:

1. Meet with faculty mentor after withdrawal date or prior to the final exam week to discuss progression form and criteria.
2. Document the circumstances leading to withdrawal decision or unsuccessful course attempt on the BSN Progression Form. The link to this form will be available on D2L.
3. Submit progression form by the designated deadline.
4. Provide any additional information requested by Admission, Progression, and Retention (APR) Committee by the requested deadline.

Progression is granted based on the student’s ability to be academically successful, demonstration of GGC and SHS core values, and available resources and seats in the class. Students will be

accommodated in rank order according to their nursing GPA after having met the stated criteria.

Students who withdraw from a NURS course or who have not been in a clinical course in the previous semester must complete specified skill validations prior to re-entry into the course.

In compliance with GGC readmission policy, if a student has not been enrolled for at least 12 consecutive months (3 semesters including summer), they must reapply to GGC only. If a student has not been enrolled in NURS courses for more than 24 months, the student will need to reapply for admission to the nursing program and repeat the entire sequence of required nursing courses.

### Progression Appeals

A formal appeal of a final decision to deny progression of a student in GGC's Baccalaureate Nursing Program may be made to the Dean of the School of Health Sciences within seven (7) business days of notification. Prior to an appeal, students are encouraged to meet with the Department Chair of the nursing program. The Dean will make a final decision within 5 (five) business days after receipt of the appeal. The student may appeal the Dean's decision to the Provost for a final decision within five (5) business days.

### Course Examinations

Attendance/Lateness: Each student is expected to attend all exams as scheduled. A student who will be late or absent must notify the faculty person before the scheduled exam time. Refer to the course syllabus for additional exam policies.

- Students who are late 20 minutes or more for an exam will not be permitted to sit for the exam.
- Students are provided one make-up exam per semester in each course. The make-up exam is scheduled by the faculty as needed.
- Students who miss more than one excused exam in any course will have the percentage of that exam added to the final exam percentage (i.e., exam = 15%; final exam = 20% then final exam will count 35% of course grade).

### Procedure For Taking Exams

This procedure may be modified to meet the needs of each course:

- Seating: Students may be assigned to specific seats and classrooms for exams.
- Placement of Personal Items: Students are not allowed to have personal belongings, food,

- drinks, notebooks, cell phones, or other electronic devices, etc. (included but not limited to smartwatches, smart glasses, earbuds, etc.) without prior faculty approval during the exam or exam reflection. Head coverings (hoodies, hats, bonnets) other than religious garments are not permitted during exams. Items, as noted, may be placed in the front of the classroom. All electronic devices should be turned off during testing. Faculty have the right to ensure academic honesty during exams.
- Students are encouraged to use the bathroom before testing begins. Multiple trips to the bathroom during exams will not be permitted.
- Students may be requested to show a photo ID in order to take exams.
- Students will be given a pencil, paper and access to a calculator to use during the exams. Any items brought to the testing environment can be examined by the proctor. All scratch paper must be returned at the conclusion of the examination.
- Questions/Problems: If a student has a problem during an exam, the student should raise their assistance.
- Time Allowed for Exams: Exams are timed according to the number of exam items. Once the time has been called by the proctor, all students must log off the computer immediately and proceed to leave the room quietly unless the course allows for collaborative testing (see paragraph below for collaborative testing). After testing, students must leave the testing area.
- Confidentiality of Exam or Standard Exam Items: Test questions from course exams or standardized exams may not be written down or reproduced in any way. Reproduction of test items represents academic dishonesty and can fail the course associated with the exam and possible permanent dismissal from the Nursing program and college sanctions. During testing sessions, employing electronic devices, opening any browser other than the testing screen, or taking screenshots will result in an automatic expulsion from the room and a score of zero for the exam. This includes PowerPoints, study guides, or any material/website that is not a testing platform screen.
- Privacy screens on testing devices are highly recommended.

Some courses provide collaborative testing for exam evaluation. Students will remain in the examination room until all students finish the exam. Students are divided by the faculty into groups for collaboration. Students will have 45 seconds per exam item to discuss rationales, etc. and come to a consensus on the answer. No more than 2 points can be added to an individual's exam with collaborative testing.

### Individual Review of Exams

Students can make an appointment with their mentor to review their exam. This appointment should be scheduled with the mentor within 5 business days after the exam grade is posted and must be in person to ensure exam integrity. Students receiving less than a 75 on any exam **MUST** meet with their advisor/mentor. Multiple exams are not permitted to be viewed at one sitting nor prior to final exams. Students who are unsuccessful on a course final exam may review their exam within 48 hours of the posted grade.

### Exam Item Appeals

If a student disagrees with the keyed answer on an exam, they must email the faculty member to explain their rationale for her/his chosen answer using the Exam Item Appeal Form (Appendix A).

- Student appeals must be emailed with the appeal form attached within 36 hours of finished time of exam.
- Students may not appeal items on previous exams after this time has elapsed.
- One student may appeal a maximum of two (2) items on each exam.

### Posting of Test Grades

- Exam grades will be posted on Desire2Learn within 48 hours of each test. Students are NOT to call to ask if grades have been posted or to ask for grades.
- Procedure to Receive Grades if They Are Not Posted: If a student's grade is not posted it is the student's responsibility to obtain exam grade(s) from the course faculty.

### Standardized Testing

Students must satisfactorily meet the requirements of each standardized content exam.

See Appendix E: ATI Testing and Remediation Policy for detailed information.

- Additionally, each student must complete the RN-predictor exam to be eligible to graduate from the program.
- The following guide will be used to assign grades for ATI assessments based on first attempt (excluding Predictor):
  - **Level 3** = 100
  - **Level 2** = 90
  - **Level 1** = 75
  - **Less than level 1** = 65

## Dosage Calculation Policies

Dosage calculation is taught in the first semester of the curriculum. Students are responsible for successfully demonstrating the ability to complete valid dosage calculations for safe client care. Students will complete dosage calculation competency modules/quizzes each semester to assure validation of skills needed to accurately complete calculations and give safe care. Specific course exams each semester will include dosage calculation items.

## Medication Calculation Success Plan

- Students in all Wellness & Illness courses will take a medication calculation quiz at the start of each semester
- Students in the junior level must achieve a score of 90% or better to be successful on the quiz
- Students in the senior level clinical courses must achieve a score of 100% to be successful on the quiz
- Students who are unsuccessful on the quiz must seek remediation
  - There will be two additional opportunities to take the medication calculation quiz, which must be passed within three weeks of the onset of the course
  - There will be a minimum of 24 hours provided between each testing opportunity (except for NURS 3020 when the quiz will be given after the Medication Administration clinical lab)
  - Students may attend clinical but cannot administer medications in the clinical setting until the medication calculation quiz has been successfully completed
  - Any student in Wellness & Illness courses who remains unsuccessful after the third attempt of the quiz will receive a “U” for the clinical portion of the course and will be removed from the course

## Expectations of Students, Faculty, Clinical, Courses, and The Nursing Program

### Student Conduct Code

- Georgia Gwinnett College: Students are to follow the Code of Conduct found in the Georgia Gwinnett College Catalog and Student Handbook when involved in any college-related activity both on and off campus.
- Nursing Program: The Nursing Program policy regarding substance use and abuse goes

beyond the College's policy. Any student who is suspected by appearance, actions, drug screening and/or odors, of using drugs and/or alcohol prior to and/or during classroom or clinical learning experiences will be asked to leave the classroom or clinical area. GGC policies regarding substance abuse on campus will be followed.

## Academic Integrity

The nursing program follows the Georgia Gwinnett College's policy on Academic Integrity found in the Student Handbook/Catalog.

## Classroom Behavior

- Eating and Drinking during Class Time: Students should refrain from eating in class. If necessary, dry snacks may be eaten and disposed of properly. Only drinks in sealed containers may be brought into classroom areas. During designated breaks and in appropriate designated areas, students may eat and drink.
- Class Breaks: Classes will have designated breaks. Students are asked to enter at breaks only if tardy to class.

## Smoking On Campus and in Clinical Agencies

Georgia Gwinnett College is a SMOKE-FREE campus and smoking is prohibited in all buildings. Many clinical facilities are also SMOKE- FREE and do not allow smoking in the buildings. Please use designated areas only for smoking.

## Evaluation of the Nursing Program

- Evaluation of Students: The objectives for each nursing course are noted in each course syllabus. Clinical objectives are derived from the program and course objectives. Students are evaluated each semester by their clinical instructor based on these objectives. Students should receive weekly feedback both verbal and via email regarding clinical performance, along with a mid-term and final clinical evaluation.
- Evaluation of Faculty and Courses: Students are requested to submit thoughtful evaluations of the following: (a) Faculty and Lab Instructors; (b) Clinical, Simulation and Skills Lab Experiences; and (c) Nursing Courses. These evaluations are used as assessment tools to identify strengths and weaknesses of the program as a basis for review and change.
- Evaluation at the Completion of the Program: At the completion of the Nursing Program students are asked to evaluate the total nursing program. This evaluation, along with all evaluations, is used as a way to assess the program and to determine its effectiveness and to make changes, which may improve the program.
- Evaluation at Six (6) Months to One (1) Year Following Graduation from the Program: As part of an ongoing process the Nursing Program must assess the

performance of graduates. Six months to one year following graduation, graduates will receive an evaluation packet and will be asked to evaluate their progress and status as Registered Nurses. Current employers will also be asked to evaluate graduates' performance. The Nursing Program encourages graduates to take the time to fill out these graduate surveys and return them as directed.

## Clinical Experiences: Information and Policies

### General Information

- **Taking Valuables to Clinical Sites:** Do not take valuables to clinical sites. GGC, the clinical site, nor the instructor can be responsible for any student items.
- **Transportation to and Parking at Facilities:** All transportation to clinical facilities and/or service- learning activities is the responsibility of the student. Students will park in designated parking areas only. There may be a daily parking charge at some facilities.
- **Time Allowed in Clinical Agencies/Hospitals/Facilities:** Students are not allowed in the clinical agencies, hospital or other facilities outside of the college used for evaluation purposes, except during assigned hours.

**Administration of Medications:** To encourage safe and correct administration of medications, all Nursing Faculty or registered nursing staff are required to **check all** medications prior to administration and be **present** when medications are being administered. Agency policies regarding medication administration must be followed.

- **Patient Assignment Procedure:** Each clinical course will have information about clinical requirements. No family members or friends may accompany students to the clinical area. Students must wear a GGC name badge and, if required, a facility name tag, professional attire, and lab coats when visiting the clinical area for GGC related activities.

### Attendance and Conduct

**Expectation:** Students are required to demonstrate professional behaviors during clinical, simulation, and clinical skills laboratory experiences. Students must report to clinical, simulation and clinical skills laboratory on time. Should an emergency requiring absence from clinical activities occur, the student must notify the supervising faculty prior to scheduled start time.

**Conduct:** Student conduct is expected to be professional at all times as representatives of GGC, the student body, and the nursing profession. The student is expected to have honesty and integrity in all matters related to student experiences related to enrollment at GGC. The GGC Student Code of Conduct is found at: <https://www.ggc.edu/student-life/student-affairs/student-integrity>

**Infectious/Contagious Diseases:** Students who have a contagious disease, elevated

temperatures, infectious condition and/or other health conditions which may jeopardize the health of clients, co-workers, and peers must not attend clinical experiences. These students will need to contact the clinical instructor regarding making up the missed experience.

**Absence & Tardiness:** Students are required to arrive on time for clinical, lab, and simulation experiences at the assigned time. If there is any reason for an absence or tardiness, the student is expected to notify the clinical faculty before clinical or lab experiences by following the notification policy. It is the student's responsibility to initiate arrangements for missed work. Students who are consistently late will be required to meet with course and clinical faculty (preceptor if applicable). An ISSP may be developed and further action will be discussed which may include an unsatisfactory grade and/or clinical failure. All expectations regarding absences and tardiness will also adhere to the policies outlined in course syllabus and any specific laboratory or simulation guidelines.

**Notification Policy:** Students must notify the clinical faculty a minimum of 2 hours prior to any absence. In the event of tardiness, a student must notify clinical faculty as soon as possible prior to the start of the scheduled event. Notification must include a valid reason for the absence or tardiness (documentation may be required). Notification must be made using the faculty's preferred communication method. Failure to follow the notification policy will result in absence or tardiness being recorded as unexcused.

### Policy On Unsafe or Unethical Practice Behaviors

Unsafe or unethical behavior is any act of commission or omission that fails to conform to the accepted standards of nursing as defined in the current published American Association's Nursing *Scopes and Standards of Practice and Code of ethics for Nurses with Interpretative Statements*. Nursing students are responsible for their own acts, of commission or omission, in the clinical area while enrolled in the program. It is the responsibility of clinical nursing faculty to evaluate unsafe and unethical student behavior and initiate immediate dismissal from the clinical setting when appropriate. The clinical faculty member must report the incident to the course coordinator and Program Department Chair immediately.

A student who is removed from the clinical setting by the clinical faculty for unsafe or unethical behavior will not be allowed to continue in the clinical component of the course until the Department Chair of Nursing reviews the situation. The Department Chair will decide if the student is permitted to continue in the clinical course or should receive an unsuccessful grade in clinical and thus a grade of "D" for the course. Additionally, unsafe or unethical practice behaviors outside the clinical area should be reported to by faculty to the Department Chair of the Nursing Program. The Department Chair will investigate the complaint and follow GGC code of conduct and/or the nursing professional behavior policy. The student may follow the grade appeal process outlined in the GGC Student Handbook.

### Patient Confidentiality

Patient information should be handled according to *The Standards for Privacy of Individually*

*Identifiable Health Information of the Health Insurance Portable and Accountability Act of 1996 (HIPAA).* Violations of this act may result in failure of the course and/or dismissal from the nursing program. No records are to be photocopied or taken from the legal chart. Students may retrieve the minimal necessary patient information needed to care for the patient; however, NO PATIENT IDENTIFIERS (name, the medical record number, room number, and birthdate) may be on the information used to prepare for clinical experiences or clinical documentation. No photographs of student peers or faculty in laboratory experiences may be taken without written permission of the person (s) being photographed.

Additionally, **persons in the clinical settings may not be photographed, including patient educational opportunities (i.e., wound care, procedures, etc.).**

## Clinical Dress Code

Specific rules concerning uniform regulations are as follows:

- a) Identification: Students need to wear their Georgia Gwinnett College Nursing Student identification badge. Some institutions will require additional identification to be worn during clinical experiences.
- b) Appropriate Dress
  - a. A lab coat or scrub jacket with the Georgia Gwinnett College emblem over the left shoulder may be worn. Students may wear a plain white tee-shirt or a plain white turtleneck with long sleeves under the uniform top as needed. Socks or hose should be worn with the uniform. All uniforms must be clean, unstained, and neat at all times.
  - b. If a student chooses to wear the skirt version of the uniform, then stockings must be worn without holes and runs.
  - c. If religious scarf or head apparel is worn, the color of the scarf or head apparel should be a neutral (black, beige, tan, grey, white or GGC green) solid color.
- c) Types of Shoes Worn with Uniforms: Shoes must be white, leather-type nursing or sport/walking shoes. Clogs, canvas tennis shoes, high tops, and shoes with brightly colored trim are not to be worn. Shoes and laces must be clean.
- d) Cleanliness/Odors: Cigarette odors on a student's breath, body, or uniform may be distressful to others. Students need to take measures to avoid distressing others. Do not use products with strong smells such as cologne, aftershave, or perfume.
- e) Hair/Makeup/Nails: Hair must be clean, neat, appropriately styled, worn off the face and collar. Male students are expected to keep beards and mustaches trimmed, neat, and clean. Hair ornaments are not to be worn in the clinical areas. This includes but is

not limited to, hats, caps, and large bows. Make-up should be minimal and professional. Fingernails must be no longer than ¼ inch in length. Nail polish must be free of cracks and chips. A solid nail color without stickers or gems may be worn and artificial nails are prohibited.

- f) Wearing of Jewelry: Bracelets of any kind are not acceptable while in uniform. Necklaces must be concealed by the uniform. Wedding rings or bands are permitted. If a student has pierced ears, only one set of stud-style earrings are permitted to be worn at the hospital (no loop earrings). No other body piercing jewelry may be visible. This includes tongue and/or nose rings/nose studs.
  - a. Religious/Medical alert jewelry which must be worn should be clean and covered.
  - b. Ear Holes: If large holes in the earlobes are present, plain flesh-colored plugs should be used while in clinical, simulation, or lab experiences.
- g) Chewing of Gum and Eating: Chewing of gum during clinical, simulation, and clinical lab experiences is not permitted. Most agencies/facilities do not allow eating or drinking on the clinical units/floors. Eating and drinking should be reserved only for breaks in designated areas.
- h) Site policies must be followed, which may include covering of tattoos while in patient care areas. Visible body art, such as tattoos, are acceptable except on the neck or face. Tattoos with nudity, profanity, or inappropriate depictions or words are not appropriate and should be covered at all times.
- i) Students may not be employed as a "Georgia Gwinnett College Student Nurse" and may not wear their student uniform or name tag for any purpose other than a clinical experience that is a part of the GGC Nursing Program. This includes "shadowing" experiences outside of clinical time.
- j) Students may purchase additional pants with the School of Nursing's hunter green from other vendors.

PLEASE NOTE: Students must also adhere to any additional clinical agency policies related to dress code.

### Clinical Lab, Validation, and Sim Lab: Information and Policies

The purpose of the Clinical Practice Skills and Simulation Laboratories is to provide an opportunity for all students to learn the skills necessary to provide safe, competent nursing care. Each student must meet the lab requirements found in the laboratory manual.

- Clinical Practice Skills Lab: Specific hours will be determined according to the

requirements of the nursing courses and posted prior to the beginning of each semester. Hours may vary semester to semester.

- Eating and drinking in the Clinical Practice Skills Lab: There is no eating and drinking in the lab during clinical practice sessions. Bottled water with a lid may be brought to lab classroom areas.
- Laboratory Areas: Students need to put lab units in order after completion of practice.
- Universal/Standard Precautions: Universal/standard precautions are observed in all laboratory experiences.
- Taking Supplies from the Lab Area: No supplies should be taken from the laboratories.

### Lab Requirements

- Satisfactory Lab performance is a requirement of all Courses: To successfully complete courses with laboratory experiences, students must satisfactorily complete all laboratory requirements. See specific course syllabi and laboratory manual for evaluation criteria.
- Practice and Preparation for Laboratory: Students are expected to be prepared for each laboratory experience. This may include the following: reading in the nursing text, viewing the assigned videos, and completing required peer validations.
- Nurse Pack Requirements: Students must use the Nurse Packs to practice nursing skills. Nurse Packs are purchased at the beginning of the nursing program and are used throughout the program. Students are to bring Nurse Packs to the practice lab.
- Lab Manual: Students should familiarize themselves with the laboratory manual each semester. The manual is located on appropriate course D2L sites.

### Dress Code for GGC Simulation and Nursing Skills Lab

During scheduled practice, validation, and simulation, students should follow the Clinical Dress Code as outlined above.

In addition, students may wear GGC Nursing spirit wear T-shirt with green uniform pants.

### Open Practice Lab

The purpose of the Open Practice Laboratory is to provide an opportunity for all students to practice the skills necessary to provide safe, competent nursing care.

Open Practice Lab Hours: Specific hours will be posted prior to the beginning of each semester. Hours may vary semester to semester.

### Dress Code For Open Practice Lab

Students do not have to wear uniforms or lab coats for open lab. However, the following items are

considered inappropriate for practice lab: tank tops, halter tops, mid-riff baring shirts, visible underwear, open-toed shoes/sandals, and high heel shoes.

## General Student Information and Policies

### Appeals Process for Academic or Unsatisfactory Clinical Performance

The Nursing Program follows the college academic standards of progress: GGC grade appeals policy and process for a course or unsatisfactory clinical performance. See

<https://catalog.ggc.edu/content.php?catoid=39&navoid=5628#:~:text=Students%20wishing%20to%20appeal%20a%20final%20grade%20in,file%20a%20grade%20appeal%20with%20the%20appropriate%20dean.>

### Financial Aid/Scholarship Opportunities

A student should complete a Free Application for Federal Student Aid (FAFSA) to be considered for financial aid at Georgia Gwinnett College. The FAFSA serves as the initial application for all Federal Grants and Loans in addition to being one of the ways a student can apply for HOPE Scholarship. The FAFSA becomes available each year on January 1 and must be renewed each year. Go to Georgia Gwinnett website and search “financial aid.”

### Nursing Office

The Nursing Office is located in the Allied Health and Science Building 2<sup>nd</sup> floor. The hours are M-F 8:30 a.m. – 4:30 p.m. Faculty offices are located throughout the GGC campus. Faculty may be contacted by GGC email.

### Announcements

Course announcements may be found on the course Desire2learn website. Other announcements will be sent to the student’s GGC email. Any changes to procedures or policies once the academic year begins will be communicated to students using their GGC email.

### Student Information and Records

Student information is protected by FERPA guidelines ([FERPA](#)). Student’s wishing to have their academic records shared with other institutions or individuals must complete the appropriate form. Student demographic information is kept by the enrollment management office along with the School of Health Science (SHS) Program Lead for the purpose of improving the nursing program to meet student needs. If any changes of this information occur, please notify the appropriate office to update your records. If a student wishes to use a GGC faculty member as a professional/school reference for employment, the student must complete the Letter of Recommendation & Permission to Release Education Record Information Form (Appendix D) and return to the faculty member.

## Assignments

Students are to give required paperwork and/or assignments directly to the faculty member.

## Use of Electronic Communication Devices

Electronic communication devices are used in the program, and all use of such devices must comply with GGC's *Acceptable Use of Information Technology Resources Policy*. Students must mute sounds on electronic devices while in the classroom and clinical areas. Recording and photography are prohibited in the clinical setting. When outside GGC, agency policies must be followed and supersede this policy regarding use of electronic devices. Students need to make themselves aware of agency policies. Use of smart devices (phones, watches, etc.) is prohibited during testing and should be removed.

## Reproduction of Any Evaluation Materials

The nursing program follows the GGC Academic Integrity policy. Students are not to reproduce and/or disseminate any examination and/or standardization examination in any way. No evaluation documents are to be altered by students.

## Children In Class, Clinical, or Skills Laboratory

No visitors including children are allowed in the classroom, clinical practice laboratory, simulation laboratory or at clinical sites.

## Employment

Safety in the clinical area is of primary importance. It is recognized that students often have many obligations in addition to schooling. However, faculty members may determine that a student's fatigue, lack of alertness, lack of preparedness, or behavior that seems to be influenced by drugs or alcohol may place patients in jeopardy. Faculty members have the prerogative to send the student home potentially resulting in a clinical and course failure. Furthermore, faculty may record for permanent entry to the student's file. If drugs or alcohol are suspected faculty and/or the clinical agency may require immediate drug and/or alcohol testing. Testing is at the student's expense.

## Program Expenses

- **Nursing Fees:** Nursing students will pay a \$250.00 lab fee along with a \$395.00 nursing program fee each semester the student is enrolled in nursing courses. This fee is for costs of standardized testing and ATI academic support materials, along with clinical skills and simulation laboratory costs.
- **Computer:** Nursing students must have access to a laptop computer or tablet device during the program. Although there are computers for use by GGC students on campus, the

nursing program has some hybrid courses, where computer access off campus would be necessary and offer convenience for student learning.

- Books: Each year there will be required e-textbooks or textbook bundles, resources, and supplies for each course. See specific course syllabi for requirements. Although electronic books and applications are recommended and are primarily used in the nursing program, students when available can purchase non-electronic resources. Students are NOT allowed to “share a textbook bundle” but must purchase their own individual textbooks and other course resources.
- Uniforms and other required nursing supplies: Upon acceptance into the Nursing Program, students are sent information concerning the purchase of uniforms. See clinical dress code for specific requirements and equipment. Additional items needed include but not limited to: penlight, bandage scissors & Hemostat, nursing uniform, white nursing shoes, watch with second hand, stethoscope, blood pressure cuff, and lab coat.
- GGBANS: It is strongly recommended that students join GGBANS (Gwinnett Grizzly Bears Association of Nursing Students), the student nurses’ organization. When financially possible, the first-year membership will be paid by the School of Health Sciences and after that is the responsibility of each student.
- Nursing School Pin: Pins may be purchased prior to the pinning ceremony at the time of graduation. The official pin of the nursing program is the ONLY pin used at the pinning ceremony.
- NCLEX-RN Examination/Georgia Board of Nursing Fee: Application and fees are made directly through the Georgia Board of Nursing website by each eligible student.
  - Georgia Board of Nursing Application..... \$40.00\*
  - NCLEX Examination Application ..... \$200.00\**\*(Costs are subject to change)*
- A final transcript of grades must be sent as a part of the Georgia Board of Nursing application.

## Health Requirements and Responsibilities

Physical Examination/Immunizations/TB Testing: Students entering the program must have a physical exam and the required immunizations and lab tests. Some clinical facilities may require additional health information and copies of all health forms. Any student who has not completed all health information listed below will be prohibited from clinical attendance, which may result in clinical and course failure. In addition, a TB skin test must be obtained within 12 months AND within 90 days prior to entering the first year of the program and annually thereafter while in the program in order for students to practice in the clinical facilities. Some clinical sites may require more frequent TB screenings. If a student has had a positive TB skin test in the past, the student

must submit a TB symptom analysis signed by a healthcare provider (done annually), a chest X-ray performed within the last 5 years, and proof of treatment, if applicable. Instead of symptoms analysis and chest X-ray, students may also submit a TB blood test “T- spot.” Prior BCG vaccination is not an indication to skip TB skin test or blood test. The link to the required form is:

<http://dph.georgia.gov/sites/dph.georgia.gov/files/TB-SymptomScreenEnglish.pdf>.

You must provide documentation of the following immunizations and/or titers. **All immunizations must be on a printed report from GRITS or from the Health Department.**

- Hepatitis B: You must obtain a titer for immunity to hepatitis B. If the titer does not indicate you have immunity, then you will need to obtain a booster dose of hepatitis B vaccine or repeat the series and repeat the titer. All students are encouraged to protect themselves by obtaining the hepatitis B vaccine series. Students who refuse the series, or who do not have documented immunity, must sign a waiver documenting the student assumes responsibility should an exposure occur.
- Varicella: You must provide documentation of completing 2 doses of varicella vaccine or a lab titer demonstrating immunity. A history of having chicken pox is insufficient evidence of immunity.
- Measles/mumps/rubella (MMR): You must provide documentation of completing 2 doses of measles/mumps/rubella (MMR) vaccine within the last 10 years or a lab titer demonstrating immunity.
- Tetanus/diphtheria/pertussis (Tdap): You must provide documentation of completing a single dose of tetanus/diphtheria/pertussis (TDAP) vaccine in the last 10 years. If TDAP was given more than 10 years ago, a TDAP booster within 10 years is acceptable.
- Influenza: You must submit documentation of annual influenza immunization each year by October 1st.
- COVID-19: You must submit documentation of completing the COVID-19 vaccination series.

Drug Screening/Background Checks: Students are required to submit a background and drug screen clearance once admitted into the nursing program prior to the first clinical rotation. After that, as determined by the clinical agencies, students may be required to re-test and have another background check completed. Students, who re-enter the nursing program after a year from entry into the program, must complete another background and drug screening. If the clinical agency identifies an issue with a student’s background/drug screen checks, the student may not be able to attend clinical. If possible, GGC will place the student at another clinical site, if available, only after allowing the clinical site to review the results of the student’s background/drug screen to determine placement.

- Clinical Credentialing: Students must complete various clinical site materials prior to attending clinical each semester, along with proof of BLS, immunizations, TB test, drug screening and background checks. These documents are uploaded in databases by the

students. Students will be notified if any documents are expired or incorrect. It is the student's responsibility to have current and correct documents loaded to the database for clinical clearance. Failure to maintain all requirements as current will prevent students from attending clinical and will result in an unsatisfactory grade for each clinical day missed because of noncompliance. There may be costs associated with credentialing processes.

- Health Care Responsibilities: As a part of the contractual agreement between Georgia Gwinnett College and the facilities used for clinical experiences, students must assume financial responsibility for any injury received during their clinical experience. Students are responsible for all expenses related to their own health care while enrolled in the Nursing Program.
- If a student is exposed to a blood or biohazard exposure while completing GGC program activities, institutional policies will be followed on and off campus. Students will be responsible for the costs associated with exposures. Health and Accident insurance for students is available through NSNA (National Student Nursing Association), Kaiser Bridge Program or through Board of Regents.

## Student Handbook and Course Syllabus

The course syllabus provides the student with important information related to the semester course. It is the student's responsibility to read and adhere to policies and procedures in the syllabus. Additionally, upon entrance into the nursing program, students will sign an acknowledgement of receiving and reading the student handbook. This form will be kept in the student's file in the SHS office.

## Graduation Requirements

Refer to the [Georgia Gwinnett Catalog](#) concerning the requirements for graduation.

## Additional Policies

Please see the Georgia Gwinnett College Student Handbook/Catalog for all College Academic and Student Policies. As a student of GGC, it is the expectation that these policies are followed.

## Student Support Services and Activities

There are many support services available to Georgia Gwinnett College students. These are listed in the Georgia Gwinnett College Catalog and the Georgia Gwinnett College Student Handbook. Nursing students are encouraged to participate in all campus activities and clubs and to become active participants in campus life. Refer to the Georgia Gwinnett College Catalog and Georgia Gwinnett College Student Handbook for the list of clubs and activities.

## Nursing Clubs and Organizations

National Student Nurses Association (NSNA) And Gwinnett Grizzly Bears Association Of

## Nursing Students (GGBANS)

- This is an organization for nursing students, which helps to promote professional and social unity among the nursing students, to keep nursing students aware of current issues and trends in nursing and health care, and to promote understanding of professional responsibilities. Yearly school membership dues are paid by the nursing program. When financially possible, first-year membership dues are paid by the SHS; thereafter, students pay for membership fees. Officers and faculty advisors are elected each year. More information can be found at [the National Student Nursing Association website](#).

## Nursing Student Government (NSG)

- This organization is comprised of class officers from each cohort. The graduating cohort President serves as the NSG President for that semester. The organization helps promote unity among the program's nursing students and assists with the coordination of student activities on campus. These officers also assist in the planning and implementation of New Student Orientation and the Pinning Ceremony.
- It is the expectation that students attending GGBANS and NSG activities on or off campus will adhere to the GGC Code of Conduct and SHS Professional Behavior Policy.

## Student Representation on Nursing Program Committees

- SHS committees (faculty/student committee, program assessment and evaluation committee, curriculum committee, and admissions/progression/retention committee) have positions for student representation. Students for these positions will be solicited and approved by the faculty. Portfolio letters may be provided for service on the committee per student request.

## GGC Nursing Program Awards

The following awards are presented to graduating students and faculty at the pinning ceremony each semester.

### The GGC Nursing Program Pillar Award

The GGC Nursing Program Pillar Award is the highest honor bestowed upon a student. It is presented to the most outstanding graduating baccalaureate nursing student who evidences: a nursing GPA of 3.5 or higher; outstanding professional demeanor; excellence in scholarship, clinical practice, and leadership, and respect and integrity.

### Clinical Excellence Award

The GGC Nursing Program Clinical Excellence Award is one of the highest honors bestowed upon a baccalaureate nursing student. It is given to the student who exemplifies compassionate nursing care. The candidate is a champion for the highest quality compassionate care and goes above and beyond to serve as a patient advocate, provide holistic care, and enhance quality of life through sensitivity to the needs of the patients and their families. Selection is made by the entire nursing faculty.

### Professional Leadership Award

This award is presented to the graduate who has displayed outstanding leadership roles within and outside the college. The recipient should demonstrate excellence in leadership and service. He or she

must have served as an excellent role model to others and must possess the potential to make a difference in nursing. The recipient is nominated by the students in his or her cohort and selected by the nursing faculty.

### Nursing as Caring Award

The GGC Nursing Program Nursing as Caring Award is presented to the student who most exemplifies “nursing as caring” as described by Boykin and Schoenhofer (2013). Living caring in his or her life, this student focuses on nurturing and has dreams and aspirations of growing in caring with intentionality and authentic presence. This student demonstrates caring with patients and also classmates. Selection is made by the nursing student cohort and approved by faculty.

### Student Speaker

Selected by the nursing student cohort, approved by administration and faculty.

### Caring Educator Excellence Award

The graduating students present the Caring Educator Excellence Award to the GGC faculty member who best exemplifies the Caring Theory in their teaching and has resulted in a profound and positive impact on the learning of students.

### DAISY Award for Extraordinary Nursing Student

This national recognition program recognizes a nursing student who demonstrates a commitment to care and compassion and makes the nurse-patient connection.

### DAISY Award for Extraordinary Nurse Educator

This award honors a nurse educator member who inspires students and ensures that the art and science of nursing are brought to every patient experience.

## Appendix A – Exam Item Appeal Form

### Exam Item Appeal Policy

1. If a student disagrees with the keyed answer on an exam, they must email the faculty member to explain their rationale for their chosen answer using the Exam Item Appeal Form.
2. All appeals must be submitted to the faculty within 36 hours of the exam completion.
3. Students may not appeal items on exams after this time period has elapsed.
4. Students may appeal a maximum of two items on each exam.

**Name:**

**Class:**

**I am appealing the test item:**

**Rationale** (Explain why you believe the test item is incorrect)

**Reference Source** (Cite up to three published classroom resources to validate your appeal.)

- 1.
- 2.
- 3.

Form developed by Morrison et al. 2006

## Appendix B – Student Handbook Acknowledgment Form

### **Student Handbook Acknowledgement Form**

This is to certify that I have read the SHS Nursing Student Handbook and understand the contents of the handbook.

---

**Print Full Name**

---

**Signature**

---

**Date**

Upload the signed form into D2L Wellness 1 Course no later than one (1) week after the first day of class.

## Appendix C – Health Insurance Liability Acknowledgment Form

### Georgia Gwinnett College School of Health Sciences Health Insurance Liability Acknowledgement Form

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Student Name

Health Insurance – evidence of personal health insurance coverage is mandatory.

Should an injury or illness occur to a nursing student during a scheduled clinical or class activity, the student is responsible for all expenses incurred for medical care or treatment of the injury or illness. All students who have paid their student activity fees are eligible to be seen and treated at Georgia Gwinnett College Health Center. If an injury should occur in a clinical facility during a clinical activity, the student can be seen in the nearest emergency room. The student is responsible for any expenses incurred for treatment received in a clinical facility.

Your signature on this document indicates that you understand the above statement. Signatures:

---

Student

---

Date

---

Witness

---

Date

## Appendix D—Recommendation Letter & Permission to Release Education Record Information



### Letter of Recommendation

### Permission to Release Education Record Information

Please submit this form to the individual who you have requested the Letter of Recommendation

Student Name: \_\_\_\_\_ Student 900#: \_\_\_\_\_

I authorize \_\_\_\_\_ to write a letter of recommendation on my behalf to:

|                |  |
|----------------|--|
| Recipient Name |  |
| Address        |  |
|                |  |
|                |  |
| Phone Number   |  |
| Email          |  |

The following information may be included in the recommendation letter (mark all that apply):

\_\_\_\_\_ Grades \_\_\_\_\_ Courses Attended \_\_\_\_\_ Other: \_

\_\_\_\_\_ GPA \_\_\_\_\_ Academic Performance

Check One: \_\_\_\_\_ I waive \_\_\_\_\_ I do not waive my right to review a copy of the letter at any time in the future.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix E—ATI Testing and Remediation Policy

### ATI Tests Required

Students must satisfactorily meet the Level 2 requirement of each standardized content exam in a proctored setting: Fundamentals, Medical Surgical, Mental Health, Maternal, and Pediatrics. Students also complete the Community, Leadership, and Pharmacology exams, but Level 2 is not required for progression. At the end of the program, the ATI predictor is required.

### Preparation for Proctored Exams:

Before taking any ATI Proctored Content Mastery Series exam that requires a Level 2, students must complete Practice A and Practice B exams. The process shall be as follows:

1. Faculty will open Practice A on the specified date/time in the course calendar.
  - a. Students will take Practice A by the specified due date/time in the course calendar.
  - b. Students will remediate using the ATI focused review for a minimum of one hour (60 minutes).

Students will write up at least 10 lowest-scoring concepts (2-3 sentences that they learned from their review).

Students will keep a notebook with their remediation in a folder (paper or electronic). Faculty can run reports on the Practice Assessments and review focused review engagement.

Remediation will be reviewed by faculty before students sit for the proctored assessment.
  - c. Practice A is only required to be taken once.
2. Faculty will open Practice B on the specified date/time in the course calendar
  - a. Students will take Practice B by the specified due date/time in the course calendar.
  - b. Students will remediate using the ATI focused review for a minimum of 1 hour (60 minutes).

Students will write up at least 10 lowest-scoring concepts (2-3 sentences that they learned from their review).

Faculty can run reports on the Practice Assessments and review focused review engagement.

Remediation will be reviewed by faculty before students sit for the proctored assessment.
  - c. Those not achieving an 80% will then retake Practice B.

If students do not prepare for the proctored exam by completing the Comprehensive A & B Practice exams with required remediation, they will not be permitted to sit for the ATI exam and receive an "Incomplete" in the course.

### Scores on Proctored Exams

#### Scoring below level 1:

The student must:

- Develop a remediation plan (approved by course faculty).
- Complete the remediation plan.
- Remediation must last at least one week, and students must complete remediation and the first retake before the start of classes the following semester.

- Retake the exam and achieve at least Level 1 to have the “I” removed, and a final course grade assigned.
- Assignment of an “I” grade indicates that the instructor and student have agreed on a plan to complete the course requirements, unless otherwise specified in the incomplete contract.
- The “I” must be resolved by the last day of the following semester (including summer, even if the student is not enrolled).
- If the “I” is not resolved by this deadline, it will automatically be converted to an “F”, which will be included in the student’s GPA.
- Requests for an extension must be submitted to the Dean’s office for approval.
- If a Level 2 is not achieved on the retake, the student will be placed on an academic success plan (ISSP) and must achieve a Level 2 before being eligible to take the required 2nd take of RN Predictor Exam in 4th semester.
- Students are required to continue remediation and complete at least two retakes of the content exams before beginning clinical practicum 4th semester

### Scoring Level 1:

The student must:

- Develop a remediation plan (approved by course faculty).
- Complete the remediation plan.
- Remediation must last at least one week, and students must complete remediation and the first retake before the start of classes the following semester.
- Retake the exam and achieve at least Level 2.
- If a Level 2 is not achieved on the retake, the student will be placed on an academic success plan (ISSP) and must achieve a Level 2 before being eligible to take the required 2nd take of RN Predictor Exam in 4th semester.
- Students are required to continue remediation and complete at least two retakes of the content exams before beginning clinical practicum 4th semester.

All retakes will be coordinated with the assigned ATI course faculty.

(Applies to: Fundamentals, Pediatric Nursing, Medical-Surgical, Maternal-Newborn, and Mental Health exams.)

### REMEDIATION PLAN

Students who scored Level 1 or below on required ATI assessments must complete the following remediation plan and any additional assignments the faculty and/or student identifies as helpful.

1. Review the Individual Performance of Major Content Areas on the proctored ATI attempt and identify and list three areas of strength and three areas of weakness on table 1.

2. Prepare for retake 1 by completing the following steps (retake must be taken before the start of classes the following semester and remediation must be completed prior to the retake):

1. Review the ATI transcript results from the initial assessment and write down 10 missed topics or

weak areas to review using Table 2. (Refer to the identified Topics to Review in the results table).

2. Complete a minimum of 1-2 hours of focused review and write up 2-3 sentences on what you learned from each topic (focus on the missed items from #1)
3. Complete a dynamic quiz (75 questions) over the content area and score at least 80%. List the scores for the dynamic quiz in table 3.
4. Students will complete a reflection on the reasons that made it difficult to achieve a level 2 and submit it to the assigned faculty member along with other remediation plan documentation.

### Scoring Less Than Level 2 on Retake 1:

Students should complete the following to prepare for retake 2 and all subsequent retakes: Remediation must be completed and reviewed by course faculty one week prior to retakes.

1. Review the ATI transcript results from the previous assessment and write down 20 missed topics or weak areas to review using Table 2. (Refer to the identified Topics to Review in the results table).
2. Complete a minimum of 2 hours of focused review and write up 2-3 sentences on what you learned from each topic (focus on the missed items from #1)
3. Complete two dynamic quizzes (minimum 50 questions) over the content area and score at least 80%. List the scores for the dynamic quiz in table 3.
4. Students will complete a reflection on the reasons that made it difficult to achieve level 2 and submit it to the assigned faculty member along with other remediation plan documentation.
5. Complete active learning templates over at least three of your commonly missed concepts (see templates below).
6. Complete Practice B again and record scores in the table below.

### Active Learning Templates:

Basic Concept ([Editable Template](#)) ([Educator Sample](#))  
Diagnostic Procedure ([Editable Template](#)) ([Educator Sample](#))  
Growth and Development ([Editable Template](#)) ([Educator Sample](#))  
Medication ([Editable Template](#)) ([Educator Sample](#))  
Nursing Skill ([Editable Template](#)) ([Educator Sample](#))  
System Disorder ([Editable Template](#)) ([Educator Sample](#))  
Therapeutic Procedure ([Editable Template](#)) ([Educator Sample](#))  
Concept Analysis ([Editable Template](#)) ([Educator Sample](#))

### Example for remediation quiz scores:

For example, if the student misses several items related to cardiac, the student should enter the content area labeled "cardiac" in the table below and record the scores on the assessment. Next, the student will take a quiz on cardiac topics and enter the score. Lastly, the student will retake Practice B after all remediation for all weak areas and enter the score for cardiac in the table below.

### Tracking Student Progress

Course faculty as assigned will continue to follow students through the ATI exams. Retake dates are published each semester on the course calendar, and the first retake of that exam must be taken prior to the start of the next semester.

Failure to complete the assigned remediation and taking the first retake prior to the start of the next semester will result in an “Incomplete” (“I”) grade for the course. An “I” grade will prevent progression to subsequent classes and will remain until all remediation is satisfactorily completed. If remediation is not completed within the prescribed period, the “I” grade may be converted to a failing grade (e.g., “F”), which may result in course failure and the need to retake the course.

### **Student Responsibilities**

- Develop a specific study plan for test preparation and adhere to it
- Commit to completing Practice Assessments in preparation for Proctored Tests
- Meet with course instructors, advisors, and NCLEX-RN Success Coaches as needed to discuss performance on examinations throughout the program
- Commit to completing a test remediation plan that best suits individual learning and understanding
- Utilize ATI resources to reinforce learning
- Students should meet with professors at the beginning of the semester to discuss accommodations and the test schedule for each course.
- Maintain a positive attitude and a vision of the goal (program completion and first-time success on the NCLEX-RN)
- Maintain personal wellness through healthy eating, adequate sleep, physical activity, healthy and responsible social activities
- Engage in anxiety control and stress reduction/management strategies as necessary before and during tests (centering, guided imagery, breathing, meditation, visualization, exercise, faith-based or cultural approaches, and other relaxation techniques)
- Accept personal responsibility for program success

**Table 1: ATI Assessments Strengths & Weaknesses**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

| ATI Assessment Name: |                      |       |                       |       |
|----------------------|----------------------|-------|-----------------------|-------|
| Overall Score        | Identify 3 Strengths | Score | Identify 3 Weaknesses | Score |
|                      |                      |       |                       |       |
|                      |                      |       |                       |       |
|                      |                      |       |                       |       |

**Table 2: 10 ATI Topics for Review**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

| ATI Assessment: |                                                   |
|-----------------|---------------------------------------------------|
| 10 Topics       | 2-3 sentences on what you learned from each topic |
| 1.              |                                                   |
| 2.              |                                                   |
| 3.              |                                                   |
| 4.              |                                                   |
| 5.              |                                                   |
| 6.              |                                                   |
| 7.              |                                                   |
| 8.              |                                                   |
| 9.              |                                                   |
| 10.             |                                                   |

**Table 3: Dynamic Quiz Scores**

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

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

| Dynamic Quiz Area | Dynamic Quiz Score |
|-------------------|--------------------|
|                   |                    |
|                   |                    |
|                   |                    |

**Table 4: Score Tracker from ATI Proctored after Remediation**

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

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

| ATI Assessment:              |                                            |                               |                                          |
|------------------------------|--------------------------------------------|-------------------------------|------------------------------------------|
| Content Area with Weaknesses | Score on 1 <sup>st</sup> Proctored Attempt | Score on Retake if Applicable | Score on Area on Practice B after retake |
|                              |                                            |                               |                                          |
|                              |                                            |                               |                                          |
|                              |                                            |                               |                                          |
|                              |                                            |                               |                                          |
|                              |                                            |                               |                                          |