

SOUTH GEORGIA COLLEGE
DIVISION OF NURSING

STUDENT HANDBOOK

FALL 2009



SOUTH GEORGIA COLLEGE
DIVISION OF NURSING
ASSOCIATE DEGREE NURSING HANDBOOK

Welcome to the South Georgia College Division of Nursing Associate Degree Nursing Program. We are glad that you are joining us for a journey to a career as a Registered Professional Nurse. This handbook will provide you with the necessary tools to assist you in achieving your goal. An orientation will be provided prior to entering the program to explain the policies of the Nursing Division. In addition, students are also encouraged to review the SGC Catalogue, the SGC Student Handbook and the SGC Public Safety Handbook. Each nursing student is responsible for adhering to these policies. The policies were created by faculty and students in order to provide clear understanding of expectations. The faculty reserve the right to make changes in class schedules, lectures and clinical experiences; however, these changes will be kept to a minimum.

Accreditation and Approval of South Georgia College Nursing Program

South Georgia College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, GA 30033-4097, telephone number (404) 679-4501, to award Associates Degrees; and NLNAC Inc., 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, telephone number (404) 975-5000. The South Georgia College Division of Nursing continues full approval by the Georgia Board of Nursing, 237 Coliseum Drive, Macon, GA 31217, telephone number (478) 207-1640.

THE MISSION OF SOUTH GEORGIA COLLEGE

South Georgia College traces its roots to 1906 when the Eleventh District Agricultural and Mechanical School was established by an Act of the Georgia General Assembly. In 1927 the institution became the first state-supported junior college in Georgia and four years later emerged as one of the original units of Georgia's system of public higher education. Today, the campus life of every institution in the University System of Georgia is characterized by: a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;

- cultural, ethnic, racial, and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education;
- collaborative relationships with other System institutions, State agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

South Georgia College shares with the other two-year colleges of the University System of Georgia the following core characteristics or purposes:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a local area and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate or other career programs to complement neighboring technical institute programs;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the college's scope of influence;
- a commitment to scholarship and creative work to enhance instructional effectiveness and meet local needs.

South Georgia College considers its primary scope of influence to be the southeastern region of Georgia that surrounds the campus in Douglas. The College collaborates with Waycross College to offer an innovative associate degree registered nursing program that serves much of southeast Georgia. In addition, South Georgia College utilizes the Georgia coast to offer life-long learning opportunities that attract senior citizens from throughout the United States. The College's residential facilities enable the institution to draw students from other regions of Georgia and neighboring states.

South Georgia College serves a wide array of students, from the recent high school graduate to the working parent or grandparent who commutes to campus to enroll in a course or two. Given its diverse student body, the College curriculum includes a developmental education component to strengthen those basic academic skills necessary for success in the institution's transfer and career programs. The College also provides its students with a range of student activities, intercollegiate athletic opportunities, and cultural events to facilitate a well-balanced college experience.

At its core, South Georgia College is a teaching institution. Excellent classroom instruction and personalized academic advising are its faculty's hallmarks. All faculty and staff are expected to be life-long learners and active participants in the institution's process of continuous planning, assessment, and improvement.

The College offers Associate of Arts and Associate of Science degree programs that prepare students for transfer in a multitude of baccalaureate program majors. The institution also offers Associate of Applied Science degrees and certificates designed to prepare individuals for careers in several areas of business and computer information systems. Through its Associate of Science in Nursing degree program the College prepares individuals to become registered nurses and thereby meet regional health care needs.

As a contributing member of its community, South Georgia College offers area citizens conferences, seminars, and short courses to develop specific competencies and provide information on special interest topics. The institution and its faculty and staff also work to support regional economic development efforts in cooperation with other community-minded organizations.

A dynamic institution constantly planning, assessing, and responding to change, South Georgia College enthusiastically embraces new technology, innovative methods, and collaborative efforts to advance the missions of the University System of Georgia.

STATEMENT OF PURPOSE

The purposes of the associate degree nursing program at South Georgia College are to:

1. Prepare graduates who promote health in the community.
2. Prepare graduates to pass the NCLEX-RN for licensure.
3. Prepare graduates who will contribute in a positive manner to professional and community life.
4. Prepare graduates to practice as an entry-level generalist across health care settings.

9/8/2000; Reviewed 4/17/01; Reviewed 11/13/2006; Reviewed 1/2009

SOUTH GEORGIA COLLEGE - DIVISION OF NURSING
PHILOSOPHY

The Division of Nursing is an integral part of South Georgia College and accepts the beliefs, purpose, mission and outcomes of the College. Our division's purpose is to conduct programs of education and service.

Our nursing faculty adheres to the following beliefs:

Man is a holistic person whose existence is sustained by an inner source. His behaviors demonstrate integrated wholeness and adaptation to perceived internal and external stressors. We believe that man moves through progressive developmental stages in a sequential manner and that he has basic needs, which are hierarchically arranged and individually perceived.

Society is a dynamic system composed of individuals and groups who are in interdependent relationships. The nature of society both influences and is influenced by its norms and values, its members, institutions, and cultures.

"Health is not a condition, it is an adjustment. It is not a state, but a process," as stated by the (United States) President's Commission on Health Needs of the Nation. Each person, and society as a whole, exists within a health-illness environment. Health and illness are on a continuum with individuals having neither absolute health nor absolute illness. A person's health status is fluid with the potential for high level wellness, extremely poor health and /or death. A person's perception of health is influenced by his culture, heredity, internal and external environments, and adaptive responses. We believe each individual has the right to access health care that will assist with an optimal level of health (wellness).

"**Nursing** is a human science that focuses on the quality of the client's life from the client's perspective and involves innovation and creativity" (Parse). The profession of nursing recognizes the political, economic, social and demographic impact on health care. Nursing emphasizes competence, accountability, and legal and ethical standards in the practice of its profession. The **associate degree graduate** practices as a member of the discipline within community settings where policies and procedures are specified. The associate degree graduate functions in a variety of roles and collaborates with other members of an interdisciplinary team. As a generalist, emphasis is directed toward, but not limited to communication and interventions with clients to assist them in promoting health.

Learning is the acquisition of knowledge, skills and attitudes resulting in a change of behavior that persists over time. Individuals learn at different rates and in a variety of ways, depending upon their goals, needs, motivations, previous experiences, cultural and hereditary influences. Advances in technology provide additional alternatives for individual learning styles. We believe that learning is a continuous process, which evolves over time and should enhance the learner's ability to think critically. The use of critical thinking establishes a professional behavioral pattern that enhances the development of solutions and effects change. We believe the learner who remains competent in the practice of nursing has the responsibility to engage in the pursuit of life-long learning.

Nursing education is based on a foundation of knowledge from the arts and sciences and utilizes a core set of themes or concepts that is theoretically based. This core set of themes and concepts is used to provide a unifying structure to the evidenced-based curriculum. Nursing education is eclectic in its use of themes allowing for creativity in the development of a fundamental set of nursing courses in the academic setting. Nursing education seeks to inculcate a set of values and a commitment to caring which will direct the practice of the graduate.

Revised 4/01; Reviewed 11/13/2006; Reviewed 1/2009

EXPLANATION OF CURRICULUM PARADIGM

The organizational framework is derived from the philosophical statement. The program of learning is based on the faculty's beliefs related to man, society, health, nursing and learning. The faculty believes that this paradigm is appropriate for associate degree nurses who will practice in community settings as generalists.

The major themes of the paradigm are both progressive (vertical) and pervasive (horizontal). The progressive themes begin at a fundamental level and advance toward more complex levels. Pervasive themes are presented as concepts (i.e. developmental stages) which are emphasized throughout the nursing program.

There are three progressive themes: The Client, Critical Thinking, and Roles of the Nurse. There are five pervasive themes that evolve from the philosophical statement: Adaptation, Development, Needs, Health Promotion, Management and Restoration, and Environment. These themes are identifiable throughout the nursing sequence in first level outcomes, course objectives, and program outcomes.

MAJOR PROGRESSIVE THEMES

CLIENT

The client is an individual or group of individuals who may benefit from nursing care. Clients exist in relationships with their families, groups, and communities. The client's health status is dynamic. Health may range from high level wellness to extremely poor health or death. Nursing care may be sought to promote, manage and/or restore the client to optimum health or to support him through death with dignity.

The family is defined as a small social system of individuals related by reciprocal ties. The nurse respects the influence of the family upon the client and his well being.

The group is a dynamic assemblage of individuals who are interrelated. Groups may have different functions and interests, structure and cohesiveness. Clients may function in groups or be influenced by groups.

A community is a cluster of groups which may or may not be defined by geographic boundaries. Communities share common interests, similarities or identities.

CRITICAL THINKING

Critical thinking is learned, practiced and integrated, and it provides the foundation for appropriate clinical decision-making. Critical thinking is a method of reasoning. Utilizing critical thinking, the nurse remains open-minded, considers alternatives, and assesses and recognizes the consequences of decisions. The nursing process is a tool used to make critical thinking operational.

ROLES OF THE NURSE

Throughout the program of study emphasis is placed on the nurse's role as learner, communicator, caregiver, teacher, collaborator, advocate and manager of care. These roles are reflected in the program outcomes.

As a learner, the nurse gains knowledge through study, instruction and experience. Lifetime learning is continuous discovery and reflection.

As a communicator, the nurse exchanges meanings with individuals through a common system of symbols, verbally and/or nonverbally, and thereby demonstrates caring, compassion and cultural awareness.

As a caregiver, the nurse assists clients to achieve positive outcomes through caring interventions. Caregivers preserve and respect the client's dignity.

As a teacher, the nurse shares knowledge and expertise with the client in order to develop, implement and evaluate individualized teaching plans. The goal of teaching is to empower the client in managing his personal health.

As a collaborator, the nurse interacts with the client's significant support persons, peers and other health care professionals to provide holistic care and improve client outcomes.

As an advocate, the nurse preserves the client's legal and human rights. The nurse offers support and may act as an intercessor.

As manager of care, the nurse plans, organizes, delegates, directs, coordinates and allocates resources to meet the needs of the client and achieve the mission of the organization.

PERVASIVE THEMES

ADAPTATION

Adaptation is the internal and external response to stress. It is a dynamic, ongoing, life-sustaining process of reacting to change. The nurse promotes man's adaptation by utilizing critical thinking to facilitate a return to homeostasis.

NEEDS

Basic needs theory is useful in helping the nurse identify and prioritize problems and interventions. Maslow's Hierarchy identifies man's needs on five levels ranked in order of importance for survival. This theory assists the nurse and the client in organizing and setting goals.

DEVELOPMENT

Erikson's Eight Stages of Man describe predictable, age-related, task specific stages that cover the life span. Man's internal and external environments influence these eight levels of achievement.

HEALTH PROMOTION, MANAGEMENT AND RESTORATION

Health promotion, management and restoration activities are directed toward assisting clients to reach their optimum comfort and functioning. These activities may promote a change in a client's internal or external environment. Clients are ultimately responsible for their own health.

ENVIRONMENT

Man's environment is unique and complex. The nurse functions with an awareness of the biologic, psychologic, physical and sociologic environments of both the person and

the nurse. The nurse evaluates the relative importance of the person's internal and external environments and analyzes their effects on the person. The nurse's awareness of these environments is incorporated into health promotion, management and restoration.

INTERNAL ENVIRONMENT

5. **Biologic:** Man's biologic internal environment, including his physical, chemical, and neurologic areas, exists within narrow ranges. The nurse must provide care with an awareness of the variables related to these areas. Changes in one of these areas impacts adaptation in the other areas and may result in an imbalance. All roles of the nurse promote, manage, and/or restore man to homeostasis in his biologic internal environment.
6. **Psychologic:** Man's psychologic internal environment, including the cognitive and affective domains, interpersonal relationships, self-concepts, and coping patterns, also exists within narrow ranges. The client's biologic environments are interrelated and are affected by his psychologic environment. Changes in any of the environments may elicit imbalance. The nurse functions to promote health environments which support homeostasis.

EXTERNAL ENVIRONMENT

- A. **Physical:** The physical external environment of the client consists of air, water, food, and conditions of living. When these environments fail to promote health and wellness, the role of the nurse is to achieve safety for the person or group.
- B. **Sociologic:** The sociologic environment of the person consists of the sociocultural dimensions of health and wellness. Emphasis is placed upon the person's culture, habits, spirituality, ethnic group, and vocation. The

forces of the political and economic environment are contemplated in promoting health and wellness. When applicable, influence is utilized to enhance the environment for the evolution of the person or group.

04/23/2001; Reviewed 11/13/2006; Reviewed 1/2009

STUDENT OUTCOMES FOR FIRST LEVEL

Outcome #1. Examine the concept of adaptation when meeting the needs of clients with actual or potential health problems.

Outcome #2. Prioritize client's care utilizing Maslow's Hierarchy of needs.

Outcome #3. Individualize care for selected clients by identifying tasks appropriate to Erikson's stages of development.

Outcome #4. Incorporate emotional, cultural, and spiritual influences on the client's health status in planning care.

Outcome #5. Determine client's need for health promotion, management and/or restoration in order to assist him in modifying his internal and external environments.

Outcome #6. Demonstrate knowledge of legal and ethical responsibilities related to nursing practice.

Outcome #7. Demonstrate critical thinking by utilizing the clinical decision making process to assist the client in achieving positive outcomes.

Outcome #8. Demonstrate adaptation to nursing roles:
Manager of care
Advocate
Collaborator
Teacher
Caregiver
Communicator
Learner

Outcome #9. Demonstrate accountability for safe, cost effective nursing care by utilizing standards of nursing practice.

Outcome #10. Demonstrate caring behaviors that promote and protect the client's dignity.

Outcome #11. Utilize therapeutic communication skills when interacting with clients and significant support person(s).

02/01; Reviewed 11/13/2006; Reviewed 1/2009

OUTCOMES FOR NURSING GRADUATES

Outcome #1. Assess the client's adaptive response to complex health problems.

Outcome #2. Utilize critical thinking to apply clinical decision making when formulating a plan of care based on priorities.

Outcome #3. Formulate a plan of care that honors developmental, emotional, cultural and spiritual influences on clients and their significant support persons.

Outcome #4. Implement a collaborative care regimen within the legal, ethical and regulatory framework of nursing practice.

Outcome #5. Function in a variety of nursing roles to empower clients for the promotion, management, and restoration of optimal wellness.

Outcome #6. Relate evidence based information to adapt the provision of care to clients, family and groups in changing health care settings.

Outcome #7. Value accountability as an essential component in the role of the associate degree nurse.

Outcome #8. Communicate relevant, accurate, and complete information in a concise and clear manner.

02/01; Reviewed 11/13/2006; Reviewed 1/2009

SOUTH GEORGIA COLLEGE
THE ASSOCIATE OF SCIENCE IN NURSING DEGREE PROGRAM

To be considered for admission to the nursing program, the prospective student must meet the general education requirements of South Georgia College and the Nursing Division. Students may apply to the nursing program after October 1 of the year prior to the year she/he wishes to begin the nursing program. Because of limited classroom and clinical spaces, the College reserves the right to restrict enrollment in the nursing program. Students awaiting acceptance into the nursing program will be designated pre-nursing majors and may take general education courses appropriate to the nursing program. Students must contact the Office of Admissions, Records, and Research for complete admissions requirements.

To make application for admission to the nursing program, the student must:

1. Submit Scholastic Assessment Test (SAT) or American College Test (ACT) scores.
2. Complete and submit an application for admission to South Georgia College.
3. Submit copies of all transcripts from institutions previously attended to the South Georgia College Enrollment Services Office as well as to the Division of Nursing.
4. Meet academic admissions criteria.
 - a. Unconditional admission: To be fully admitted to the nursing program, the student must have a combined minimum SAT score of 920 (or ACT of 20) and a minimum cumulative GPA of 2.3 on all college work attempted. Prospective students without college work must have a minimum high school GPA of 2.0. The non-traditional student with a GED and SAT score of at least 920 will be eligible for admission.
 - b. Alternative admission: The student whose SAT scores fall below 920 (or ACT below 20) or high school GPA falls below 2.3 may be admitted to the nursing program upon the completion of 21 semester hours of college work. Eight of the hours must be BIOL 2210K and BIOL 221IK with a minimum grade of C in each course. The student must also have a minimum cumulative GPA of 2.3 on all college work attempted.
The prospective student must complete all required Learning Support courses before taking any nursing courses and complete MATH 0090 if CPE math score is less than 75 or if COMPASS math is less than 37.
5. After receiving a letter of tentative acceptance from the Division of Nursing, call and schedule an orientation to nursing meeting with the Secretary of the Division of Nursing.
6. Complete required immunizations. Students will also be required to submit a health form upon acceptance into the nursing program.

GPA 2.3 requirement effective Summer 2007

SCIENCE/GENERAL EDUCATION PERFORMANCE REQUIREMENTS

A minimum grade of "C" is required in all science courses included in the curriculum for nursing. A student who makes less than a "C" in more than one required science course will not be eligible for admission to, or progression in, the nursing program. Grades of less than "C" in the required science courses taken at another institution will be considered the same as if taken at South Georgia College. Academic renewal does not apply to grades less than "C" in required science courses.

A minimum grade of "C" is required in all general education courses required for the nursing major.

A & P I and A & P II must have been completed within the previous five years for admission into the nursing program. Please contact the Division of Nursing for requirements affected by this policy.

CLINICAL EXPERIENCE

Students in nursing obtain clinical experience in the campus skills laboratory and selected community clinical facilities. The student must assume responsibility for travel to clinical agencies. Students will provide care to assigned clients regardless of diagnosis, age, sex, race, creed, or ethnic origin.

All students are required to have current CPR certification before going to clinical agencies. CPR certification must be approved by the American Heart Association or the Red Cross and must include infant, child, and adult CPR. Current PPD and physical exam are required annually.

Clinical facilities utilized by South Georgia College require a background check and a drug screening prior to attending clinicals. Based on the results of these screenings, the hospitals may choose to disallow a student to attend clinicals. To complete the nursing curriculum, students must be able to attend clinicals at these sites. Failure to do so would result in the inability of the student to complete the program of study. Students must meet the facilities' requirements for both the drug screening and background check.

The clinical experience is graded as satisfactory or unsatisfactory. Two clinical experiences graded unsatisfactory during the summative period will result in a failure of the course regardless of when it occurs in the semester. Effective June 17, 2009, students receiving a grade of "F" in a nursing course prior to midterm are ineligible for a refund of tuition and fees.

FIRST LEVEL ACADEMIC STANDARDS IN NURSING COURSES

A minimum grade of "C" (75) is required in each nursing course.

SECOND LEVEL ACADEMIC STANDARDS IN NURSING COURSES

A minimum grade of "C" (75) is required in each nursing course. In order to begin second-level nursing courses, students must have completed PSYC 2103 and BIOL 2210K, 221IK, and 2215K with a minimum grade of "C" in each course. The student must also have a minimum cumulative grade point average of 2.0 in order to enter second-level nursing courses. **All required general education courses must be completed prior to or must be completed during the final semester of nursing. If students withdraw from remaining general education courses during the final semester of nursing, they must also withdraw from all nursing courses.**

REGENT'S TESTING PROGRAM

The Regents' Testing Program essay and/or reading requirements must be met prior to enrollment in the final nursing course. The student must also satisfy legislative requirements in US/GA History and Constitution. Students who score 510 or higher on the National verbal SAT or at least 23 on the ACT reading may exempt the reading Regents' requirement. Students who have earned 45 college-level semester credit hours and who have not passed the Regents' Test shall take the appropriate non-degree credit course(s) in remedial reading and/or remedial writing in each semester of attendance until they have passed all components of the test.

RECURRENT ENROLLMENT IN NURSING

Students who make less than a "C" (75) in any two nursing courses, including a repeated course, will not be allowed to continue in the nursing program. Students repeating a nursing course must complete it at South Georgia College or Waycross College unless approved by the Division Chair. Academic renewal does not apply to grades of less than "C" in nursing courses or required science courses.

A student who withdraws/makes a "D" or "F" in a nursing course must complete a Reentry Request Form and submit to the Chair of the Nursing Division. Students will be evaluated for reentry and will only be readmitted on a space available basis.

Students transferring from another nursing program must be in good standing with that program. Grades of "D" or lower earned in nursing courses taken at another institution will be considered the same as if taken at South Georgia College. Students transferring to the South Georgia College nursing program must be able to complete the program of study within 36 months of the time the student began a nursing program. The 36-month limit will include the transfer student's initial enrollment in a nursing program until completion at SGC. This policy reflects the policy for beginning nursing students at SGC.

Students may, with the approval of the Chair of the Division of Nursing and the course coordinator, audit nursing courses; however, students who audit nursing courses are not allowed to participate in clinical lab activities. Fees for auditors are the same as those for students registered for credit.

PROGRAM COMPLETION

Once a student begins nursing courses, he/she has a maximum of 36 months to complete the program. Once a student begins Nursing 1104 (Career Mobility for LPNs to RNs), he/she has a maximum of 24 months to complete the program of study. The College reserves the right to certify that courses presented for program completion are current. Students may be required to retake courses to update their skills and/or their knowledge in the field. Additional NCLEX review may be required before program completion.

ADVANCED PLACEMENT IN NURSING

Advanced placement is possible for persons who have had prior education in a program leading to licensure as a registered nurse. A comprehensive examination or examinations may be required for a student attempting advanced placement. If a student fails an exemption examination, he/she may take the course when offered. Transferring from other nursing programs is possible from colleges that are NLNAC accredited or AACN approved and will be evaluated on a case by case basis by the Chair of the Division of Nursing. Transfer students must meet admission requirements for South Georgia College and the Division of Nursing. Students interested in further details should contact the Division of Nursing. Licensed Practical Nurses (LPNs) may choose to enroll in Nursing 1104, a career mobility course to facilitate transition from LPN to RN.

PREREQUISITES FOR ADMISSION TO THE CAREER MOBILITY COURSE: NURSING 1104

1. Meet the general admission requirements for South Georgia College and the Division of Nursing. Students
2. Possess current Georgia LPN license.
3. Complete all Learning Support courses.
4. Have current CPR certification approved by the American Heart Association or the Red Cross which includes infant, child, and adult CPR.
5. Complete 27 semester hours of SGC's Division of Nursing general education requirements before enrolling in Nursing 1104 effective Summer 2008. Students must complete BIOL 2210K, BIOL 2211K, and PSYC 1101 which are included in the 27 hours. Completion of all general education courses is strongly advised before enrolling in Nursing 1104.
6. Complete MATH 0090 if CPE math score is less than 75 or COMPASS math less than 37.

SATELLITE NURSING PROGRAM WITH WAYCROSS COLLEGE

In addition to the SGC campus program, South Georgia College and Waycross College operate a cooperative nursing program on the Waycross College campus. Students enrolled on the Waycross College campus must meet Waycross College general admission requirements. In teaching the nursing courses on the Waycross campus, SGC nursing faculty may alter the course sequence outlined in the Courses of Instruction section of this catalog. Requirements for nursing courses are the same on both campuses. Students admitted to the Waycross cooperative nursing program must complete the general education requirements specified by Waycross College and must meet admission requirements for the SGC Division of Nursing. Course substitutions involving general education requirements must be approved by Waycross College. Permission to take general education courses on a transient basis must also be granted by Waycross College.

PERMISSION TO TAKE NURSING COURSES ON A TRANSIENT/DUAL ENROLLMENT BASIS

Students admitted to the nursing program through Waycross College may take nursing courses on the Douglas campus only with the express written permission of the Vice President for Academic Affairs of South Georgia College. Likewise, students admitted to the nursing program through the Douglas campus may enroll in nursing courses on the Waycross campus only with the express written permission of the Vice President for Academic Affairs of South Georgia College. Such permission must be secured in advance of taking the course(s) in question. Students must be in good standing to secure transient permission. Transient permission forms may be obtained from the Division of Nursing on the Douglas campus.

COOPERATIVE PROGRAM WITH EAST CENTRAL TECHNICAL COLLEGE

The general education component of the Practical Nursing program at East Central Technical College (ECTC) may be taken at either ECTC or SGC. When the general education component is taken at SGC, the course work will be applied toward the Associate of Science in Nursing degree if a student bridges into the ASN program by successfully completing Nursing 1104 (Career Mobility for LPNs to RNs) at SGC. The general education component at SGC consists of 31 semester credit hours.

All occupational courses and clinicals for the practical nursing diploma will be taken at ECTC, and this diploma will be awarded from ECTC. Practical nursing students opting to complete their general education course work at SGC must meet SGC admissions requirements and complete any applicable Learning Support prerequisites.

NURSING EXPENSES

In addition to general college expenses, nursing students will need to (expenses are subject to change):

1. Provide travel to and from the clinical area.
2. Purchase royal blue scrub pants and solid white scrub top with SGC nursing patch on the left shoulder.
3. Acquire professional liability insurance \$15.00. This insurance is only applicable while participating in clinical experiences as assigned by SGC nursing faculty. You will no longer be covered upon graduation. Students are encouraged to purchase personal liability insurance.
4. Purchase nursing textbooks. Cost varies per course and semester.
5. Pay nursing supply fee for each nursing course \$15.00.
6. Purchase ERI testing and remediation \$60.00 each semester student is enrolled in a nursing course.
8. NCLEX-RN examination approximately \$250.00
9. Application to the Georgia Board of Nursing approximately \$40.00
10. SGC graduation fee approximately \$40.00

APPLICATION FOR RN LICENSURE

Upon graduation from this program, the student will be eligible to apply for recommendation to the Georgia Board of Nursing to write the licensure examination (NCLEX-RN) to become a Registered Nurse. Completion of a nursing education program does not guarantee eligibility for licensure as a registered nurse. The Georgia Board of Nursing has the authority to render a potential candidate ineligible for licensure as a registered nurse. The Georgia Board of Nursing decision may be based on certain events in the candidate's life. If a student has ever been arrested, convicted, sentenced, plead guilty, or plead nolo contendere or been given first offender status for any felony, a crime involving moral turpitude, or a crime violating a federal law involving controlled substances or dangerous drugs or a DUI or DWI this will impact the licensure process. Applicants must be open and honest on their application and must provide a notarized explanation of each offense and provide certified copies of the final court disposition. (If the court documents come with your application and not directly from the court, they must be received in the Georgia Board of Nursing office in an envelope sealed by the court). For any criminal offense, explanation should include offense charged, plea, final disposition,

and the name of the court, state or county/jurisdiction. (Note: You must disclose if you pleaded and

completed probation as a First Offender. A criminal background check may be done.) Your application will not be considered complete until the information is received and reviewed by the Board.

As a potential candidate to write the NCLEX-RN, it is important for you to know of certain constraints, which may affect potential NCLEX applicants. You may wish to contact the Division of Nursing Chair or the Georgia Board of Nursing if you have specific questions. You may also visit the Secretary of State Georgia Board of Nursing web site to view frequently asked questions (http://www.sos.state.ga.us/plb/rn/faqs_legal.pdf).

The Georgia Board of Nursing is authorized to:

- a) Examine, license, and renew the licenses of duly qualified applicants for licensure to practice nursing as a registered professional nurse.
- b) Action may be taken by the Board upon finding that the licensee or applicant has:
 - I. Failed to demonstrate the qualifications or standards for a license contained in this article or the rules and regulations of the Board; it shall be incumbent upon the applicant to demonstrate to the Board that he/she meets all requirements for the issuance of a license;
 - II. Knowingly made misleading, deceptive, untrue, or fraudulent representations in the practice of nursing or in any document connected therewith; or practiced fraud or deceit or intentionally made any false statement in obtaining a license to practice nursing; or made a false or deceptive registration with the Board;
 - III. Been convicted in any court of this state or of the United States of a felony or any other crime involving moral turpitude;
 - IV. Has any other licensing board or agency in Georgia or any other state ever denied, revoked, suspended, restricted, probated, requested you surrender your license? Also, has any other licensing board or agency in Georgia or any other state ever reprimanded, fined, or disciplined you (LPN, EMT, or any other professional license)?
 - V. The Georgia Board of Nursing application must be notarized.

In addition, if students apply for licensure in other states, they are encouraged to seek information regarding the application process for that state (http://www.ncsbn.org/regulation/boardsofnursing_boards_of_nursing_board.asp). Information regarding the NCLEX-RN testing and exam locations may be found at <http://www.vue.com/nclex/>

APPLYING TO TAKE NCLEX:

To register for the NCLEX examination, candidates must submit an application for licensure to the board of nursing where they wish to be licensed as well as register with Pearson VUE using one of the following methods: on the Web, by mail or by telephone.

The application to the Georgia Board of Nursing (GBON) may be found on the GBON website <http://sos.georgia.gov/PLB/RN/>. The GBON application must also be notarized. A passport photo must be included with GBON application. It is recommended you wear something light colored because you must sign the bottom, front of the photo.

For questions about registering, scheduling, Authorization to Test, acceptable forms of identification or comments about the test center:

Visit NCLEX Candidate Web site - www.pearsonvue.com/nclex
Call NCLEX Candidate Services - United States toll free 1-866-496-2539

For questions about NCLEX examination development, general NCLEX examination information and problems or concerns related to examination administration:

Visit NCSBN's NCLEX Examination Web site - www.ncsbn.org/nclex/htm
Call NCLEX Examinations Department 1-866-293-9600
E-mail: nclexinfo@ncsbn.org

In addition to applying to the board of nursing and Pearson VUE, students must submit the following information:

Pay \$40.00 graduation fee at the Cashier's Office located in the Engram Union
Meet with Advisor. Complete a Notification of Graduation form and submit to the Registrar's Office at SGC.

Complete a Transcript Request Form to the Registrar's office at SGC requesting your transcript be sent to the Division of Nursing.

If applicable, complete all requirements as set forth by the Financial Aid Office at SGC.

PLEASE REMEMBER - Students must apply to both the Georgia Board of Nursing as well as Pearson VUE to be eligible to take NCLEX.

AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION

TO: The Board of Regents of the University System of Georgia or any of its member Institutions (hereinafter referred to as the "Institution"), and any Facility where I participate in or request to participate in an applied learning experience, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the "Facility")

RE: _____

(Print name of student)

As a condition of my participation in an applied learning experience and with respect thereto, I grant my permission and authorize The Board of Regents of the University System of Georgia or any of its member institutions to release my educational records and information in its possession, as deemed appropriate and necessary by the Institution, including but not limited to academic record and health information to any Facility where I participate in or request to participate in an applied learning experience, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the "Facility"). I further authorize the release of any information relative to my health to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the applied learning experience. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and about my performance in an applied learning experience.

I further understand that I may revoke this authorization at any time by providing written notice to the above stated person(s)/entities, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Confidential Records and Information".

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

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

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this "Authorization for Release of Records and Information"; and that I, or my parent and/or guardian, have read carefully and understand the above "Authorization for Release of Records and Information"; and that I have freely and voluntarily signed this "Authorization for Release of Records and Information."

This the _____ day of _____.

Participant Signature

Name: _____
(Please print)

Witness Signature

Name: _____
(Please print)

Parent/Guardian Signature
(if applicable)

Name: _____
(Please print)

Witness Signature

Name: _____
(Please print)

STUDENT APPLIED LEARNING EXPERIENCE AGREEMENT

In consideration for participating in an applied learning experience (hereinafter referred to as the "A.L.E.", at any Georgia Hospital Association member Facility or any other Facility where I may participate in such an A.L.E. (Hereinafter referred to as the "Facility", I hereby agree to the following:

1. To follow the administrative policies, standards and practices of the Facility when in the Facility.
2. To report to the Facility on time and to follow all established regulations of the Facility.
3. To keep in confidence all medical, health, financial, and social information (including mental health) pertaining to particular clients or patients.
4. To not publish any material related to my A.L.E. that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the Institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc. that identify or uses the name of the Georgia Hospital Association, the Facility or its members, staff, directly or indirectly.
5. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.
6. To follow Centers for Disease Control and Prevention (C.D.C.) Universal Precautions for Bloodborne Pathogens, C.D.C. Guidelines for Tuberculosis Infection Control, and Occupational Safety and Health Administration O.S.H.A.) Respiratory Protection Standard.
7. To arrange for and be solely responsible for my living accommodations while at the Facility.
8. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.
9. To wear a name tag that clearly identifies me as a student.

Further, I understand and agree, unless otherwise agreed to in writing, that I will not receive any monetary compensation from the Board of Regents of the University System of Georgia, the Institution or the Facility for any services I provide to the Facility or its clients, students, faculty or staff as a part of my A.L.E.

Unless otherwise agreed upon in writing, I also understand and agree that I shall not be deemed to be employed by or an agent or a servant of the Institution, the Regents or the Facility; that the Institution, Regents and Facility assumes no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance; that I am not entitled to any benefits available to employees; and, therefore, I agree not to in any way to hold myself out as an employee of the Institution, the Regents or the Facility.

I understand and agree that I may be immediately withdrawn from the A.L.E. based upon a lack of competency on my part, my failure to comply with the rules and policies of the Institution or Facility, if I pose a direct threat to the health or safety of others or, for any other reason the Institution or the Facility reasonably believes that it is not in the best interest of the Institution, the Facility or the Facility's patients or clients for me to continue. Such party shall provide the other party and the student with immediate notice of the withdrawal and written reasons for the withdrawal.

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

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

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this Applied Learning Agreement, and that I, or my parent and/or guardian, have read carefully and understand the above Applied Learning Experience Agreement; and that I have freely and voluntarily signed this "Applied Learning Experience Agreement."

This the _____ day of _____.

Participant Signature

Name: _____
(Please print)

Witness Signature

Name: _____
(Please print)

Parent/Guardian Signature
(if applicable)

Name: _____
(Please print)

Witness Signature

Name: _____
(Please print)

**NOTICE TO ALL PERSONS PARTICIPATING IN CLINICAL
ASSUMPTION OF RISK**

(Read carefully before signing)

I acknowledge that I am solely responsible for any hospital or other costs arising out of any bodily injury or property damage sustained through my participation in clinical activities.

RELEASE, WAIVER OF LIABILITY AND COVENANT NOT TO SUE

The undersigned hereby acknowledges that participation in activities related to clinical experiences in any agency involves a potential risk of physical injury and assumes all such risks. The undersigned hereby agrees that for the sole consideration of South Georgia College allowing the undersigned to participate in programs or activities, the undersigned participant does hereby waive liability, release and forever discharge the Institution, Board of Regents of the University System of Georgia, and the clinical agency, its members individually, and its officers, agents and employees of and from any and all claims, demands, rights and causes of the action of whatever kind or nature, arising out of all known and unknown, foreseen and unforeseen bodily and personal injuries, damage to property, and the consequences thereof, including death, resulting from participation in or in any way connected with such activities.

I further covenant and agree that for the consideration stated above I will not sue the Institution, the Board of Regents of the University System of Georgia, the clinical agency, its members individually, its officers, agents, or employees for any claim for damages arising or growing out of my participation in clinical activities.

I understand that the acceptance of this release, waiver or liability and covenant not to sue the Institution or the Board of Regents of the University System of Georgia or any agent or employee thereof, shall not constitute a waiver, in whole or in part, of sovereign or official immunity by said Board, its members, officers, agents, and employees, or the clinical agency.

Further, I understand that this release, waiver of liability, and covenant not to sue shall be effective during the entire period of my enrollment at the Institution.

I have received a copy of this document, which I have read and understand. I accept and assume all risks, hazards and dangers involved in any such activities in which I may participate, including travel to and from the site of such activities. I certify that I am at least 18 years of age and suffering under no legal disabilities.

This _____ day of _____, _____.

Print Name _____ Social Security # _____

Signed _____

**NOTICE TO ALL PERSONS PARTICIPATING IN CLINICAL
ASSUMPTION OF RISK**

(Read carefully before signing)

RELEASE, WAIVER OF LIABILITY AND COVENANT NOT TO SUE

Reviewed 5/05; Reviewed 11/13/2006; Reviewed 1/2009

General Guidelines for Electronic Mail and Web Usage

The primary purpose of academic computing resources is to provide unrestricted information access for faculty, staff and students engaged in the study of any academic program. Any activities that have a derogatory impact on SGC's ability to provide that service will be considered in violation of the Computer and Network Usage Policy.

Students ***must*** activate their individual @tigers.sgc.edu accounts and may do so by following instructions at http://www.sgc.edu/current_returning/tigers_live_mail.html. There is also a link "Report Tigers Live Mail Trouble" if you have difficulty accessing or setting up your e-mail account. This e-mail is the official communication between SGC and its students.

Violator's will be subject to IMMEDIATE disciplinary action to ensure the stability of academic computing resources, to include suspension of ALL access. Specific examples of activities which will not be tolerated include, but are not limited to, the following:

Game playing.

Unauthorized access to ANY computing system, regardless of reason.

Performing any act which seriously impacts the operation of computer, peripheral devices, or the network. This includes e tampering with the components of a local area network (LAN) or interfering with the operational readiness of a computer.

Sending, receiving, or storing mail, files, messages, etc. that contain: (1) profanity, obscenities, or other language of an inflammatory nature; (2) information which infringes upon the rights of another person; (3) information which may injure someone else and/or lead to a lawsuit or criminal charges; (4) information which consists of any advertisements for commercial enterprises.

Using computing resources for commercial activities and/or personal gain.

Any attempt to circumvent data protection schemes or uncover security loopholes.

Performing any act which is wasteful of computing resources, to include mass mailing, chain letters, obtaining unnecessary output, creating or unnecessary network traffic.

Using computing and/or network resources to gain unauthorized access to remote computers.

Using computing resources to harass other by sending annoying, threatening, libelous, or sexually, racially, or religiously offensive messages.

Using computing resources to monitor another user's data communications, or reading, copying, or deleting another user's files or software without permission of the owner.

POLICY FOR HEPATITIS B

South Georgia College requires a physical examination prior to enrollment into the nursing program and annually upon enrollment in the nursing program. This physical includes Hepatitis B vaccine and/or screening. The student signs a statement of understanding which indicates his/her decision concerning the vaccine and/or screening. This signed statement is kept in the student's file (see attached information sheet).

_____ I have completed the vaccine series.

_____ I have had the hepatitis titer.

_____ I am presently taking the vaccine series.

Signature of Student _____ Print name _____

Recommended by Policy Committee 10/20/92; Adopted 10/26/92; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/2006; Reviewed 1/2009

NURS 1100 and NURS 1101 REFUND POLICY

I UNDERSTAND ENROLLMENT IN MY FIRST SEMESTER OF NURSING AT SOUTH GEORGIA COLLEGE WILL REQUIRE ME TO REGISTER AND PAY FOR TWO SEPARATE COURSES. THESE ARE INTRODUCTION TO NURSING (NURS 1100) AND FUNDAMENTALS OF NURSING (NURS 1101). SUCCESSFUL COMPLETION OF INTRODUCTION TO NURSING IS REQUIRED TO ADVANCE TO FUNDAMENTALS OF NURSING.

I UNDERSTAND A FAILURE IN INTRODUCTION TO NURSING (NURS 1100) WILL RESULT IN WITHDRAWAL FROM FUNDAMENTALS OF NURSING (NURS 1101). REFUNDS WILL BE GIVEN ACCORDING TO COLLEGE POLICY AND APPLY ONLY TO STUDENTS WHO WITHDRAW FROM NURS 1100 PRIOR TO THE MIDTERM DATE SPECIFIED FOR THAT COURSE AND WITHDRAW FROM ALL OTHER GENERAL EDUCATION COURSES PRIOR TO THE MIDTERM DATE SPECIFIED FOR THOSE COURSES.

I UNDERSTAND THAT A TOTAL WITHDRAWAL IS NOT POSSIBLE IF I COMPLETE NURS 1100. IF I CHOOSE TO COMPLETE NURS 1100, I FURTHER UNDERSTAND THAT I AM DUE NO REFUND.

Signature: _____ Date: _____

Print name: _____

POLICY ON CLIENT CARE

The South Georgia College Division of Nursing's policy on caring for patients/clients is consistent with the Georgia Board of Nursing Standards of Practice on caring for all patients/clients. The Standards of Practice states, "The registered nurse shall: (1) Respect the dignity and rights of the patient/client regardless of socioeconomic status, personal attributes or nature of health problems, (2) maintain each patient's/client's right to privacy by protecting confidential information unless obligated by law, to disclose the information, (3) provide nursing care without discrimination on the basis of diagnosis, age, sex, race, creed or color." **Students will comply with HIPAA at clinical facilities and no confidential information may be duplicated.**

Source: Rules of Georgia Board of Nursing, Chapter 411-10.5,6,7.

Recommended by Policy Committee 10/20/92; Adopted 10/26/92; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/06; Reviewed 1/2009

POLICY REGARDING DISABILITIES

The Rehabilitation Act of 1973 states that the term disability means, "with respect to an individual, (1) a physical or mental impairment that substantially limits one or more of the major life activities of such individual, (2) a record of such an impairment, or (3) being regarded as having such an impairment. Major life activities include such functions as talking, walking, performing manual tasks, hearing, caring for oneself, and working."

The South Georgia College Division of Nursing accepts applications from all students without regard to disabilities. However, applicants will be evaluated on an individual basis regarding reasonable accommodations to the classroom and ability to perform safely in the clinical setting.

Recommended by Policy Committee 10/20/92; Adopted 10/26/92; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/2006; Reviewed 1/2009

FACULTY PANEL

The purpose of the faculty panel is to hear student concerns. The student, Division Chair, and appropriate faculty member(s) are apprised of recommendations, decisions, and/or disciplinary action agreed upon by the faculty panel.

A faculty panel is composed of faculty members appointed by the Division Chair but not including the Division Chair. The faculty serving on the panel are not directly involved in the instruction of the student at the time of the incident.

Reviewed 11/17/94; Revised 11/17/94; Approved 2/1/95; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/2006

POLICY ON MISSED EXAMS

All students are encouraged to take ALL unit exams. For students who have missed unit exams, there will be a make-up exam scheduled after the last unit exam and before the final. The make-up exam may vary in form, and may include, but is not limited to, discussion questions, short answer, fill in the blank, multiple choice, case studies, etc. If you know you will be absent on a scheduled exam day, you have the option of taking the exam early or of taking the make-up exam. No more than one (1) unit exam may be missed per course. Other missed unit exams will be assigned a grade of "0". If a student misses the final exam, a written appeal may be made to the Division Chair. A faculty panel will be appointed to determine if the student may make up the final exam. ALL REQUIREMENTS OF THE COURSE MUST BE MET IN ORDER TO RECEIVE A PASSING GRADE AND TO PROGRESS IN THE PROGRAM.

Effective January 1, 1993; Adopted 11/16/92; Reviewed 01/02; Reviewed 8/03; Revised 3/06; Reviewed 11/13/2006; Reviewed 1/2009

REPEATING NURSING COURSES

1. Students who make less than a "C" (**75**) in any two nursing courses, including a repeated course, will not be allowed to continue in the nursing program.
2. Students who make less than a "C" in a nursing course or who withdraw from a nursing course may be allowed to repeat that course at the next offering, subject to approval by the Nursing Division Admissions Committee. Students repeating a nursing course must complete a Reentry Request Form and will be required to meet with the course coordinator to develop a plan for remediation. This plan must be successfully completed by the end of the semester or receive a grade of "I" (incomplete).
3. Students who make less than a "C" (**75**) in Nursing 1104 may apply for admission to Nursing 1100. Students who make less than a "C" in Nursing 1104 are ineligible to repeat this course.

Adopted 10/5/79; Reviewed 01/02; Reviewed 8/03, Revised 11/05; Reviewed & revised 11/13/2006; Reviewed 1/2009

GRADING POLICY

The grading policy for the Division of Nursing is as follows:

- 90-100 = A
- 80-89 = B
- 75-79 = C
- 65-74 = D
- Below 65 = F

(Note: Grades will not be rounded to the next whole number and will not be given via telephone or e-mail.)

Adopted 2/3/86; Reviewed 01/02; Revised 4/02; Reviewed 8/03; Reviewed 11/13/2006; Reviewed 1/2009

ADVANCED PLACEMENT

Advanced placement is possible for licensed practical nurses or those who have had prior nursing education.

- A. Requirements for advanced placement for LPN's into the Nursing II04 class include:
1. Current Georgia LPN license
 2. Current adult and child certification CPR
 3. Completion of Learning Support courses
 4. A 2.3 GPA is required
 5. Completion of a minimum of **27** semester hours of core curriculum including Anatomy and Physiology I, Anatomy and Physiology II, and Introduction to General Psychology. Introduction to Human Development and Microbiology must be completed as a prerequisite to second level nursing courses. A "C" or better is required for all general education courses.
 6. Completion of REM 90 if math CPE score is less than 75 or COMPASS math score is less than 37.

Adopted 10/26/92; Reviewed 01/02; Revised 8/02; Reviewed 8/03; Reviewed & revised 11/13/2006; Reviewed 1/2009

Communication Devices

Cell phones are a source of disruption to the Professors and Students (please refer to the Disruptive Behavior Policy). Cell phones and beepers must be turned off during class, seminar, lab and clinical. If the cell phone rings, the Professor may ask the student to leave for the remainder of the day. Communication devices such as but not limited to laptops, Beepers, IPODs, MP3 players and personal data assistants (PDA) are prohibited in the classroom and clinical facilities. At the discretion of the clinical instructor, students may be allowed to bring cell phones to clinical but they must be stored in the break room/conference room. SGC and the clinical facilities are not responsible for lost articles. Students are prohibited from taking pictures in all clinical areas.

CONFIDENTIALITY/HIPAA

In accordance with the Official Code of Georgia, every patient's right to confidential treatment must be protected. The nursing student must keep in confidence all knowledge about any client. Personally identifying information is ANY information which is readily used to identify a particular patient including, but not limited to: name, address, Social Security number, physical description, names of family members and photographs, disease processes, prognosis, and financial and/or insurance status. Discussion of confidential information about a client other than in classrooms and clinical conferences or with other members of the health team in inappropriate settings is a serious breach of ethics and is grounds for dismissal. The student may also be subject civil and/or criminal liability. Students are required to complete the HIPAA orientation. **Students are not allowed to duplicate any medical record information.**

ATTENDANCE POLICY

CLASSROOM:

The student is expected to attend classes. Students who are absent for 15 percent of class time may be called before a faculty panel. The registrar may be sent an Administrative Withdrawal form when students are absent for 20 percent of class time. The student should notify the Division Secretary or nursing instructor at (912) 260-4358 (Douglas), 449-7451 or (912) 449-7450 (Waycross), or linda.mullis@sgc.edu when class will be unavoidably missed.

CLINICAL:

ALL assigned clinical laboratory hours on campus and/or within community health settings must be completed to receive a passing grade for that course. Two unsatisfactory clinical grades will result in a course grade of "F". The clinical unit must be notified prior to the beginning of clinical if the student is late or unable to attend that clinical. The student may be either permitted to complete the clinical experience that day or required to make up that clinical on another day at the discretion of the clinical instructor.

- a. Make-up days will be scheduled at the beginning of the semester and/or at the convenience of instructor and agency. No more than the equivalent of 2 clinical requirements may be made up.
- b. If the clinical absence is not made up prior to the beginning of the following semester, the student will receive a grade of unsatisfactory for the clinical component, and the student will not be allowed to progress in the nursing series and/or graduate.
- c. A student wishing to appeal must do so in writing to the Division Chairperson within 5 working days of the absence. The Chairperson will consult with the instructor and course coordinator and then appoint a faculty panel if necessary.

Adopted 10/9/91; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/2006; Reviewed 1/2009

PROFESSIONAL ATTIRE IN THE CLINICAL AGENCIES

Professional Attire:

You will be permitted in the clinical agency only when your attire is correct and complete. The instructor cannot grant you any special privileges.

Uniforms must be worn in all clinical settings unless otherwise indicated.

The uniform consists of:

Royal blue scrub pants with white scrub top with SGC emblem, or royal blue scrub dress with SGC emblem. The SGC uniform patch must be purchased from the bookstore. The patch is to be placed on the center of the left shoulder of the scrub top and lab coat. Use white thread to attach the patch.

Shoes: White leather without writing.

Socks/Hose: White socks/hose may be worn with pants. White hose with no runs must be worn with dress.

A wristwatch with second hand.

Scissors, ballpoint pen with black ink, stethoscope.

The SGC student name tags and/or agency name tags must be worn on the left chest area during the time a student is in any clinical area representing SGC.

Students will wear street clothes for the psychiatric experience as specified by the course instructor.

Other guidelines/requirements:

- A. Hair should be clean, neat and above the neckline. No bows or large hair ornaments. Beards and mustaches shall be short and neatly trimmed.
- B. No heavy make-up is to be worn.
- C. Fingernails should be clean, smooth, short and no fingernail polish. No artificial nails are allowed.
- D. The only jewelry permitted is an engagement ring and/or wedding band. One set of post earrings may be worn in earlobes only; however, no large dangling earrings are allowed.
- E. Tattoos and body piercings (other than earrings) should not be visible.
- F. Cigarette smoking may be allowed at certain facilities in designated areas only. Students will not be allowed to smoke on the premises of any facility that prohibits smoking.
- G. Avoid offensive breath and body odors (**tobacco, perfume, alcohol, etc.**)
- H. Skin decorations, body piercing, i.e., body piercing jewelry and tattoos or any other drawing or diagram on the skin, are not to be visible when representing SGC in the practice settings. Any student having a tattoo or other permanent skin decoration visible on the arm when wearing the uniform is to consult with faculty regarding wearing long sleeves. Any tattoos on the lower leg, ankle, or foot are to be covered by socks and/or pants.
- I. Parking is allowed only in the designated areas. The vehicle of students who park in patient or visitor parking may be at risk to be towed at the owner's expense.

Reviewed and revised 10/26/92; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/2006; Reviewed 1/2009

PROFESSIONAL ATTIRE IN MENTAL HEALTH FACILITIES

Conduct in the mental health facility:

All students assigned to a mental health facility will be expected to adhere to the professional conduct as outlined for the conduct in the clinical agency.

Professional Attire:

Your attire in the mental health facilities has a profound effect on your clients. Your instructor will assist you in maintaining a professional atmosphere by utilizing the following guidelines:

- A. Dress clothes will be worn for each clinical. No jeans, shorts, skorts, tee shirts, no shirts or low cut tops or any tops with written messages or advertisements. No midriff tops are allowed. Well fitted slacks are appropriate; tight slacks are not. Ties, if worn, must be clip-on ties.
- B. Lab coats - Consult your instructor. However, in most cases they are not worn.
- C. Flat or low heel shoes are acceptable. No high heels, tennis shoes, thongs, or very open shoes, i.e. sandals.
- D. Scissors nor stethoscopes are needed.
- E. Name tags - bring them. However, certain facilities may request that they be removed.

For your safety and respect for your clients, your instructor will have no choice but to dismiss you from the clinical area if your attire is inappropriate. To avoid errors in judgment in this matter, please ask your clinical instructor for clarification **PRIOR** to arriving for your clinical assignment.

ANY STUDENT THAT COMES TO CLINICAL WEARING INAPPROPRIATE ATTIRE WILL BE REQUIRED TO WEAR AN SGC OXFORD SHIRT AND BLACK OR KHAKI DRESS PANTS FOR ALL REMAINING MENTAL HEALTH CLINICALS.

9/94; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/2006; Reviewed 1/2009

SPECIAL NEEDS STATEMENT

Students requiring classroom accommodations or modifications because of a documented [disability](#) should discuss this need with the instructor at the beginning of the semester. Students who have not presented validation for learning disabilities from the Regents' Center for Learning Disability (University System of Georgia) should complete all necessary paperwork and submit this to Ms. Angela Nuga in Student Support Services, Powell Hall 104. The telephone number is (912)-260-4435. Students who have not presented validation for physical disabilities should register with the Office of the Vice President for Student Affairs, Dr. Jim Cottingham, Powell Hall 213. The telephone number is (912)-260-4430.

CHILDREN IN THE CLASSROOM/CAMPUS LAB/CLINICAL FACILITIES

Children are **not** allowed in classrooms, labs or clinical facilities during class/clinical time. Children may not be left in the library while the parent is in class. When children are on campus for any reason, they must be supervised by an adult.

STUDENT EMPLOYMENT POLICY

Unlicensed students shall be employed only as unlicensed nursing personnel (unlicensed assistive personnel, multi-skilled workers, patient care techs, etc.). Students are encouraged to review the Georgia Board of Nursing Delegation Tree to determine appropriate task assignments http://www.sos.state.ga.us/plb/rn/decision_tree.htm. They shall not represent themselves or practice as nursing students except as part of a learning activity in a practice setting which is integral to the South Georgia College nursing curriculum.

Upon graduation students may not be employed as a graduate nurse or perform duties as a registered nurse until licensure has been granted. Such employment may be determined by the Georgia Board of Nursing as unlicensed practice.

1/98 ; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/2006; Reviewed 1/2009

GUIDELINES FOR PROFESSIONAL BEHAVIOR

The Division of Nursing at South Georgia College regard the following as guidelines for professional behavior. Students are expected to show professional behavior with or in front of clients, members of the health care team, and others in the professional environment (campus, hospital, clinic, office) including members of the faculty and administration, other students, clients, and staff. Faculty members and administrators are expected to abide by similar standards.

PROFESSIONAL ATTRIBUTES

Displaying honesty and integrity

Never misrepresents or falsifies information and/or actions

Does not engage in unethical behavior

Showing respect for client's dignity and rights

Makes appropriate attempts to establish rapport with clients or families

Shows sensitivity to the clients' or families' feelings, needs, or wishes

Demonstrates appropriate empathy

Shows respect for client autonomy

Maintains confidentiality of client information

Maintaining a professional demeanor

Maintains professional demeanor even when stressed; not verbally hostile, abusive, dismissive or inappropriate anger

Never expresses anger physically

Accepts professionally accepted boundaries for client relationships

Never uses his or her professional position to engage in romantic or sexual relationships with clients or members of their families; never misuses professional position for personal gain.

Conforms to policies governing behavior such as sexual harassment, consensual amorous relationships, hazing, use of alcohol/drugs (and any other existing policy of the school).

Is not arrogant or insolent

Appearance, dress, professional behavior follow accepted professional norms (see professional attire). Cell phones are not allowed at clinical sites.

Recognizing limits and when to seek help

Appears aware of own inadequacies; correctly estimates own abilities or knowledge with supervision

Recognizes own limits, and when to seek help

RELATIONSHIP TO OTHERS

Responding to supervision

Accepts and incorporates feedback in a non-resistant and non-defensive manner

Accepts responsibility for failure or errors

Demonstrating dependability and appropriate initiative

Completes tasks in a timely fashion (papers, reports, examinations, appointments, documentation, client care tasks)

Does not need reminders about academic responsibilities, responsibilities to clients or to other health care professionals in order to complete them

Arrives at designated clinical area on time, prepared for clinical

Takes on appropriate responsibilities willingly (not resistant or defensive)

Takes on appropriate client care activities

Does not leave assigned clinical unit without approval of clinical instructor

Interacting with others members of the team

Communicates with other members of the health care team in a timely manner

Shows sensitivity to the needs, feelings, wishes of health care team members

Relates and cooperates well with members of the health care team

Revised 5/2008; Reviewed 1/2009

**PERFORMANCE STANDARDS FOR ADMISSION TO AND
RETENTION IN THE ASSOCIATE DEGREE PROGRAM
SOUTH GEORGIA COLLEGE - DIVISION OF NURSING**

A candidate for the associate degree must have abilities and skills of four varieties: Observation, communication, motor, and behavioral. Reasonable accommodations may be made on an individual basis as directed by the Vice President of Academic Affairs; however, a candidate is expected to perform in an independent manner. Please read the performance standards for admission and progression in the nursing program. Sign one copy and return to nursing office at South Georgia College. If you have concerns or needs, please comment in the provided space.

MOTOR SKILLS

Candidates should have sufficient motor function so that they are able to execute movements required to provide general care and treatment to clients in all health care settings. (For example: For the safety and protection of the clients, the candidate must be able to administer intravenous, intramuscular, subcutaneous and oral medications; apply pressure to stop bleeding; open obstructed airway; and provide patient/client daily hygiene care; perform basic life support, including CPR, and function in an emergency situation. The candidate must have the ability, to safely assist a client in moving, for example, from a chair to a bed, or from a wheelchair to a commode.)

SENSORY/OBSERVATION

A candidate must be able to acquire the information presented through demonstrations and experiences in the basic and nursing sciences. He or she must be able to observe a client accurately, at a distance and close at hand, and observe and appreciate non-verbal communications when performing nursing assessment, planning, intervention, and evaluation. The candidate must be capable of perceiving the signs of disease and infection as manifested through physical examination. Such information is derived from images of the body surfaces, palpable changes in various organs and tissues, and auditory information (client voice, heart tones, bowel and lung sounds).

COMMUNICATION

The candidate must communicate effectively and sensitively with other students, faculty, staff, clients, family, and other professionals. He or she must express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. A candidate must be able to: convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and provide education. The candidate must be able to communicate effectively in oral and written forms. The candidate must be able to process and communicate information on the client's status with accuracy in a timely manner to members of the health care team. The appropriate communication may also rely on the candidate's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

COGNITIVE

A candidate must be able to measure, calculate, reason, analyze, integrate and synthesize in the context of undergraduate nursing study. The candidate must be able to quickly read and comprehend extensive written material. He or she must also be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting.

BEHAVIORAL/EMOTIONAL

A candidate must possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of clients and families. In addition, s/he must be able to maintain mature, sensitive, and effective relationships with clients, students, family, staff and other professionals under all

circumstances including highly stressful situations. The candidate must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The candidate must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The candidate must know that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others. The candidate must be able and willing to examine and change his or her behavior when it interferes with productive individual or team relationships. The candidate must possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

PROFESSIONAL CONDUCT

Candidates must possess the ability to reason morally and practice nursing in an ethical manner. Candidates must be willing to learn and abide by professional standards of practice and the of South Georgia College's Division of Nursing policies. S/he must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance. Candidates must be able to engage in client care delivery in all settings and be able to deliver care to all client populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised clients, and vulnerable adults.

I have read the Performance Standards for Nursing and attest that I am not aware of any condition and/or disability that would interfere with my ability to comply with each and every requirement outlined in the document. If any such condition should occur during my program enrollment, I agree to immediately bring my problem to the attention of the Division Chair. Additional evaluation may be required.

Signature_____

Date_____

Printed Name _____

Failure to return this form by the assigned date will result in withdrawal from the course.

8/2003; Reviewed/revised 11/13/2006; Reviewed 1/2009

South Georgia College
Division of Nursing

Financial Responsibility for Health Care

I assume responsibility for my own health care in the event of accident, illness, or exposure to communicable disease while in the clinical area as a nursing student of South Georgia College. I will be responsible for any financial bills that might occur related to accidents, illness, or exposure to communicable disease while in the clinical area.

Student's Signature

Printed name

Date

5/06 Initiated; Reviewed 1/2009

GUIDELINES FOR STUDENT GRIEVANCES

1. Students must follow the change of command:
 - Course or clinical instructor
 - Course coordinator
 - Division Dean
 - Vice-President for Academic Affairs
2. Grade appeals must be made in accordance with the South Georgia College Student Handbook.
3. If a student has a grievance or an appeal that is related to a policy of the Division of Nursing, the student must meet with a Nursing Division Faculty Panel which will be appointed in accordance with Nursing Division policy.
4. Minutes of student conferences will be maintained in confidential files in the Division of Nursing.

Hardship Withdrawal Policy

The South Georgia College of Nursing policy does not permit students to withdraw after the midpoint of the term except in cases of hardship. A “hardship” is a **non-academic circumstance** which prevents a student from successfully completing a course. The request of the hardship must originate with the student and must have the written approval of the coordinator of the nursing course and the Chair of the Nursing Division. The final approval will rest with the Vice President of Student Affairs. In all cases, the student bears the responsibility for proving that the hardship “W” is justified. The following conditions must be met in addition to proof of the hardship:

1. Student must have been passing the course at mid-term.
2. The hardship must have occurred after mid-term.
3. The request of hardship withdrawal must be made in writing and submitted to Chair of Nursing before the final course exam.
4. Clinical performance must be satisfactory at the time of the hardship request.
5. If a hardship withdrawal is granted, the withdrawal will apply to **ALL currently enrolled nursing courses.**
6. The request of hardship must be determined prior to the date for the final exam.

Revised 1/2009

DRUG AND ALCOHOL POLICY

PURPOSE

South Georgia Nursing Faculty requires nursing students to provide safe, effective and supportive client care. To achieve this goal, nursing students must be free of chemical impairment during participation in any part of the nursing program including classroom, campus lab, and clinical settings.

Nursing students should conduct themselves with the highest ethical and moral standards of the professional registered nurse. Nursing students have the responsibility to maintain the highest levels of personal and professional integrity and to show compassion, and respect for themselves, faculty, fellow students, clinical agency staff, and the clients who participate in their education.

SGC Nursing Faculty defines the chemically impaired student as a person who, while in the academic or clinical setting, is under the influence of or has abused alcohol, illegal drugs, inhalants, synthetic designer drugs or misuse of prescribed legal therapeutic drugs and/or over-the-counter medications. Use of the above substances, which interfere with judgment and/or motor coordination, poses unacceptable risk for the student, their classmates, clients, nursing faculty, South Georgia College and health care agencies.

The majority of facilities serving as clinical sites for SGC nursing students require the passing of a drug screen. Students are held to the same policy that applies to a clinical institution's employees and volunteers as established by the Joint Commission on Accreditation of Hospitals.

Graduates with a history of drug and alcohol abuse and/or a criminal record for the use, possession, distribution and/or driving under the influence **may not** be allowed to receive licensure to practice as a Professional Registered Nurse in the state of Georgia. This decision rests with the Georgia Board of Nursing.

PROCEDURE

1. All nursing students will be required to submit to a drug screening on admission to the nursing program. The student will be responsible for all costs.
2. Students can be randomly selected for a drug screening during any semester while enrolled in the Nursing program. The student may also be screened according to the policy of the institution where clinical takes place.. The student will be responsible for all costs.
3. **Refusal to submit to drug screening on body fluids will result in immediate termination from the Nursing Program.**
4. A student who tests **positive** for any illegal drug, alcohol, or prescription drug will be notified by the assigned clinical agency. If a student is not allowed into the clinical agency, they are unable to complete the program and will be dismissed from the program.

I have read and fully understand the Drug and Alcohol Policy for the Registered Nursing Program for South Georgia College and the consequences for the use of alcohol and drugs while in the class room, lab or clinical setting.

Student Signature

Date

South Georgia College
Division of Nursing

POLICIES

I have received a copy of all the Division of Nursing policies listed below. My signature indicates that I have read, understand and will comply with these policies.

South Georgia College Nursing Curriculum
South Georgia College Nursing Philosophy
South Georgia College Nursing Conceptual Framework
Student Outcomes for First Level Nursing Students
Student Outcomes for Nursing Graduates
Science/General Education Performance Requirements
Clinical Experience
First and Second Level Academic Standards in Nursing Courses
Regent's Testing Program
Recurrent Enrollment in Nursing
Reentry Request Form
Auditing Nursing Courses
Program Completion
Advanced Placement in Nursing
Satellite Nursing Program with Waycross College
Permission to Take Nursing Courses on a Transient/Dual Enrollment Basis
Cooperative Program with East Central Technical College
Nursing Expenses
Application for RN Licensure
Authorization for Release of Records and Information
Student Applied Learning Experience Agreement
Notice to all Persons Participating in Clinical Assumption of Risk and Insurance Certification
General Guidelines for Electronic Mail and Web Usage
Release, Waiver, of Liability and Covenant Not to Sue
Hepatitis B Vaccine/Screening
Policy for Hepatitis B
Nursing 1100/1101 Refund Policy
Program Completion
Policy on Client Care
Policy Regarding Disabilities
Faculty Panel
Policy on Missed Exams
Repeating Nursing Courses
Grading Policy
Advanced Placement
Communication Devices
Confidentiality and HIPAA
Attendance Policy
Professional Attire in the Clinical Agencies
Professional Attire in Mental Health Facilities
Special Needs Statement
Children in the Classroom/Campus Lab/Clinical Facilities
Student Employment Policy
Guidelines for Professional Behavior
Performance Standards for Admissions to and Retention in the Associate Degree Program

Financial Responsibility for Health Care
Guidelines for Student Grievances
Hardship Withdrawal Policy
Drug and Alcohol Policy

Signature

Date

Printed name