MERCER UNIVERSITY

GEORGIA BAPTIST COLLEGE OF NURSING

Undergraduate Student Handbook

Traditional Prelicensure BSN and RN-BSN Completion Tracks

2024 ~ 2025

Updated January 1, 2025

*Additional information regarding general policies and procedures can be found in the *Mercer University Student Handbook* on the University website

*GBCN makes every effort to publish correct and current information for our students. However, this Handbook should not be viewed as a legal or binding contract with GBCN.

It is the purpose of Mercer University to adhere to the rules and regulations, course offerings, and financial charges as announced in this handbook or in other publications. The University, nevertheless, hereby gives notice that it reserves the right to withdraw any subject, to change its rules affecting the admission and retention of students, or the granting of credit or degrees, or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary. Attendance at Mercer University is a privilege which may be forfeited by anyone whose conduct is adjudged as not consistent with the traditions, policies, and regulations of the University.

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Georgia Baptist College of Nursing of Mercer University

"My idea had been to found a Baptist institution largely for the training of nurses—that was my chief object in having a hospital. I realize that cities and states and other organizations could operate hospitals, as far as hospitals, pure and simple, were concerned; but my idea was to train Christian nurses, with emphasis on both Christian and nurse. I did not want either one to suffer in the absence of the other."

-Dr. Len Broughton, Founder of Georgia Baptist Hospital School of Nursing

Vision Statement

Georgia Baptist College of Nursing of Mercer University will be nationally recognized for academic excellence and the development of professional nurses committed to scholarship, leadership, practice, research, and service.

Mission Statement

The mission of Georgia Baptist College of Nursing is to excel in teaching, scholarship, leadership, practice, research, and service, while embracing the core values of the College.

Core Values

Georgia Baptist College of Nursing embraces the following core values:

Excellence – Diligent pursuit of distinction
Christian Caring – Value and support all persons
Compassion – Response to suffering that motivates one to help
Civility – Respectful behavior toward others
Integrity – Steadfast adherence to honesty and fairness
Collaboration – Work cooperatively to achieve shared goals
Social Responsibility – Commitment to act for the benefit of society

Diversity Statement

A diverse campus environment enhances teaching and learning, workforce preparedness, civic engagement, and social responsibility. Georgia Baptist College of Nursing (GBCN) graduates are intentionally prepared to enter the nursing workforce with the competence and confidence to advocate for the healthcare needs of a diverse population.

We adopt a definition of diversity that embraces all people regardless of age, biological sex, sexual orientation, gender identity, race, ethnicity, cultural background, nationality, education, socioeconomics, politics, religion, ability, and beliefs. In keeping with this definition and with the GBCN core values, we seek to recruit, nurture, and retain highly qualified students, faculty, and staff from diverse backgrounds.

GBCN is committed to maintaining an inclusive environment of mutual respect and dignity. We encourage and support a thriving and diverse community of students, faculty, staff, clinical partners, and clients. An environment of inclusiveness, equal opportunity, and acceptance for the similarities and differences in our community provides direct educational benefits and is essential for excellence in the fulfillment of our mission.

Mercer University Health Sciences Center

Vision

The Mercer University Health Sciences Center will be recognized nationally for its excellence, leadership, and innovation in health sciences education, research, scholarship, patient care, practice, and service.

Mission

The mission of Mercer University Health Sciences Center is to promote and improve the health and quality of life in local, regional, national, and global communities through excellence in education, research, patient care, practice, and service.

Goals

To achieve this mission, the Health Sciences Center embraces the following goals:

- Prepare students in the health sciences for successful careers in health care, research, and teaching.
- Teach, practice, and encourage the effective delivery of health care.
- Advance the discovery of knowledge through basic, applied, and translational research.
- Provide opportunities for collaborative initiatives in health care education and research.
- Align strategically with health systems for clinical education for all Mercer University Health Sciences Center programs.
- Support diversity and mutual respect for all members of the Mercer University Health Sciences Center.
-

Core Values

The Mercer University Health Sciences Center bases its educational program and position in the health care community upon certain core values. The core values of Mercer University Health Sciences Center are:

- Excellence
- Scholarship
- Integrity
- Compassion
- Collaboration
- Service
- Professionalism
- Social responsibility

Georgia Baptist College of Nursing of Mercer University
Academic Calendar 2024-2025
Traditional Prelicensure BSN and RN-BSN Tracks

Georgia Baptist College of Nursing reserves the right to make changes to this calendar

Fall Semester 2024

August 15	Traditional Prelicensure BSN Immersion Day
August 19	Tuition and Fees Due for Fall 2024
August 19	First Day of Classes
August 19-26	Late Registration and Drop/Add Period
September 2	Labor Day Holiday – Classes in session
September 13	White Coat Ceremony
October 21	Last Day to Withdraw and Receive a "W"
November	Spring 2025 Advisement and Registration Opens
November 25-29	Fall Break – No Classes - Thanksgiving Holiday
December 6	Last Day of Classes
December 9-13	Final Examinations
December 17	Grades Due

Spring Semester 2025

January 6	Tuition and Fees Due for Spring 2025
January 6	First Day of Classes
January 6-13	Late Registration and Drop/Add Period
January 20	Martin Luther King Holiday - No Classes
March 3-7	Spring Break - No Nursing Classes
March 19	Last Day to Withdraw and Receive a "W"
April 18	Good Friday Holiday – No Classes
April 25	Last Day of Classes
April 28-May 2	Final Examinations
May 6	Grades Due
May 8	Pinning & Hooding Ceremony for Graduating Students
May 11	Commencement Ceremony

Summer Semester 2025

May 19	Tuition and Fees Due for Summer 2025
May 19	First Day of Classes
May 19-27	Late Registration and Drop/Add Period
May 26	Memorial Day – No Classes
July 11	Last Day to Withdraw and Receive a "W"
July 4	Independence Day Holiday – No Classes
July 25	Last Day of Semester
July 30	Grades Due

Essential Requirements for Completion of Baccalaureate Nursing Education

The following essential requirements explain attributes necessary to complete the baccalaureate educational program in nursing. These standards describe the non-academic qualifications required in addition to academic qualifications that Georgia Baptist College of Nursing (GBCN) considers essential for entrance to, continuation in, and graduation from its nursing degree program. Candidates for a nursing degree must be able to meet these minimum essential skills with or without reasonable accommodation for successful completion of degree requirements.

Students are responsible for taking care of their personal, physical, and mental health. The University provides basic health insurance (at a cost) that includes coverage for both physical and mental health. Students have the responsibility for seeking out the help they may need to address mental or physical health concerns, including assistance with alcohol or drug dependency problems, should they exist or develop during the course of a student's academic program.

The College of Nursing has a process for addressing the issue of compromised Essential Requirements for Admission, Progression, and Graduation requirements. The curricula leading to a degree in nursing from GBCN require students to engage in diverse and complex experiences directed at the acquisition and practice of essential nursing skills and functions. If GBCN students are observed by qualified nursing or other health care professionals to be unsafe in the clinical environment due to an inability to meet the essential skills, the appropriate academic program office is required to take action to ensure a safe environment for students, patients, and other personnel.

Essential skills exist in the areas of: Observation, Communication and Motor Abilities; Intellectual, Conceptual, Integrative, and Quantitative Abilities; Behavioral and Social Abilities; and Health and Related Requirements.

Students with an impairment that interferes with completion of essential requirements should contact the Office of ACCESS and Accommodation on the Atlanta campus at (678) 547-6823. The ACCESS and Accommodation Office will determine a student's eligibility for accommodations and will recommend appropriate, reasonable accommodations and services.

Essential Requirements

A. Observation

1. Observation necessitates the functional use of vision, hearing, tactile, and somatic senses.
2. The student must be able to observe and participate in lectures, demonstrations, research, and practice situations in nursing.
3. The student must be able to observe health assessments and interventions, diagnostic procedures, and technical/electronic data (e.g. electrocardiographic waveforms) to determine a patient's condition and the effect of therapy.

B. Communication

1. Communication includes speech, hearing, reading, writing, nonverbal body language, and computer literacy.
2. The student must be able to communicate clearly and effectively in English with patients, professors, and all members of the health care team. Written and oral communication must include use of standard, professional medical terminology.

3. The student must communicate with patients clearly and effectively in English to elicit information regarding health history, psychosocial status and functionality, and to perceive nonverbal communications.
4. The student must be able to relay appropriate information to patients, as well as teach, explain, direct, and counsel a wide variety of individuals, e.g. varying educational and developmental levels and cultures.
5. In some instances, the student will be required to provide clear, direct communication in English during highly stressful, crisis situations. These skills necessitate a strong command of the English language and prompt, timely interpretation of pertinent patient data.
6. The student must be able to receive and deliver communication verbally, telephonically, and electronically to perform duties associated with patient care needs in a timely, professional manner, e.g., enter an electronic medical record after the patient visit.

C. Motor Abilities

1. The student must have sufficient gross and fine motor skills, physical endurance, physical strength, mobility, vision, tactile abilities, and sense of smell to perform nursing procedures and to operate equipment safely.
2. The student must have sufficient motor function to elicit information from patients by: tactile palpation, auscultation using a stethoscope, direct hand percussion, indirect percussion using a percussion hammer, and other diagnostic maneuvers.
3. The student must possess sufficient fine motor skills to be able to perform basic laboratory tests (e.g. using a glucometer, slide preparation) and perform basic patient care procedures (e.g. tracheostomy care, urinary catheterization, insertion of intravenous catheters, administration of injections, and the use of oxygen/respiratory equipment).
4. The student must be able to execute motor movements in a prompt, timely fashion, including the ability to sit, stand, bend, and walk quickly, in order to provide routine and emergency care to patients.
    a. Examples of emergency treatments include, but are not limited to: cardiopulmonary resuscitation, administration of intravenous medications, application of pressure to stop bleeding, measurement and interpretation of vital signs, and opening of obstructed airways.
    b. Examples of routine treatments include, but are not limited to: administration of scheduled and as needed medications, measurement and interpretation of vital signs, performance of a focused head-to-toe physical assessment, performance and assistance with activities of daily living including the ability to lift 30 pounds.

D. Intellectual, Conceptual, Integrative, and Quantitative Abilities

1. The student must be able to read and understand written documents in English and to solve problems involving measurement, calculation, reasoning, memory, analysis, and synthesis.
2. The student must be able to synthesize knowledge, as well as integrate and prioritize all aspects of patient care in a prompt, timely fashion. This ability includes synthesis of objective and subjective findings and diagnostic studies in order to formulate and initiate a plan of care integrating patient gender, age, and religious, cultural, physical, and patient preferences.
3. The student must be able to integrate concepts of pathophysiology, pharmacology, and fundamentals of nursing care in order to formulate a cohesive, multidisciplinary plan of care to promote and achieve desired patient outcomes appropriate to each clinical

setting.

a. The student must be able to use the above information to identify and develop a nursing diagnosis, establish priorities, and monitor treatment plans and care modalities.

4. The student must be able to comprehend three dimensional and spatial relationships.
5. The student must be able to incorporate data from multiple patient sources (e.g. physical assessment, vital signs, lab values, interdisciplinary documentation) in a prompt manner in order to provide appropriate, safe patient care.
6. The student must be able to recognize and respond rapidly and safely to changes in a patient's status based on a variety of data such as physical assessment and pertinent laboratory findings. The student must be able to revise care to promote appropriate patient outcomes.

E. Behavioral and Social Abilities

1. The student must have the capacity to demonstrate full utilization of his/her intellectual abilities; maintain emotional stability; exercise good judgment under stressful, crisis and non-crisis situations; and promptly complete all responsibilities pertinent to the diagnosis and care of patients in a variety of settings.
2. The student must have the capacity to develop mature, sensitive, and effective therapeutic relationships with patients in a variety of settings and from multicultural backgrounds. Individual patient care must be provided regardless of the patient's race, ethnic group, age, gender, religious, or political preference; ability to pay; and gender or sexual orientation.
3. The student will be required to perform nursing care in many settings including acute care inpatient settings (e.g. medical-surgical, obstetrics, psychiatric, pediatrics) as well as outpatient settings (e.g. public health, outpatient clinics, long term care facilities, schools, and homes). The student must have the ability to perform nursing care that may be outside his/her own personal level of comfort in these settings so that the patient's needs are a top priority.
4. The student must be able to tolerate physically and mentally taxing workloads and function effectively under stress.
5. The student must be able to exhibit a level of consciousness and attentiveness that guarantees patient safety. Examples of unacceptable compromise include excessive somnolence, memory impairment, emotional instability, or an inability to retain pertinent details of a patient's situation.
6. As a component of nursing education, a student must demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.
7. Students are not required to be involved with medical procedures that are incongruent with individual attitudes and values. Nevertheless, students are required to learn about these procedures and participate in the professional care of the patient before and after such procedures.
8. Although student safety is of utmost importance, students will be exposed to a variety of communicable pathogens and are expected to care for patients with communicable diseases using appropriate standard precautions and/or guidelines.
9. The student must possess the ability to participate in group and collaborative learning in a variety of settings that include classroom (with greater than 100 students), simulation lab, and various clinical settings.

F. Health and Related Requirements

1. The student is required, according to agency and university policy, to provide current proof of having met all health-related requirements prior to participating in any clinical activities. The student is responsible for maintaining all personal health records, including current immunizations, CPR (American Heart Association BLS for Health Care Providers), OSHA, and HIPAA documentation.
2. All entering students are required to complete a background check prior to entering the College of Nursing in compliance with the affiliation agreement for the clinical agency and community standards for disqualifying offenses. This will include a drug screen to comply with clinical agency requirements. Reenrolling students must submit an update of these requirements no greater than one month prior to the first day of classes.
3. Certain chronic or recurrent illnesses and problems that could interfere with patient care or safety may be incompatible with nursing education or practice. Some illnesses may lead to a higher likelihood of student absences and enrollment should be carefully considered by the student.
4. Deficiencies in knowledge, judgment, integrity, or professional attitude may jeopardize patient care and, as a result, become grounds for course failure and possible dismissal from the nursing program.

Mercer University Student Handbook

All students are responsible for viewing the *Mercer University Student Handbook*. The *Mercer University Student Handbook* applies to all students, regardless of academic program of study or geographic location (including distance learning students) and is available as a pdf for printing. The online version supersedes any printed version. The *GBCN Undergraduate Student Handbooks* (considered Supplemental Handbooks) provide additional content and policies that apply solely to undergraduate nursing students. Please note that information found in the *Mercer University Student Handbook* supersedes any information found in the *GBCN Undergraduate Student Handbooks*.

College Catalog

All students are responsible for viewing the *Mercer University Cecil B. Day Graduate and Professional Campus Catalog* (Atlanta Campus catalog) on the registrar's website.

Standards of Conduct

Enrollment in Georgia Baptist College of Nursing and Mercer University is a privilege. As members of the University community, students are obligated to participate in and facilitate the achievement of the program's mission.

In keeping with the mission of educating students to be professional nurses, the College has an obligation to maintain a campus atmosphere that will facilitate educational achievement and personal growth of its students and employees. Essential to this purpose is a climate of academic integrity, social responsibility, and professionalism that reflect a commitment to the philosophical values and educational mission of the College.

There are three areas of conduct that will be identified: academic integrity, social responsibility, and minimum college standards as they relate to the nursing profession.

Academic Integrity

Mercer University is dedicated to the advancement of knowledge and learning and to the development of ethically responsible persons. The University is an academic community that believes honesty is essential to learning.

Policy

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under an honor system and will exhibit the values of honesty, trustworthiness, and fairness regarding all academic matters. Students, faculty, and staff are expected to report any violations including, but not limited to, cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program.

Reporting Academic Integrity Code Violations

Each student is responsible for reporting any and all violations of the Academic Integrity Code. Students can report a violation to (1) the professor in whose class the violation occurred, (2) to the program track coordinator where the course resides, (3) to the associate dean where the course resides, or (4) to the dean.
Students reporting violations must do so in writing.

Additional procedures related to the Honor System and Academic Integrity are outlined in the specific handbooks for each campus which can be found on the Provost website.

Social Responsibility

Social responsibility involves recognition of the rights of others and a commitment to the maintenance of mutual and personal rights as outlined by law and College policies. Social responsibility also includes a commitment to maintenance of the quality reputation for the College, its programs, and its personnel. As such, each individual's personal standards of attitude, behavior, and words are expected to adhere to public laws, to edify the College and to enhance holistically the well-being of self, other members of the College community, and society. As a part of social responsibility, Georgia Baptist College of Nursing recognizes its responsibility and the importance of establishing programs for students and faculty to promote awareness of rape and other sex offenses, and guidelines for reporting and responding to on-campus sex offenses.

Expectations of the College include, but are not limited to, the following:

1. Legal responsibility – students shall comply with all federal, state, and local laws.
2. Respect the rights, well-being, and property of others and self.
    a. Students shall not present a physical presence that is perceived as abusive.
    b. Students shall not engage in actions that are disruptive of any aspect of institutional activities or campus life.
    c. Students shall not take or destroy others' property.
    d. Students shall not possess offensive weapons of any kind on campus or at any college function.
    e. Students shall not use abusive language in communicating with others.
    f. Students shall not possess, use, and/or distribute alcohol on campus or at any college function.
    g. Students shall not illegally possess, use, or sell any drugs.
    h. Students shall not smoke on campus or at college functions except in those limited areas designated by the institution for such purposes.

3. Respect for the authority of the College.
    a. Students shall maintain a physical appearance that is in harmony with philosophical values of the college and the university and with the accepted standards for professional nursing.
    b. Students shall adhere to established policies and procedures governing all activities of the college and university.
    c. Students shall observe restrictions in use of classrooms, residence hall, parking lots, and other campus facilities.
    d. Students shall utilize college forms, documents, records, and identification cards in an appropriate and lawful manner.
    e. Students shall comply with the reasonable requests of any college official acting in the performance of his/her duties.
    f. Students shall use respectful and courteous communication to any college official.
    g. Students shall represent the college, its programs, and its personnel to the community in a positive way.
    h. Students shall provide accurate and timely information to college personnel as required.

Minimum College Standards (as related to Nursing Profession)

1. Recognizes the legal limits of nursing practice.
    a. Acknowledges the limits of his/her skills and knowledge and seeks assistance from appropriate sources when needed.
    b. Recognizes legal implications related to charting and the administration of medication and treatments.
2. Recognizes ethical responsibilities.
    a. Refrains from any behavior which would be harmful to another individual.
    b. Practices in a non-judgmental, non-discriminating manner.
    c. Maintains confidentiality consistent with ANA Code of Ethics.
    d. Adheres to the Honor Code of the institution.
3. Accepts responsibility and accountability for professional practices.
    a. Recognizes the appropriateness of orders for medications and treatments.
    b. Confirms by validating with authority any orders in question.
    c. Alters environment to provide for safety of patients.
    d. Accepts responsibility for assigned patients.
    e. Reports pertinent data to all aspects of practice.
    f. Displays honesty in all aspects of practice.
    g. Adheres to dress code consistent with expectations of clinical agencies and College of Nursing.
    h. Adheres to attendance policy and maintains professional demeanor in the clinical area.

Student Bill of Rights

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom; students should exercise their freedom with responsibility and accountability.
3. The institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn. It is the responsibility of the student to know these policies and procedures.

4. Consideration for admission will not be denied to an applicant on the basis of race, creed, color, religion, or national origin. Consideration will also be offered to applicants with disabilities in the event reasonable accommodations can be made.
5. Students should be free to take reasonable exception to the data or views offered in any course, but they are responsible for maintaining academic performance standards for each course in which they are enrolled.
6. Students should have, through orderly procedures, protection against prejudiced or capricious academic evaluation.
7. Students should have the right to have a responsible voice in the determination of their curriculum.
8. The institution should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
9. Students and student organizations should be free to examine and discuss all questions of interest to them, and to responsibly express opinions publicly and privately.
10. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs.
11. The institution has an obligation to communicate those standards of conduct which it considers essential to its educational mission and its community life.
12. Disciplinary proceedings should be instituted only for violations of standards of conduct which are published in advance through such means as a student handbook. It is the responsibility of the student to know such standards of conduct.
13. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
14. Students have the right to belong to or refuse to belong to any organization of their choice.

Code of Practice

Georgia Baptist College of Nursing faculty endorses the American Nurses Association *Code of Ethics for Nurses* (2015) as a basis for students' professional practice.

The *Code of Ethics for Nurses* (2015) may be viewed on the American Nurses Association website.

Student Immigration Status and NCLEX-RN®

Students in the United States who are undocumented immigrants, qualified alien status, or are out of status with Department of Homeland Security/U.S. Immigration Department and who are accepted to the Georgia Baptist College of Nursing of Mercer University must comply with requirements of the Georgia Board of Nursing to become eligible for the NCLEX-RN®. The Board of Nursing makes the decision that the student is eligible for licensure, not the College of Nursing.

Students who are in undocumented status, qualified alien status, or are out of status with immigration should be advised that although a degree can be achieved at Georgia Baptist College of Nursing of Mercer University, there is no guarantee that any Board of Nursing will approve the student/graduate for testing and licensure. Eligibility for licensure examination rests exclusively with the respective state agencies. Any student who has concerns with this should contact the respective state Board of Nursing for more information regarding the requirements necessary to obtain licensure.

United States immigration regulations require all international students on both F-1 and J-1 study visas to maintain a full load of courses. International students are not permitted to drop to a 'part-time' load without prior consent from the Office of International Programs. Please ask your academic advisor to contact the Office of International Programs on either campus if you feel you are in academic difficulty

and must drop below a full-time load. This action will avoid placing you, as an international student, in an 'out-of-status' classification with either the U. S. Customs and Immigration Services or the U. S. Department of State.
For more information, please contact:

- Atlanta Campus: (678) 547-6109
- Macon Campus: (478) 301-2573

ACCESS and Accommodation Services for Students

Mercer University is committed to making all of its programs, services, and activities fully accessible to qualified students with disabilities. Students requesting to be recognized as a person with a disability or requesting accommodations for a diagnosed physical, medical, psychological or learning disability must first self-identify by registering with the Office of Accessibility, Consultation, Collaboration, and Education Support Services (ACCESS) and Accommodation. Appropriate and reasonable accommodations will be determined on a case-by-case basis upon review of the submitted documentation. The Office of ACCESS and Accommodation for students also offers voter registration information and assistance. Policies and procedures can be found on the Office of ACCESS and Accommodation website.

Please report any problems for physical access, such as non-working elevators, to the Office of ACCESS and Accommodation immediately. Students who believe they have been discriminated against or denied access to a program or service because of a disability should contact the Office of ACCESS and Accommodation. Further information on policies, procedures and documentation requirements may be obtained by contacting the Director of ACCESS and Accommodation at 478-301-2778. All policies and procedures including Disability Grievance Procedures may be found on the Office of ACCESS and Accommodation website.

Mental Health and Wellness

Mercer University faculty and staff recognize that mental health concerns can impact academic performance and interfere with daily life activities. Because stress is a normal part of the college experience, learning to manage stress effectively is crucial to your well-being and overall success. Please notify your faculty member or academic advisor for academic assistance, as needed. CAPS can also provide support if you're feeling anxious, overwhelmed, depressed, lost or are struggling with personal issues. Please call or visit the Counseling and Psychological Services (CAPS) website for more information. These services are free and confidential, and support non-traditional, graduate, and undergraduate students. Students may access CAPS at the location of their academic program: MACON – Counseling Center (#21 on the campus map, behind the MEP residential complex), 478-301-2862; ATLANTA – 215 Sheffield Student Center, 678-547-6060. Students at Regional Academic Center and other locations may obtain assistance in finding local services by contacting the CAPS Office nearest them, or utilizing WellConnectForYou.com , 866-640-4777. We also encourage students to call or text 988 to reach the National Suicide & Crisis Line if needed.

FERPA: Release and Consent to Disclosure of Student Education Records

Student externship applications, scholarship applications, new nurse graduate applications, and other student applications for other types of positions or awards often request letters of recommendation and/or completion of recommendation forms by College faculty and/or administration. Disclosure of a student's confidential education records requires prior written consent of the student (unless disclosure is permitted under certain exceptions to FERPA set forth in Section 99.31 of the FERPA Regulations). For each faculty and/or administration request, a student's written consent must be provided by using the *FERPA:*

Release and Consent to Disclosure of Student Education Records form located in the Appendix of this handbook.

Religious Observance Policy

Mercer University is respectful of the religious practices of members of the student body. Students who will be absent from class, lab, or online course engagement for religious observances must confer with their instructor(s) regarding the date of the absence at the beginning of each semester or session, or at least two weeks prior to the dates of the absence. The disposition of missed assignments will be arranged between instructor and student. If a mutually satisfactory solution is not reached, the right to establish a reasonable alternative is reserved to the instructor. Students who feel that their academic performance will be compromised by the alternative assignment/examination timetable may ask that the instructor's dean review the instructor's decision.

Nursing Mothers

In order to promote a positive environment and meet the needs of our breastfeeding students who attend classes and/or clinical lab/simulation experiences on site, faculty, and staff, GBCN will provide a clean, private space to be used for pumping. This space will include a comfortable chair, a small table, and access to an electrical outlet. Notify the Associate Dean for the Undergraduate Program for access to this space. Clinical agency accommodations during clinical rotations for pumping are facilitated through the Clinical Placement Coordinator. Students are expected to notify the Clinical Placement Coordinator during the first week of classes of the semester or 2 weeks prior to return to the program after childbirth.

Title IX of the Education Amendments Act of 1972 ("Title IX")

Title IX of the Education Amendments Act of 1972 ("Title IX"), is a Federal civil rights law that prohibits discrimination on the basis of sex, including pregnancy and pregnancy related conditions, in educational programs and activities.

Pregnancy and Related Conditions Include, but are not limited to:

- Pregnancy,
- Childbirth,
- False Pregnancy,
- Medical Conditions During Pregnancy,
- Miscarriage,
- Termination of Pregnancy, and/or
- Medically Required Recovery Arising in Connection with Pregnancy.

Students who are pregnant or are experiencing pregnancy related conditions are entitled to Reasonable Modifications to prevent sex discrimination and ensure equal access to the University's education program and activity. Reasonable Modifications are those that do not fundamentally alter the University's education program or activity. Any student seeking Reasonable Modifications must complete a Pregnancy Modification Request Form. This form, as well as additional information can be found at: https://equityandcompliance.mercer.edu/sexual-misconduct-title-ix/pregnancy-related-information/. The student will then be contacted to discuss appropriate and available Reasonable Modifications based on their individual needs. Students are encouraged to request Reasonable Modifications as promptly as possible.

Children and Guests Policy

The campuses, regional academic centers, and all other facilities of Mercer University are restricted to students, faculty, staff, and guests of the University, except when all or part of the University location, its buildings, or facilities are open to the general public for a designated time and purpose.

A "guest" of the University is a person invited by an officer, employee, or student to visit the campus at a specific time and place for a designated purpose. Personal guests of students are permitted as long as they restrict the length of their campus visits and abide by all appropriate guidelines and policies related to their visit, including those pertaining to Housing and Residential Life.

Arranging childcare is the personal responsibility of students who have children. Students are not authorized to bring children to a Mercer facility for extended periods of time. Frequent or lengthy visits of children are not permitted, as they may create disruptions and distractions and present a liability to the University for their safety. Children, other than those specifically enrolled in a youth specific program, may not attend class or activities, including those in the Learning Resource Center (LRC), use University equipment, or be left unattended on University property.
Childcare issues frequently arise when Mercer holidays and those of the child's school do not match, or when a child is sick and cannot attend school or daycare. Students must plan for these challenges in advance. Asking a faculty member to allow a child in class or the LRC is not an option as faculty members are not authorized to allow children to attend class or LRC activities or experiences**.**

Health Insurance Requirement

All Mercer University nursing students are required to have health insurance and submit proof of health insurance for course enrollment. To ensure all students have insurance coverage, students are automatically enrolled in and billed for health insurance with CORE Management. If a student has an active health insurance policy, the student can exempt this charge through the waiver process. The student is not responsible for the insurance charge if a waiver for coverage is made through this website within the time frame specified.

Official Communication

All students are assigned a Mercer email address. Mercer University will use this address for any official email correspondence to students. In the event of an emergency, Mercer will utilize multiple methods, including emergency text messaging, to notify students. Students are expected to maintain and update their cell phone numbers via MyMercer.

MyMercer

MyMercer, Mercer's student self-service portal, allows access to personal information, student records, registration, and financial planning resources. Guidelines for accessing MyMercer and changing passwords can be found at the MyMercer page of the Information Technology website.

Mercer Live (Email Access)

Mercer Live is the university's student email system, powered by Microsoft. Mercer students may access their Mercer Live email accounts over the Internet or via an email access program (client). Guidelines and procedures can be found on the Email Access page of the Information Technology website.

Canvas & Zoom

The College uses online academic technology systems, Canvas and Zoom. Canvas is the University learning management system. Students will access course syllabi, course calendars, course content and

assignments, and other very important course information through Canvas. Zoom is a video conferencing tool, offering 'live' and 'pre-recorded' classes, and collaborative web meetings.

To login to Canvas:

- Go to the Mercer University Canvas login page.
- Locate and click the button, **Mercer User Login**; You will be redirected to the Mercer Canvas Login Page.
- Enter your Mercer University ID number (i.e., 12345678) in the username field.
- Enter the same password you use to access MyMercer.
- Click **'Sign in'**. Once logged in, your **Dashboard** will appear showing all courses you are enrolled in.

Depending on the course, links to Zoom sessions will be accessible through the specific course page in Canvas.

Help and Support

If you have problems accessing or using Canvas, contact the Mercer University IT Help Desk via email at Helpdesk@mercer.edu, or phone at 678.547.6310 (Atlanta), 478.301.2922 (Macon).
Refer to the GBCN Undergraduate Student Resource Page for quick Canvas navigation tips.

For additional guides on Canvas, see the Mercer University Canvas login page.

Campus Network Identification

Any student registered for courses and who has paid tuition and fees for the current school session may obtain network identification (ID). Readings assigned in courses may also require a network ID to access electronic reserves and obtain access to online catalogs and campus electronic mail.

Mercer Identification Number

All new students are randomly assigned a system generated eight-digit Mercer Identification Number. The new number will allow students to perform a variety of functions, such as registering for classes, requesting transcripts, paying tuition, and making Bear Card transactions. A Social Security Number will not be printed on documents such as: class lists, reconciliation rolls, grade rosters, counseling reports, standard and ad hoc computer reports. Returning students will keep the same Mercer Identification Number.

ACADEMIC EVALUATION

Policy for Successful Completion of Nursing Courses

To successfully complete all nursing courses in the traditional prelicensure BSN curricular track that include exams as a means of evaluation of student learning, students must first achieve a 75% weighted exam average. Once the 75% exam average is achieved, grades for all other non-examination evaluative measures will be factored in to determine the student's final grade. The rationale is to ensure students meet a minimum competency in NCLEX-RN® simulated testing.

All nursing courses in the traditional prelicensure BSN curricular track with a clinical component or focus will include examinations as one of the means of evaluation of student learning in the course. This is optional for all other courses in the curriculum.
For all courses in the undergraduate program curricula, students must achieve an overall weighted average score of 75% in the course to be deemed to have successfully completed the course.

Additionally, for all courses in the undergraduate program with a clinical component, the following policies are in effect:

- **Satisfactory Clinical or Laboratory Performance:** Satisfactory clinical or laboratory performance (Pass), when applicable, is required for successful course completion. If the grade on the clinical or laboratory component is unsatisfactory (Fail), a failing grade will be awarded in the course regardless of the average grade earned in the didactic component of the course. A student cannot withdraw from a course once a clinical failure has been issued, even if this notification occurs prior to the last day for course withdrawal listed in the College Calendar.

- **CPET Canvas Course:** For students in the traditional pre-licensure track, clinical performance is documented and tracked in a standalone Clinical Performance evaluation Tool (CPET) Canvas Course. Students will complete their self-evaluations and receive clinical feedback in the CPET Canvas Course. The final clinical grade will also be documented in the Gradebook of the clinical course with which the CPET is associated.

  Revised & Approved by UCC, 1/6/23

- **Clinical Dismissal Policy:** A student may be dismissed from a nursing course with a clinical component at any time during the semester if, in the judgment of the student's clinical faculty, the student's clinical practice jeopardizes either the physical or emotional safety of a client or violates the professional standards described in the GBCN Undergraduate Student Handbooks. A grade of F will be assigned regardless of the time during the session or semester in which the dismissal occurred. A student may not withdraw from a course when a clinical dismissal has been issued.

  Revised & Approved by UCC, 3/25/19

Policy for Averaging Nursing Grades

Calculation of all grades in nursing courses, with the exception of some scores on standardized exams (e.g., outside vendor exams), is based on the percentage score and not the raw score. This method will be used when reporting individual exam and the final course grades. There is no rounding of any nursing final course grade (i.e., 74.99 will not be rounded to 75). A Mercer University weighted grade calculator is available to assist with the calculation of grades.

Approved Grading Scale for Nursing Courses

Grade	rsing Courses	ality Points Per Credit Hour
A	-100	
B+	-89.99	
B	-86.99	
C+	-79.99	
C	-76.99	
D	-74.99	
F	low 70	
FQ	lure-Quit Attending/Never Attended	
S	isfactory	
U	satisfactory	
ABX/ABXSU	sent from final examination (excused)	

IC/ICSU	omplete due to some requirement other than the final examination (excused)	
IP	progress	
AU	dit	
W	thdrawal	
Z	ade Not Reported	

*These grades are not calculated in the GPA

Approved by Faculty 4/27/2009

Prelicensure BSN Testing Policy

In an effort to ensure academic integrity and to best prepare all prelicensure BSN students for successful NCLEX-RN® testing conditions, the following practices will be followed. These measures are modeled after the NCLEX-RN® testing center rules for testing.

In preparation for exams, students in the traditional prelicensure BSN track are encouraged, as needed, to seek clarification of applicable concepts from faculty, BSN tutors, and/or the Director of the Center for Nursing Excellence prior to the exams. Examinations may include a variety of item formats, including standard multiple choice and alternate format items, such as multiple-response, fill-in-the-blank, hot spot, chart/exhibit, ordered response, and audio and/or graphics options. Any item options, including standard multiple-choice items, may include multimedia, charts, tables, or graphic images. Examples of each alternate item format can be found in the NCLEX Tutorial. Partial credit will not be awarded for partially correct answers to alternate format items. The student must provide a complete and fully correct answer (e.g., select all correct options for a multiple-response item) to receive credit for the exam item.

General Testing Guidelines

- Any student requiring testing accommodations must obtain approval for the accommodations from the Office of ACCESS and Accommodation as soon as possible after the start of the semester. Faculty will receive email notification of students approved for accommodations once the student has completed the verification process through the ACCESS and Accommodation Office. Students are strongly encouraged to schedule a meeting with each professor in a timely manner to discuss testing arrangements. Accommodations are not retroactive in nature.
    - In the event a student requires accommodations later in the semester, the faculty must receive notification of verification for accommodations a minimum of 2 business days prior to an exam and/or quiz in order to arrange for the needed accommodations.
    - Due to the scheduling and logistics of setting up testing accommodations for a student, it is not possible to provide the accommodations if verification and notification of the need for testing accommodations is received on the day of an exam. Students receiving ADA accommodation for the administration of exams will receive instructions from the course faculty as to the time and location for their exam.
- For all undergraduate nursing exams, with the exception of standardized exams (e.g., external vendor prepared exams), students will be allowed 1.5 minutes per question.
- The students enrolled in the course, and only the students enrolled in the course, will take exams and quizzes.
- Students are expected to demonstrate honesty and integrity and are not to utilize textbooks, notecards, or personal assistance during the exam process.

Testing Classroom Guidelines

- Students must take exams on the dates and times posted in the course calendars, unless otherwise directed.

- Students may not remain outside the testing classroom for any reason at or after the scheduled exam start time.
- Students arriving after the start of the exam, but within the download period, will only have the remaining time allotted for the exam to complete it. Students arriving after that time will not be permitted to take the exam and will be referred to the make-up exam policy outlined in this handbook for further instruction. (Revised & Approved by UCC, 1/6/23)
- Students may not have any textbooks, notebooks, food, or beverages on the desk at any time during an exam. No outerwear, hats, or sunglasses are allowed.
    - All books, outerwear, backpacks, phones, head coverings (hats of any type or head scarves), and other belongings are prohibited in the testing room and/or accommodations suite prior to and during the exam. The only exceptions are head coverings for health reasons or religious adherence which must be approved by the Associate Dean for the Undergraduate Program prior to exam administration.
    - Vehicle keys must be kept in a closed clothing pocket (not a hoodie) or placed at the front of the classroom. Be sure keys are labeled for identification. Jackets, hoodies, headwear, and other outerwear must be placed at the front of the room.
    - Cell phones and smart watches: It is College policy that no phones or smart watches are permitted in the classroom during the exam. If a student is found to have a phone or smart watch in his/her possession during the exam, the device will be taken, and the student will receive a grade of zero (0) on the exam. If there is an extenuating circumstance and the student must be available via cell phone, the student will label the cell phone with his/her name, turn the phone on silent, and give it to an exam proctor in the testing room.
- The instructor will determine seating arrangements for all exams.
- Since exams may be scheduled in multiple areas, students must report to the assigned room. Failure to do so may result in a score of zero for the exam.
- Only laptops (for ExamSoft or ATI testing) are permitted.
- During testing sessions, employing electronic devices, opening any browser other than the testing screen, or taking screen shots will result in 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 an Examplify screen.
- Students may not leave the testing room while in the progress of completing an exam for any reason unless accompanied by a proctor. It is best to use the restroom before the exam begins.
- Students will not be able to ask course faculty or exam proctors questions about the exam content or items during the entire exam period.
- Speaking to another student after the exam has started is not permitted and will result in automatic expulsion from the room and a score of zero for the exam.
- When a student finishes and submits the exam, he or she must exit the room quietly. To be respectful of students continuing to test, no talking is permitted in the hallways outside the exam rooms. *Revised & Approved by UCC, 3/25/19*

ExamSoft Exams

All exams will be administered through ExamSoft. Laptops should be fully charged prior to beginning each exam. Students are expected to bring laptops that are virus free and meet the recommended standards. Recommended standards, best test taking practices, and minimum system requirements for PCs and Macs can be found on the ExamSoft (Examplify) website.

- Students must bring and use headphones/earbuds for applicable test items requiring auditory test stems.
- Students should ensure the date and time are correct on their device so it will not affect the student's taking of the exam.

Prior to the Exam

- Students must report to the designated testing room at least 10 minutes before the exam, place all belongings at the front of or outside the testing room, as directed by exam proctors, sit in the pre-assigned seat, and have Examplify running on their computers ready to input the password BEFORE the exam time.
- Prior to launching an exam, students must disable any anti-virus software and save any documents. When the exam launches, all applications will be forced to shut down and you will lose any unsaved data. The exam proctor will provide you with the password to begin your exam at the designated start time.
- Automatic laptop software updates/downloads prior to a scheduled exam are not recommended. This can interfere with exam deployment and prevent access to the exam during testing time. If automatic downloads is set on the student's laptop, it should be restricted to 0200 to avoid interference with testing.

After the Exam

- Once a student completes an exam, a green confirmation screen will appear. You must show this green confirmation screen to your proctor prior to leaving the room. The exam will then be deleted from your device.
- Exam reviews are conducted at the discretion of the Course Coordinator. If an exam review is made available, you will be notified of the exam review procedure by your faculty.

Updated 6.15.22 mcs

Online Quizzes: Students taking online quizzes (i.e., readiness, pre-class preparation) are expected to adhere to the academic integrity policy. Students taking quizzes online are required to work independently without the use of textbooks, notebooks, or audio, visual, or written input from others, unless otherwise directed by course faculty. Work submitted online must be work completed by the student only. Students should not be taking quizzes with a partner. Failure to abide by the academic integrity policy can result in academic sanctions up to and including dismissal from the program.

Quizzes given online will have date and time limitations for when they will be available. Quizzes will automatically be submitted at the end of the time limit indicated regardless of whether the student has answered every question. Specific information will be outlined in course instructions. Each quiz may be submitted one time only unless otherwise indicated by the instructor. Any student who fails to take the quiz during the time frame allotted will receive a grade of zero (0) for that assessment.

Revised, & Approved by UCC 3/25/19

Undergraduate Make-Up Exam Policy

Students are required to take exams on the scheduled date and on time as indicated on the course syllabus and/or calendar, or as otherwise scheduled by course faculty. Students who have received approval to miss a scheduled course exam must complete a scheduled make-up exam during one of the planned nursing make-up exam dates. Two planned nursing make-up exam dates are scheduled each semester for students in the traditional prelicensure BSN track: one mid-semester and one prior to or immediately after final exams. Missed final exams will be taken at the scheduled make-up exam date, if this falls after the date of the missed final, or a grade of ABX/ABS may be assigned. All make-up exams are delivered via ExamSoft.

The use of alternate format questions on the make-up exam is at the discretion of the faculty. A fee of $25 is required for each make-up exam. A receipt from the Bursar's office indicating payment of $25 for each make-up exam must be provided for admission to the testing room on the day of the scheduled make-up.

Once approved to participate in a make-up exam, the following link should be used to make payment and obtain payment receipt https://mercer.nbsstore.net/nursing

Make up exams may be approved for the following situations:

- Documented illness
- Extenuating circumstances
- Major life event

Procedure for obtaining approval to sit for a make-up exam:

- Notify the course coordinator prior to the exam or, in the event of an unforeseeable emergency, as soon as possible after the scheduled date and time of the exam.
- Any student seeking permission to sit for a make-up exam due to the occurrence of an unplanned event must submit the appropriate documentation to the course coordinator, Traditional BSN Coordinator, or Associate Dean within one business day of their return to class or clinical.
- Appropriate supporting documentation includes items such as:
  - Medical documentation: Health care provider's note
  - Obituary
  - Accident report
- All documentation is reviewed for final approval to sit for the make-up exam. Students will be notified by the course coordinator, Traditional BSN Coordinator, or Associate Dean if approval is given or denied based on appropriateness of the unplanned event and supporting documentation. If denied, a grade of zero will be assigned for the missed exam.
- Any student seeking permission to sit for a make-up exam due to a scheduled event must submit to the course coordinator, Traditional BSN Coordinator, or the Associate Dean a written request with supporting documentation 30 days prior to the scheduled exam explaining the reason he or she plans to miss the exam. Approval to miss an exam is not guaranteed and is contingent upon the reason for the request. Only reasonable requests will be considered.
- A grade of zero will be assigned for requests submitted without the appropriate documentation or failure to follow the above policy.

Revised & Approved by UCC, 3/25/19

ATI Test Taking Policy for the Traditional Prelicensure BSN Track

Overview

What is ATI?

- Assessment Technologies Institute® (ATI) offers resources designed to enhance student academic and NCLEX success.
- The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Online tutorials, online practice testing, and proctored testing over the major content areas in nursing are also available. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Research has demonstrated a strong correlation between successful completion of ATI proctored assessments and successful first-time pass rates on the NCLEX-RN®.
- ATI information and orientation resources can be accessed from your ATI student home page. **It is highly recommended that you spend time navigating these valuable orientation materials found on your ATI student home page.**

Modular Study
ATI provides review modules in all major content areas related to the required practice and proctored assessments. Students are encouraged to use these modules to supplement course work. These may be assigned during the course and/or as part of active learning/remediation following assessments.

Assessments
Assessments will help students identify what they know as well as areas requiring active learning/review. There are practice assessments available to the student **with some being required in specific courses and proctored assessments that are required assignments in specific courses.**

How To access the ATI Practice Assessments:

1. Log in to ATI (Links to an external site.).
2. Click on the "My ATI" tab.
3. Click on the "Test" tab.
4. Click on the "Begin" button for assigned ATI Practice assessment.

Active Learning/Remediation
Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX-RN®. The student's test report, called the **individual performance profile,** will contain a listing of the **topics to review.** From their test results students can remediate these **topics to review** by using a **Focused Review** which contains links to ATI review modules, media clips, and active learning templates.

Program Requirements
Courses in the traditional prelicensure BSN track at Georgia Baptist College of Nursing include ATI Assessments and Remediation as evaluative measures and learning assessments that constitute 10% of the course grade in selected courses.

The benchmark for the Content Mastery Series ATI assessments is Level 2 proficiency. The benchmark for the RN Comprehensive Predictor 2023 (proctored) is $\geq$ 90% passing predictability.

See the course syllabi for courses that include practice and/or proctored assessments for additional requirements and grading related to these assessments.

Student Requirements
Practice Assessments

- Prior to taking the first proctored assessment (RN Fundamental 2023; and RN Comprehensive Predictor 2023), students are required to complete an ATI practice assessment without rationales (RN Fundamental Practice 2023 A and B; RN Comprehensive Online Practice 2023 A and B) for their specified proctored assessment by the assigned date outlined in the corresponding course syllabus.
- Students are expected to achieve 80% or greater on the individual score for the RN Fundamental Practice 2023 A and B assessment in the specified course (the student may take the practice assessment multiple times without penalty to achieve the required individual score). For the RN Comprehensive Predictor 2023 (proctored), achievement of 71.3% or greater on the individual score (or 90% predicted probability of passing NCLEX-RN) is expected.
- Students are encouraged to use their required course textbooks, lectures, and ATI materials for remediation while completing practice assessments.

- Focused reviews following practice assessments are strongly encouraged for additional preparation for RN Fundamental 2023 and RN Comprehensive Predictor 2023(proctored) assessments.
- Students are required to print and submit documentation of time engaged in focused review to course faculty prior to the first proctored assessment.

Proctored Assessments

- Students achieving Level 2/Level 3 proficiency (RN Fundamental 2023) or 90% or higher predicted probability (RN Comprehensive Predictor 2023) on the first proctored assessment are encouraged to complete remediation but are not required to repeat the ATI proctored assessment.
- Students scoring Level 1 or Below Level 1 proficiency (RN Fundamental 2023) or below 90% or higher predicted probability (RN Comprehensive Predictor 2023) on the first proctored assessment are required to complete a focused review of a minimum of one hour prior to attempting completion of a second proctored ATI assessment.
- Students may be required to print and submit documentation of time engaged in focused review to course faculty prior to the second proctored assessment attempt for documentation of remediation.
- The remediation includes creating and completing a Focused Review on topics missed. If unsure of how to create a focused review, students are directed to visit the ATI website for further information. Log in to the site and locate the instructions for creating a focused review under Orientation Materials > How to Access My Results and Remediation > Page 5.
- Students are encouraged to use their required course textbooks, lectures, and ATI materials for remediation while preparing for the second attempt on the proctored assessment.

Grading Policy (Proctored Assessments = 10% of course grade for specific courses)
Content Mastery Series, RN Fundamentals 2023

- Course Practice Assessment
  - 10 points for achievement of 80% or greater on individual score on assigned practice assessment before assigned proctored testing date or due date
  - 5 points if completed practice assessment but did not achieve 80% or greater on individual score before assigned proctored testing date or due date
  - 0 points if practice assessments are incomplete
- First Proctored Assessment
  - 90 points for achievement of Level 2 or Level 3 proficiency on first proctored assessment and retesting not required
- Second Proctored Assessment (required for all students achieving Level 1 or Below Level 1 proficiency on first proctored assessment)
  - 75 points for achievement of Level 2 or Level 3 proficiency on second proctored assessment
  - 65 points for achievement below Level 2 proficiency on second proctored assessment

RN Comprehensive Predictor 2023

- Course Practice Assessment
  - 10 points for achievement of 80% or greater on individual score on assigned practice assessment before assigned proctored testing date or due date
  - 5 points if completed practice assessment but did not achieve 80% or greater on individual score before assigned proctored testing date or due date
  - 0 points if practice assessments are incomplete
- First Proctored Assessment
  - 90 points for achievement of ≥ 90% predicted probability on first proctored assessment and retesting not required

- Second Proctored Assessment (required for all students achieving below 90% predicted probability on first proctored assessment)
    - 75 points for achievement of ≥ 90% predicted probability on second proctored assessment
    - 65 points for achievement below 90% predicted probability on second proctored assessment

ATI practice and proctored assessments are integrated in the following courses in the traditional prelicensure BSN track:

Junior Year, Semester 2	NUR 317	RN Fundamental 2023
Senior Year, Semester 2	NUR 404	RN Comprehensive Predictor 2023

Revised & Approved by UCC, 2/25/21

Policy on Dosage Calculation Competency

The ability to accurately perform calculations specific to the safe administration of medications is a continuous thread in the prelicensure baccalaureate nursing curriculum, beginning in select junior level courses in the traditional prelicensure BSN track and ending at graduation. All courses with a clinical component in the traditional prelicensure BSN track will include 2-3 dosage/math calculation test items on each exam.

Students in select courses with a clinical component in the traditional prelicensure BSN track will take a dosage calculation quiz:

- Students in the junior (300) level courses must achieve a score of 90% or better to pass the quiz.
- Students in the senior (400) level courses must achieve a score of 100% to pass the quiz.

Students who fail to achieve the score outlined above on the associated level quiz must seek remediation. There will be two additional opportunities to successfully complete the dosage calculation quiz. Students must successfully complete the quiz within the allotted three attempts and within three weeks of the onset of the course in which the dosage calculation quiz is assigned as an evaluative measure (with the exception of students enrolled in NUR 313, Fundamentals of Nursing Care). There will be a minimum of 24 hours provided between each testing opportunity, with the exception of the quiz associated with NUR 313. Students in NUR 313 will have the final opportunity to take the dosage calculation quiz at the end of the semester. Students may participate in their clinical experiences but cannot administer medications in the clinical setting until the dosage calculation quiz has been successfully completed. Any student in a course with a clinical component, with the exception of NUR 313, who fails to pass the third attempt of the quiz within three weeks of the onset of the course will be required to withdraw immediately from the course, receive a "W", and will not be allowed to continue progression in the program. Students enrolled in NUR 313 who fail to pass the third attempt of the quiz will receive a grade of "F" in the course, regardless of any other grades earned in the course up to and after the quiz attempt.

Dosage calculation quizzes will be consistent in the testing of calculation skills and not pharmacology. Students may use the calculator provided on ExamSoft Examplify while taking the dosage calculation quizzes. The use of calculators to assist with dosage calculations on the clinical unit will be decided by individual clinical instructors.

Students who experience difficulty with dosage calculations at any point in their enrollment in the nursing program may be referred to the Center for Nursing Excellence (CNE) Coordinator or Course Coordinator for remediation. Remediation may occur in various formats, which may include, but are not limited to, referral to the Mercer University Academic Resource Center (ARC) for tutoring, practice quizzes provided by the CNE Coordinator or Course Coordinator, practice with a medication calculation textbook, simulation exercises, and skills laboratory case studies. All students who are unsuccessful on

their first attempt on any dosage calculation quiz are required to be remediated in consultation with one of the following: Course Coordinator or Center for Nursing Excellence Coordinator.

In all courses in which a dosage calculation quiz is administered, 3 points will be added to one exam grade as follows (Course Coordinator has the discretion to choose which exam):

- NUR 313: 3 points for all students who earn a grade of 90% or higher on their first attempt
- NUR 317: 3 points for all students who earn a grade of 90% or higher on their first attempt
- NUR 408: 3 points for all students who earn a grade of 100% on their first attempt
- NUR 405: 3 points for all students who earn a grade of 100% on their first attempt

Revised & Approved by UCC, 3/25/19; Updated (editorial) 8/13/20 lmb

Undergraduate Minimum Writing Standards

Undergraduate Writing Competency

GBCN expects each graduate to be an accomplished scholarly writer who understands the significance of written expression and critical thought as they pertain to professional nursing development. The latter is accomplished by each student conducting significant scholarly work illustrating and defining comprehension of nursing course content throughout the curriculum. Each student must successfully satisfy the GBCN Standards of Writing to graduate with the baccalaureate nursing degree from GBCN. For all formal writing assignments, students must achieve a minimum grade of 75% as evidence of minimum competency in undergraduate nursing scholarly writing. The rationale is to ensure that all students meet a minimum competency in the GBCN Standards of Writing as evidence of baccalaureate writing competency at program completion.

For all formal writing assignments earning a grade < 75%, the student is required to remediate with the Mercer Writing Center or CNE as directed by course faculty. A resubmission of the formal writing assignment is required and the student must earn a score of a minimum of 75% on the resubmitted writing assignment for the student to successfully complete the course and progress in the program. If a grade < 75% results due to points lost for a late submission (i.e., course policy), the remediation and resubmission option will not apply.

Students earning a grade < 75% on a formal writing assignment must follow these steps:

- Meet with the CNE faculty and/or Mercer Writing Center as directed by course faculty to review assignment submission. Develop a remediation plan to address individualized writing enhancement and development.
- Complete and submit a second formal writing assignment for the associated course to meet course outcomes. This assignment and due date are determined by the course coordinator and may be a revised resubmission of the formal writing assignment or a new formal writing assignment that meets associated course outcomes. Once the second assignment is graded and meets $\geq$ 75%, a final grade of 75% will be entered into the gradebook for the formal writing assignment.
- Any student failing to meet the 75% minimum writing competency must meet with the Associate Dean for the Undergraduate Program to determine further remediation and/or progression status in the program.

GBCN Standards of Writing

Definition of Terms

1. Formal Writing/Writing in the Discipline: Writing related to the discipline of nursing. Examples: scholarly APA papers, final research projects such as poster presentations or seminar presentations.

2. Informal Writing/Writing to Learn: Writing includes short, informal, responsive writing. These writing tasks are assigned as brief, in-class assignments and out-of-class/clinical assignments. Examples: clinical reflections, concept maps, care plans, and case study responses.

Writing Standards

1. Audience and Purpose: In all nursing course writing, the student will demonstrate an understanding of the reason for the assignment, the audience the assignment is intended to address, the topic to be discussed, and the role of the student as the writer.

2. Arrangement**:** The student should apply appropriate content arrangement strategies for a specific writing assignment. They should be able to arrange their writing coherently. For instance, in a formal writing, the student should always include an introduction.

3. Elaboration**:** The student articulates and records content consisting of the explanations, examples, and evidence, accordingly. In formal writing, this is the body of the writing.

4. Synthesis**:** The student draws conclusions and makes accurate inferences and explanations using scholarly evidence to support the credibility of their writing. For instance, critical thinking, clinical reasoning, and clinical judgment in the clinical area are accurately depicted in concept maps and nursing care plans as well as in reflections.

5. APA Style, Grammar, Punctuation, and Spelling**:** The student appropriately follows APA guidelines on how to cite, paraphrase, and quote sources. The student should demonstrate an understanding of using correct grammar, punctuation, and spelling in an effort to write clearly and credibly. For example, with clinical paperwork, references should be used to cite material obtained from the medical record, information obtained for concept maps, and resources used to support objective/subjective data, client goals, and nursing interventions.

Approved UCC, 5/2017; Revised & Approved UCC 4/2020

Course Evaluations

Evaluations of courses, faculty teaching, clinical/lab instruction, and/or clinical sites are only available online for a certain preset period during the semester and close by the last day of the semester under evaluation. For courses on blocked formats or concluding prior to the general end of the semester, students will have one week after the course ends to complete evaluations.

Students must use Internet Explorer or a similar browser to access Mercer University's online evaluation software, *Watermark*. Students are encouraged to login into MyMercer and complete the course evaluations for all courses in which they are enrolled for the designated semester. Evaluation feedback is anonymous and strictly confidential and is used by faculty and administrators to improve nursing program resources, faculty teaching, the nursing courses, and the program as a whole.

There are several types of evaluations. The **course comprehensive** is an overall evaluation of the course and its faculty and instructors. Use **classroom teaching or clinical/lab skills evaluations** for evaluation of individual faculty and instructors. Faculty members and instructors may have more than one type of evaluation listed, but students can only do one (1) comprehensive course evaluation per registered course and only one evaluation per faculty member or instructor per type. On the evaluation form, check the course/section number and instructor name to verify that the course and professor are correct. **Clinical site/agency evaluations** are completed for all clinical facilities for which the student had a semester placement.

Academic Status

See the GBCN section of the Mercer University Cecil B. Day Graduate and Professional Programs Campus Catalog (Atlanta Campus catalog) for information on Academic Status (midterm warning, academic warning, academic probation, academic suspension, academic dismissal, nonacademic dismissal, and administrative suspension and dismissal).

Assigning Grades in Cases of a Breach in Academic Integrity

A student who has been assigned the sanction of suspension or dismissal for breach of academic integrity will receive a grade of "F" for the course in which the breach occurred. The student will receive a grade of "W" in other courses depending on academic standing at the time of withdrawal.

CLASSROOM POLICIES

Food in Classroom

The consumption of food is not allowed in classrooms or labs across campus or at academic centers. Individual buildings have designated spaces within the building where food may be consumed. The following spaces within the Atlanta campus College of Nursing building are designated as areas for food to be consumed: 117, 118 (student lounge), 137, 305, 306, 313, kitchen area on floor 1, third floor balcony, and the outdoor table seating areas.

Distance Learning

Distance learning is when the majority (more than 50%) of the instruction occurs with the student(s) and instructor(s) in different places. Blended programs and courses meet on-campus *and* online and offer a blend of the two environments. Both online and blended courses may require regularly scheduled virtual class meetings or proctored exams. The RN-BSN Completion track is delivered via distance learning with an on-campus or online orientation at the beginning of the program of study, didactic content being delivered 100% online, and the clinical component of courses being completed face-to-face in area clinical facilities or settings, or virtually as needed.

Complaints

Distance learners have a separate process available to them for filing grievances that relate to unfair business practices and non-compliance with state authorization regulations. See the Complaint Process page of the Distance Learning website for more information.

Technology Requirements

The undergraduate program integrates technology into teaching and learning experiences for students across the curriculum and learning platforms. To ensure that all students have adequate technology access and support, all enrolled undergraduate students are required to have a laptop with keyboard (required for students in the prelicensure BSN tracks) and/or a desktop computer (students in the RN-BSN Completion track) that meets the minimum requirements listed below. Chromebooks, tablets or touch screen devices are not authorized for testing and not supported in our program. In addition, high-speed internet access is recommended for all students. Some courses will require students to have access to headphones, speakers, microphones, and/or webcams for use with web conferencing applications such as Zoom.

Minimal Technology Specifications

System Age	Recommended system 3 years old or newer
Minimum System Requirements	Windows: ✓ Windows 10 version 22H2 or higher recommended ✓ Windows Processor: Intel Core i3/i5/i7 or AMD Core CPU (latest 3 generations) Mac: ✓ MAC OS 12(Monterey) or greater Processor: Apple M1 CPUs or Intel Core i3/i5/i7/i9 (latest 3 generations)
RAM/Memory	Windows System Specifications: ✓8 GB (or more) RAM MAC System Specifications: ✓8 GB (or more) RAM
Hard Drive	256 GB with at least 128 GB available space
Display	1024 x 768 or higher screen resolution
Webcam	720 P (1280x720) Resolution
Ports	2 USB Ports
Browser Requirements	For the best user experience: • Preferred: Mozilla Firefox latest version • Preferred: Google Chrome latest version
Internet Access	A wired and/or wireless network card • Minimum high-speed connection: 3 Mbps (i.e. high speed DSL, cable modem) [5 Mbps connection recommended for quicker load times]
Other Software/Plug-ins	• Adobe Acrobat Reader latest version Required to view documents in your browser • Java latest version Required for several features in Canvas • Antivirus Software • Microsoft Office Required for course assignments and presentations
Accessories	USB external flash drive 32GB

Updated 4/2024

Computer Requirements

Prelicensure BSN Laptop Requirement
Students in the prelicensure BSN tracks are required to have a laptop (PC or Mac) that meets minimal specifications to support learning and evaluation during the program. Students use their laptops for learning and evaluation activities that include online testing in the classroom or off-site (ExamSoft/Examplify), virtual simulations (vSim), use of an academic electronic health record (Docucare), and application of other software and technology products. Students must have access to headphones and/or speakers, microphones, and webcams for use in web conferencing programs, such as Zoom.

RN-BSN Completion Track Technology Requirement.
Distance learning courses, such as those in the RN-BSN completion track, are delivered through the Canvas LMS and Zoom. High-speed internet access is required for all distance learning students. Some courses will require that students have access to headphones, speakers, microphones, and/or webcams for use in web conferencing programs, such as Zoom.

Visit the Mercer University Information Technology website for recommended computer and network resources for distance learning.

Technology Support

Academic Technology Services, a division of the Mercer University Information Technology department, provides students with online tutorials on the IT website which cover most activities students will need to perform in their academic programs including taking exams, turning in assignments, and other related tasks. Additional technology support for students can be found on the Mercer IT Student Page. Students are able to contact the IT Help Desk for technology support via phone at (478) 301-7000 and via email (helpdesk@mercer.edu). On-call personnel are available to handle after-hours emergencies; directions for leaving an after-hours call can be found at (478) 301-7000.

Course/Clinical Software Requirement

Each student entering the undergraduate nursing program is required to incorporate Nursing Central® software from Unbound Medicine onto an electronic device, such as a personal digital assistant (PDA) or phone. This software provides a direct link to medical reference materials. Research supports the use of medical-based software to facilitate safe care for patients.

Students are required to obtain a device that can store the required software. Students may choose: iOS devices running iOS v.12.2 or higher (iPad, iPhone) or Android devices running OS 7.0 or higher.

Please visit the Unbound Medicine website for specific requirements. ***DO NOT purchase software from this site***, but take time to review the application download requirements and mobile web requirements. The Nursing Central® software requires approximately 42mb of space. Memory cards (i.e. SD card) can be added to most devices that do not meet the memory requirements.

Students in the RN-BSN completion track will initially register for this program during orientation and students in the traditional prelicensure BSN track will initially register for this program during BSN Immersion Day or after classes begin (ONLY students enrolling in designated courses [see tuition/fee page] will be able to register for this software). Following the initial registration process, students will download and update their device from their *own computer*. The Nursing Central® software includes *Davis's Drug Guide*, *Davis's Laboratory and Diagnostics Tests*, *Diseases and Disorders*, *Taber's Medical Dictionary*, and other resources.

Other course specific software may be required as noted in the course syllabi for learning activities and course assignments to support achievement of student learning outcomes and program outcomes.

Make-Up Policy for Cancelled Classes

In the event the University and College of Nursing must cancel classes or clinical due to unforeseen circumstances, faculty will communicate plans for instructional course make-up hours. Each course faculty team, in collaboration with the Associate Dean, will determine scheduled make-up instructional time for class, lab, and/or clinical.

Attendance & Punctuality

It is a distinct, earned privilege to be a student in the Georgia Baptist College of Nursing of Mercer University. "Earning" this privilege extends from the time of admission to the time of graduation. A significant part of this "earning process" encompasses being actively present in the classroom or online environment and/or clinical experiences in each of the courses in this program.

Academic success and engagement within the community of scholars are predicated on active participation in discussions/learning activities in the classroom and/or online environment as well as testing, clinical, lab, and simulation sessions. Consequently, it is imperative students assure there are no scheduling conflicts (work or other life commitments) that prevent regular presence (online or face-to-face) and participation in courses. Additionally, students should be punctual in attending all classroom, testing, clinical, laboratory, and simulation experiences.

To ensure student success, it is expected students in the BSN program will check their Mercer email daily for important updates or announcements from faculty and program administrators. In addition, students are expected to demonstrate daily access to courses in Canvas and on-time completion and posting of coursework. Attendance and engagement in courses and coursework will be monitored by course faculty. Students noted to be lacking in frequent presence or engagement in courses will be required to meet with course faculty, the course coordinator, and/or the Traditional BSN or RN-BSN Coordinator (if applicable), as well as the Center for Nursing Excellence Coordinator to ensure student ability to achieve course outcomes in this rigorous program of study.

PLEASE NOTE: During the first three weeks of each semester of the program, students must demonstrate presence each week in each course in which they are enrolled through attendance in class sessions (face-to-face or online) or completion of course assignments, or attendance at lab, simulation, or clinical experiences, as scheduled. Failure to demonstrate presence each week in each course during the first three weeks of the semester will be considered as non-attendance by the student and may result in the student being administratively dropped from a course or courses.

Classroom/Course Expectations for Students in the BSN Program

1. Students are expected to attend and be actively engaged in all face-to-face class sessions and/or to be actively engaged in online courses and all testing and clinical experiences. Regular attendance and/or frequent engagement and online presence are considered essential for meeting course objectives.
2. Students are expected to complete all assigned required readings in preparation for class, lab, or clinical experiences. Students are strongly encouraged to read recommended readings as assigned.
3. Students are responsible for getting their own copies of course or lab materials and information if not present at the time these are distributed or presented.
4. Students must adhere to a professional code of honor.
5. Students are expected to come to campus, if requested or required, in attire that is reasonable and consistent with a college setting.
6. Students should follow established policy in the event of inclement weather (see GBCN Undergraduate Student Handbooks).
7. Students in the Traditional prelicensure BSN track must take the standardized assessment examinations (e.g., ATI Comprehensive Predictor) as scheduled in designated nursing courses. The fee will be collected at the appropriate registration.
8. No children are permitted in the classrooms, Learning Resource Center (LRC), or second floor of the College building located on the Atlanta campus.
9. No food or drinks are permitted in the classrooms; only in rooms designated for such.
10. Students must have faculty permission to record any lecture-type presentation.

11. Class sessions, lab presentations, or other course materials MAY NOT be posted on the internet, You Tube®, or other social media networks.

Dress Code General Campus

Students are expected to dress appropriately when present for class sessions, in clinical areas, and any other time when on campus. Blue jeans, athletic shoes, and other casual attire are not acceptable attire for client care areas.

Guidelines Related to Student Conduct in Online Learning Experiences

Students engage in online learning experiences across programs and courses at Georgia Baptist College of Nursing (GBCN). Online learning experiences may occur in class, labs, simulations, clinical settings, and other locations. In the GBCN undergraduate program, online learning experiences may be delivered asynchronously and/or synchronously via Zoom or other web conferencing platforms. Standards for student conduct, as outlined in the "Standards of Conduct" section of the GBCN Undergraduate Student Handbooks, are expected to be met regardless of learning platform. The Standards of Conduct especially important for online learning include behaviors related to social responsibility and professionalism, as well as the "Minimum College Standards (as related to the Nursing Profession)" section. In addition, students are expected to follow the following guidelines during all online learning experiences.

1. Connectivity
    a. Students must have appropriate internet access with adequate audio and video capability on a computer for online learning participation.
    b. If technical difficulties are encountered beyond the student's ability to solve, the student should immediately troubleshoot with Mercer IT and notify the faculty. If a student is disconnected from the learning experience for any reason, the student must note the time of the internet interruption, actions taken to resolve, and follow course policy. Technology interruptions may result in an unexcused absence.
    c. Students must test their connectivity and computer for proper operation prior to participating in any online learning experience. If connectivity or computer operation issues occur, including a malfunctioning camera or audio, the student will be expected to rectify these issues (e.g., move to an area where connectivity is adequate, find a computer that is properly functioning as in the University library, etc.) **prior to** the scheduled start time for the session. Failure to rectify technical difficulties prior to the online learning session may result in an unexcused absence.
2. Attendance
    a. The student must be logged into Zoom for the entirety of the learning experience, from beginning to end, with an active camera. Partial attendance does not meet participation requirements for learning experiences and make-up assignments may be required.
    b. Students are responsible for ensuring there are no regular scheduling conflicts (work or other life commitment) that prevent presence (online or face-to-face) and participation in courses. Additionally, students should be punctual in attending all learning experiences, including testing, clinical, laboratory, and simulation experiences.
    c. Students are expected to display their full first and last name during online Zoom or other web conferencing sessions for attendance and to encourage the development of the community or scholars. Nicknames or incomplete information should not be used.
    d. The student's full face must be visible during synchronous online sessions in order to be marked as "present." For example, having only the top part of the head visible or leaving the video frame while the session is in progress is considered unacceptable and does not constitute "presence" in the online learning experience. The camera may be turned off or repositioned during breaks.

e. Class protocols vary, but generally student audio should be muted except when the student is speaking.

3. Professionalism
    a. Students must adhere to a professional code of honor and conduct in all learning environments and in all online interactions with other students, faculty, and staff.
    b. Students must ensure their username, demeanor, and background are appropriate for a professional setting.
    c. Students must be dressed in attire that is reasonable and consistent with a college setting (e.g., no pajamas, no revealing clothing, no lying in bed, etc.) for any online learning experience.
4. Settings and Distractions
    a. Students must log in from a stable, non-distracting setting and be present in that setting throughout the entire online session.
    b. Engaging in any online learning experience while moving from one location to another (e.g., while driving a car, or while at work) is unacceptable.
    c. Students noted to be in unacceptable or unstable settings may be asked to leave the session, may receive an unexcused absence, and will be responsible for missed content.
    d. To eliminate disruptions in online learning environments, students should minimize outside distractions such as talking or texting on the phone, watching television, listening to music, or being distracted by family members, children, pets, etc.

Students **do not have permission** to post **any** class/course materials, class or lab recordings or photos, or any representation in part or in whole of online learning experiences on the internet, You Tube®, or any social media platform. Failure to abide by this expectation will be considered an academic integrity violation.

Based on GPC document approved by faculty on 3/17/2; Approved by UCC with editorial modifications 4/26/21

CLINICAL POLICIES

Clinical Compliance Requirements of Clinical Agencies

Upon acceptance into the BSN program, undergraduate students in the prelicensure BSN tracks are required to have all clinical compliance requirements uploaded to the College designated credentialing system account (e.g., ACEMAPP) by the first day of classes, or earlier as outlined in program acceptance materials. Students accepted into the RN-BSN Completion track are required to upload clinical compliance documents to their credentialing system account (depending on time of enrollment) by the first day of the first semester of program enrollment. In addition, clinical agencies may require students to complete the credentialing process through specific agency compliance databases (e.g. Symplr). Fees associated with courses that have a clinical component cover the costs for accessing the credentialing databases. Suspicion of use of illicit drugs or alcohol by a nursing student while on campus or in the clinical setting will result in additional credentialing requirements including the completion of repeat drug testing and, if needed, other screening tests. The student will be responsible for any costs incurred related to additional credentialing requirements.

Clinical Compliance Document Review and Maintenance

The GBCN Credentialing Coordinators conduct the review and maintenance of clinical compliance standards required by clinical agencies. Information students upload to their credentialing system accounts is protected and will be reviewed by the Credentialing Coordinators and designated nursing faculty to determine whether clinical compliance requirements have been met.

Background Check and Drug Screens (Advantagestudent.com)

InfoMart, through Advantage Students, is an on-line background verification system that provides you

the opportunity to order your own background check and drug screen for student placement at participating hospitals. This background check will give you a certified report that you can share online with your selected hospitals and/or colleges, by providing them an authorization code that you will set-up during the order process. Georgia Baptist College of Nursing does not view student background or drug screen results. Clinical agencies to which the student is assigned review background and drug screen results, notifying the College of any student who is not acceptable for clinical placement to their agencies. If a student is denied clinical placement due to his/her background or drug screen results, or for any other reason, the College will make a second clinical placement assignment, if another clinical agency placement is available. A second clinical agency denial based on his/her background or drug screen results, or any other reason, will prevent a student from progressing in the program.

How do I order a background check/drug screening

1. Select the hospital or school to view the recommended packages that fit their requirements.
2. Select the 'Student Package' and use your Mercer email address when setting up account.
3. Complete the online registration form to order your package. The online form accepts payment by credit card and money order.
4. Once you submit your order, you will receive an email confirmation with your order details.
    - Select a Hospital/College/University
    - Select a hospital, college, or university from the following list to see the background check criteria: **Georgia Baptist College of Nursing at Mercer University**

Student Package (background check and drug screen)

- National Social Security Search
- Criminal History Search (up to 5 jurisdictions)
- Multi-State Sexual Offender Search
- OIG List of Excluded Individuals/Entities
- GSA List of Parties Excluded from Federal Programs
- US Treasury, Office of Foreign Asset Control (OFAC) List of Specially Designated Nationals (SDN)
- Patriot Act Search (includes Government Suspect and Terrorist List searches)
- Employment Verification (only required for students 21 years of age or older)
- Drug Screen: 12-panel urine lab test (in-network LabCorp; MRO service included)
    - Test includes: Amphetamines, Cannabinoids, Cocaine Metabolites, Opiates, Phencyclidine, Barbiturates, Benzodiazepines, Methadone, Propoxyphene, Methaqualone, and Oxycodone

How will I know when my background check is completed

You will receive an email notification from Advantage Student once your background report results are completed. You can log in to your account at any time to view the status of your background check. There are three status levels: PROCESSING, PENDING, and COMPLETE.

- PROCESSING means it is a new order and Advantage Student has not received any results back yet.
- PENDING means the report is still pending, but Advantage Student has received some of the results back. You can click on PENDING and a status report will pop up.
- COMPLETE means Advantage Student has received all of the results from your background screening and the report is complete. You can click on COMPLETE and your completed report will pop up.

How do I complete my drug screening?
You will receive an email with instructions for scheduling and completing the drug screen. If you are paying by credit card, you will receive this email once your order has been submitted. If you are not paying by credit card, you will receive the email once your payment has been received or a school/hospital administrator has approved your order. If you do not receive this email, please contact Advantage Student customer service at (800) 800-3774 option 2. Please do not attempt to take a drug screen without first receiving this confirmation. Once the test has been taken and results entered in the system (approximately 48 hours after completing the test), students in the BSN program are to print and upload the front page only of the report to the designated credentialing system site. This page has the student name and the word 'COMPLETE' on the page.

Uniforms

For students in the prelicensure BSN tracks, undergraduate nursing uniforms and lab coats **must** be purchased through the bookstore from the uniform company that has been contracted by the College to provide students with the official GBCN uniforms. Students are required to purchase one, but advised to purchase a minimum of two, uniforms and one pair of approved white shoes (not an athletic shoe) to be worn during clinical and laboratory experiences. Current purchasing information will be provided prior to the first course with a clinical component. A stethoscope and analogue blood pressure cuff are also required and can be purchased at any bookstore catering to healthcare professionals. Students must wear a name badge as part of their uniform which must be purchased from the company approved by GBCN.

For students in the RN-BSN completion track, either a GBCN lab coat or unadorned, non-embroidered white lab coat is required for both courses with a clinical component. Students must wear a name badge as part of their uniform which must be purchased from the company approved by GBCN.

To ensure a professional image, policies have been established for wearing the GBCN uniform:

1. If a sweater, long sleeve, or undershirt is needed, a white one should be worn.
2. The BearCard or name pin is to be worn on or near the collar of the uniform.
3. Students are not to wear any pin on their uniform other than a name pin.
4. Jewelry may include small stud earrings for pierced ears (one stud per ear lobe), engagement and/or wedding rings, and necklaces not obvious to the viewer.
5. Hair should be neat and, if long, should be worn up, neatly, and simply arranged.
6. Natural fingernail length should not exceed 1/4" from the end of the digit. No nails other than one's natural nails are allowed. Colorless or natural polish may be used if acceptable with agency guidelines.
7. Perfume should not be used while in uniform.
8. The lab coat is to be worn over appropriate street clothes when visiting patient care areas in any clinical agency at times other than regularly scheduled clinical laboratory hours.
9. A student requiring a maternity uniform may purchase a simple maternity uniform of her choice (preferably of the same color as the official school uniform).
10. Students must wear enclosed shoes in all clinical sites.
11. Tattoos must be covered.
12. No artificial eyelash extensions with curl length >5mm.
13. No scrub caps.

Revised 6.6.23

Transportation

Clinical learning experiences are varied in both setting and location. Students are responsible for providing their own transportation to and from all clinical experiences.

2024-2025 CLINICAL COMPLIANCE REQUIREMENTS

The following clinical compliance requirements are expected to be uploaded to the student's account in the current credentialing system designated by the College (e.g., ACEMAPP) per the following timelines: by August 1 or earlier as outlined in program acceptance materials for traditional prelicensure BSN track students and two weeks prior to program orientation or earlier as outlined in program acceptance materials for students in the RN-BSN Completion track. Failure to have all clinical compliance requirements completed and uploaded by the time indicated may result in an administrative suspension from the program. Students should be aware that clinical agencies may revise clinical compliance requirements and/or documentation submission timelines during their program of study. All requirements are due prior to the first term of enrollment, unless otherwise indicated in the following table.

HEPATITIS B VACCINES & TITER	*Submit proof of (3) doses of the Hepatitis B vaccine Energix-B, Recombivax HB, or Twinrix OR (2) doses of the Hepatitis B vaccine Heplisav-B AND
	*Submit proof of positive Hepatitis B titer - drawn 6-8 weeks after full vaccine series
	If Hepatitis B titer is negative or equivocal:
	The student must repeat the 3 dose vaccine series (dose #1 now, dose #2 in 1 month, dose #3 5 months after dose #2) of Energix-B, Recombivax HB or Twinrix OR the 2 dose vaccine series (dose #1 now, dose #2 in 1 month) of Heplisav-B AND
	Repeat the Hepatitis B titer 6-8 weeks after completing the 2 or 3 dose vaccine series.
	If the second titer remains negative after a total of 4, 5, or 6 vaccines (depending on which vaccine was received) and 2 titers), immunity is assumed: BUT the student must obtain a letter from his/her healthcare provider stating he/she is a non-converter.
MEASLES, MUMPS AND RUBELLA (MMR) VACCINES AND/OR TITER	*Submit proof of (2) MMR Vaccines OR
	*Submit proof of positive MMR titers (for EACH Measles, Mumps, & Rubella)
	If MMR titer is negative or equivocal and student cannot produce evidence of having received (2) MMR vaccines:
	The student must receive 2 MMR vaccines 4 weeks apart. Submit documentation.
VARICELLA VACCINES AND/OR TITER	*If you have NOT had Varicella (Chicken Pox): Submit proof of (2) Varicella vaccines
	*If you HAVE contracted Varicella (Chicken Pox): Submit proof of positive Varicella titer (You do not need the vaccine)
	If Varicella titer is negative or equivocal and student cannot produce evidence of having received (2) Varicella vaccines:
	The student must receive 2 Varicella vaccines 4 weeks apart. Submit documentation.

TETATNUS, DIPTHERIA, PERTUSSIS (Tdap)	*Submit proof of Tdap (not Td) vaccine within the last 10 years OR if more than 10 years since received Tdap, proof of the initial Tdap AND proof of a Tdap or Td booster within the last 10 years. (NOTE: Boostrix and Adacel are Tdap vaccines). If no proof of receiving a Tdap vaccine is available, the student must receive the Tdap vaccine, not a Td vaccine, and submit documentation of this.
BASIC LIFE SUPPORT CARD (BLS/CPR)	*Submit copy of current card (front & back), or electronic certificate, with student signature (for card) or verification code (for certificate). Students must be certified by the American Heart Association as a BLS for Healthcare Provider. Certification must be valid for the entire academic year, each year, for students in the traditional prelicensure BSN track, or the entire time of enrollment for students in the second degree Accelerated BSN or RN-BSN Completion tracks. This may require recertification earlier than card expiration date.
PERSONAL HEALTH INSURANCE CARD	*Submit a copy of personal health insurance card (front and back of card). Resubmit each year, even if same card as previous year. Your name must appear on the insurance card. If you are covered under your parent's insurance, submit a copy of the card and a completed 1095 form OR a letter from the insurance company showing that you are covered under the policy. If you are covered under a healthcare policy for someone in the military and do not have an insurance card, you must submit a letter from the insurance company or military certifying your military healthcare coverage. In cases where students experience events that require medical attention while in clinical settings (such as, but not limited to, needle sticks and syncope), it is the GBCN policy to follow protocols set by the clinical institution where the incident occurs. Students are advised they are responsible for any costs incurred that are not covered by their health insurance policy for treatment of a health issue that presents while in class, lab, or clinical.
BACKGROUND AND DRUG SCREEN REPORT	The Background Check and 12 Panel Drug Screen must be initiated through www.advantagestudents.com ONLY (choose the 'Student Package' and use your Mercer email address when setting up the account). This screening should be completed no more than 30 days before the beginning of the first session of the program. You must submit proof of completion of background check and drug screen. If the drug screen result is "negative dilute," you must repeat your drug screen. Students are advised to register for the drug screen and proceed immediately to the collection center to ensure timely return of results, which can take up to one week. A repeat background check later in the program may be required by certain clinical facilities.
POLICY DOCUMENTS	Sign and Submit the Following Documents: HIPAA Statement Social Networking and Professional Behaviors Use of PDA & Other Electronic Devices in Clinical and Class Settings Authorization for Photography and Recording Authorization to Release Student Records Faculty Position on Student Employment (Prelicensure BSN students only) Student Policies Signature Packet

NURSING LICENSURE (RN-BSN COMPLETION TRACK ONLY)	A copy of proof of nursing licensure must be current, certified in the current state of residence, and on file in the Undergraduate Credentialing Coordinator's office. (For students in the RN-BSN Completion Track ONLY)
HIPAA ASSESSMENT	Complete assessment in CANVAS with achievement of minimum score of 80%
OSHA ASSESSMENT	Complete assessment in CANVAS with achievement of minimum score of 80% (Prelicensure BSN track students and licensed nurses not actively engaged in clinical practice ONLY)
ANNUAL TB TESTING	Submit proof of negative T-spot blood test OR QuantiFERON Gold blood test Each year thereafter, submit proof of negative T-spot blood test OR QuantiFERON Gold blood test. Test results must be valid for the entire time of program enrollment. This may require repeat testing prior to program completion. *PLEASE NOTE: Clinical facility requirements vary which may result in the need for students to obtain additional TB Testing in any given session or semester.
	If the TB blood test is POSITIVE, the student will be referred for further evaluation and possible treatment
	If a student previously received the BCG vaccine, he/she should submit proof of a negative TB blood test (QuantiFERON Gold Test or T-Spot Test)
	If a student has tested positive for TB in the past, he/she must submit proof of treatment and a current chest x-ray
ANNUAL FLU SHOT	Submit proof of current seasonal flu shot (received after August 1 of the current year). Must submit actual administration record with date of administration, site of administration (i.e., left deltoid), name and location of facility where shot obtained, and provider's signature and credentials; a vaccine prescription is NOT an acceptable administration record unless it includes the above information, most importantly the provider's signature and the name and location of the facility. If using the form provided by GBCN for documentation of flu shot, the form must be completed in its entirety AND must have the name and address of the facility at which the immunization was received stamped (not handwritten) on the form. If no stamp is available, you must submit the GBCN form AND supporting documentation that verifies your name, name and location of facility where shot obtained, and date of administration (a vaccine prescription IS an acceptable SUPPORTING document if all this information is included). In that the flu shot changes from year to year, you may need to update your flu shot while enrolled in the program.
COVID-19 VACCINE	*Submit proof of COVID-19 vaccine(s) on a CDC "COVID-19 Vaccination Record Card" (preferred documentation) OR GRITS record. There are various types of COVID-19 Vaccinations: •2021-2023 Johnson & Johnson (Janssen) (1 dose) •2021-2022 monovalent Pfizer & Moderna (2 doses) •2022-2024 bivalent & updated Pfizer & Moderna (1 dose) •2023-2024 updated Novavax (2 doses) Other documentation for COVID-19 vaccination such as state records, medical facility records, pharmacy records, etc. may be acceptable. Documentation must

	include student name AND vaccine name AND date administered AND healthcare provider name (initials, printed name, or signature are accepted; medical credentials are NOT required) OR facility name.

Revised 4.3.24

PLEASE NOTE: ALL RECORDS OF IMMUNIZATION OR IMMUNIZATION DOCUMENTS MUST HAVE A PROVIDER SIGNATURE OR SIGNATURE OF VERIFICATION INCLUDED (I.E., PHYSICIAN, NP, PA, DO, ETC.). THIS CAN BE AN ELECTRONIC SIGNATURE OR ACTUAL SIGNATURE. ALSO, THE NAME OF THE FACILITY WHERE IMMUNIZATIONS WERE ADMINISTERED OR WHERE RECORDS HAVE BEEN RETRIEVED FROM MUST BE INCLUDED (I.E., PUBLIC HEALTH DEPARTMENT, PHYSICIAN'S OFFICE, PLACE OF EMPLOYMENT, DRUG STORE WHERE FLU SHOT RECEIVED, ETC.). EXCEPTIONS TO THE SIGNATURE REQUIREMENT ARE GRITS FORMS AND OFFICIAL SCHOOL IMMUNIZATION RECORDS. YOU MAY RECEIVE IMMUNIZATIONS AND BLOOD TESTING AT THE STUDENT HEALTH CLINIC LOCATED ON THE ATLANTA CAMPUS IN SHEFFIELD GYM BLDG., RM #206. THEY ARE OPEN 8-4, M-F. IF YOU HAVE QUESTIONS ABOUT STUDENT HEALTH SERVICES, CALL 678-547-6130.

-IN ADDITION TO THE REQUIREMENTS LISTED ABOVE, YOU MAY BE REQUIRED TO COMPLETE FACILITY-SPECIFIC OR UNIT-SPECIFIC REQUIREMENTS, SUCH AS A RESPIRATOR FIT TEST.

-THE COLLEGE OF NURSING USES A DESIGNATED ONLINE CREDENTIALING SYSTEM TO VERIFY AND TRACK All REQUIRED CLINICAL COMPLIANCE DOCUMENTS. LOGIN INSTRUCTIONS ARE INCLUDED IN YOUR PROGRAM ACCEPTANCE MATERIALS. PLEASE USE YOUR MERCER EMAIL ADDRESS WHEN SETTING UP YOUR CREDENTIALING ACCOUNT.

Revised 6.6.23

Policies and Procedures Specific to the Learning Resource Center

(Applicable to all students using the LRC)

Learning Resource Center

The Learning Resource Center is a facilitative educational environment designed for the instruction and demonstration of new and/or complex clinical nursing skills and simulated patient care. The lab provides equipment, supplies, faculty, and staff to achieve the objective of excellence in nursing education. The skills sequence and curriculum have been developed by the LRC faculty in collaboration with course faculty to correlate with course objectives. Lab experiences are scheduled by LRC faculty in collaboration with course faculty and are based on student schedules. Lab access is available to students during the academic period to encourage individual or small group review or practice of skills. The lab maintains a collection of teaching models, materials, and other resources for faculty and student use.

General Information

1. Lab activities focus on the application of scientific principles. The learner must prepare by reading, reviewing, and completing assigned activities prior to the lab experience. Preparatory activities are included with students' course assignments.
2. Lab attendance is mandatory. In the case of unavoidable absence or tardiness, the student must notify the course coordinator and/or the LRC faculty at least 30 minutes prior to the scheduled lab, if at all possible. The student is responsible to contact the appropriate faculty to schedule a make-up experience. All activities must be completed within seven calendar days of the initial lab, or as space is available in the skills or simulation groups.
3. Students are required to actively participate in skills and simulation activities. This may require assuming the role of patient as well as other health professional roles.
4. Unprofessional behaviors will be communicated to clinical faculty and included in the clinical evaluation tool completed at the time of mid-session or midterm and final student clinical evaluations, as appropriate.
5. Various lab resources are available to students. Additional lab experiences may be requested according to individual needs. Students or clinical faculty may contact the course coordinator and/or LRC faculty to schedule lab counseling or remediation.

6. Open lab times are offered to students prior to formal evaluation activities. Open lab times are also available to students seeking additional practice and/or faculty supervision.

Skills Evaluation Procedure

Validation is a measure used to evaluate the competence of the student in meeting standards and criteria required for successful completion of a course. Validations are typically graded on a pass/fail basis. Some validations may constitute a portion of the course grade. These validations incorporate critical skills learned throughout the semester. Evaluations are performed by a faculty member using a validation tool that includes critical elements based on best practice and standards of care.

- Coaching or prompting is discouraged during the validation to provide consistency in student evaluation.
- Only people directly involved in the validation experience are allowed to be present during the validation.
- All validations are done individually. Group validations are not allowed.
- Students are evaluated based on validation tool criteria.
- Failure to attend a validation appointment results in failure for that validation attempt.
- Students who fail to pass a validation on the first attempt are allowed two additional attempts. The student is responsible to schedule remediation with LRC or course faculty after an unsuccessful attempt.
- A 24- hour period must occur between validation attempts.
- Revalidation must be completed within seven working days of the initial validation, unless otherwise approved by LRC and/or course faculty.
- A different faculty member will revalidate the student on the second attempt.
- In the event of a third attempt to validate, two faculty members must be present.
- If the student is unsuccessful on the third attempt, it will result in a failing grade for the course.
- Students are expected to maintain an individual SKILL COMPETENCY LIST. (See form in the appendix of the GBCN Undergraduate Student Handbooks for instructions). This list will assist in communicating to clinical instructors, preceptors, and nursing staff what skills a student has or has not been successfully validated on in the LRC and/or clinical area at any given time, thus guiding both the student and faculty in formulating an appropriate plan for each clinical experience.
- Students are not permitted to practice or attempt invasive procedures on any living individual in or outside of the LRC or outside the supervision of a clinical faculty member or licensed registered nurse when in a clinical facility or setting. Any attempt to do so will result in disciplinary action.

Lab Access

Room 301 of the Learning Resource Center in the Nursing Building on the Atlanta campus generally is open to students when it is not being used as part of a lab or class. This student lab is typically accessible Monday-Friday, 8am to 5pm. Practice supplies are provided for student use, though most supplies are contained in student nurse packs. To assure safety for each individual, **students are restricted to the practice of skills that have been formally taught in the skills lab, and only in the manner in which they were taught**. No supplies may be removed from the lab without specific permission from lab faculty. Students are encouraged to practice in small groups and faculty supervision is available to students by appointment.

Clinical and Learning Resource Center Experiences

Clinical and Learning Resource Center experiences are essential and are of such importance that attendance is mandatory and cannot routinely be made up. If an emergency or extenuating circumstance

arises, and the student cannot attend a scheduled clinical or LRC experience, the student must follow the Undergraduate Make-up Clinical and LRC Experiences Policy outlined in the GBCN Undergraduate Student Handbooks (see below). Failure to follow the guidelines outlined in this policy may result in an unsatisfactory clinical or LRC experience evaluation.
The decision as to the format of required make–up experiences, and/or the manner in which the missed experience will be made up, will be determined by the course and/or LRC faculty members. All missed clinical and/or LRC hours are expected to be made up by students in adherence to accreditation standards. The decision to approve a make-up LRC or clinical experience will be based on the following considerations:

1. Achievement of objectives
2. Academic standing
3. Reason for the absence
4. Manner in which the absence was reported

Additional clinical expectations include adhering to **Standards of Conduct, Academic Integrity, and Minimum Professional Standards**, providing own transportation to and from clinical agencies, being appropriately dressed for the agency, having proof of liability insurance, and following the weather policy, if needed.

Undergraduate Make-Up Clinical and LRC Experiences Policy

The course coordinator, Traditional BSN Coordinator, or Associate Dean will determine if a clinical absence situation is appropriate for make-up (see situations below). If a clinical make-up experience is required and approved by the course coordinator, Traditional BSN Coordinator, or Associate Dean, a fee of $25 will be required for each make-up experience. Once approved to participate in a make-up clinical experience, the following link should be used to make payment and obtain payment receipt https://mercer.nbsstore.net/nursing A receipt from the Bursar's office indicating payment of $25 for each make-up experience must be provided prior to participation in the experience.
The course coordinator and LRC faculty will determine if a standard LRC experience (meaning any experience not being conducted as a replacement for an off-campus clinical hour learning experience) absence is appropriate for make-up (see situations below). No make-up fee will be assessed for missed standard LRC experiences but the student must still seek approval to participate in the make-up experience. All other aspects of this make-up policy will apply to standard LRC experience absences.

Make up experiences may be approved for the following situations:

- Documented illness
- Extenuating circumstances
- Major life event

Procedure for obtaining permission to participate in a make-up clinical or LRC experience:

- If the student will be absent from a scheduled experience in the LRC, the student must follow specific guidelines given by the course coordinator and the LRC faculty.
- Notify the clinical instructor and course coordinator prior to any clinical experience absence or the course coordinator and LRC faculty prior to any LRC experience absence, if at all possible.
- Any student seeking permission to participate in a make-up clinical or LRC experience due to the occurrence of an unplanned event must submit the appropriate documentation to the course coordinator, Traditional BSN Coordinator, or Associate Dean within one business day of their return to class or clinical.
- Appropriate supporting documentation includes items such as:
    - Medical documentation: Health care provider's note

    - Obituary
    - Accident report
- All documentation is reviewed by the course coordinator, Traditional BSN Coordinator, or the Associate Dean for final approval to participate in a make-up experience. Students will be notified by the course coordinator, LRC faculty, Traditional BSN Coordinator, or Associate Dean if approval is granted or denied based on appropriateness of the unplanned event and supporting documentation. If denied, a grade of "unsatisfactory/clinical failure for the day" will be assigned for the missed experience.
- Any student seeking permission to participate in a make-up experience due to a scheduled event must submit to the course coordinator, Traditional BSN Coordinator, or the Associate Dean a written request with supporting documentation 30 days prior to the scheduled clinical or LRC experience explaining the reason he or she plans to miss the experience. Students will be notified by the course coordinator, Traditional BSN Coordinator, or Associate Dean if approval is granted or denied based on appropriateness of the scheduled event and supporting documentation. If denied, a grade of "unsatisfactory/clinical failure for the day" will be assigned if the student chooses to miss the clinical or LRC experience. The student will be required to make up the clinical hours as soon as possible.
- A grade of "unsatisfactory/clinical failure for the day" will be assigned for requests submitted without the appropriate documentation or failure to follow the above policy.

Revised & Approved by UCC, 3/25/19; Updated 8/14/20 lmb; Updated 8/6/21 lmb

Behavior in the Clinical Area

Clinical failure occurs when the student does not meet clinical evaluation criteria at an expected performance level of a professional student nurse. A student may receive an evaluation of 'Fail' at any time during the semester for a serious violation. If the final clinical evaluation is Fail, a letter grade of "F" will be given for the course. A student enrolled in a nursing course with a clinical component may receive a clinical failure for one or more of the following reasons:

- Unsatisfactory final clinical evaluation
- Acts of dishonesty
- Demonstrating behaviors that, in the judgment of the faculty and/or administration, constitute unsafe or potentially unsafe practice
- Repeated unexcused absenteeism or tardiness to clinical
- Failure to follow clinical course policies or clinical agency policies
- Inappropriate interactions with patients, families, staff, instructors, peers, or any member of the health care team
- Positive drug test

Clinical Learning Experiences and Injury/Illness

Students are not to report to the clinical area when injured or ill. This includes experiencing a fever, nausea, vomiting, diarrhea, or any other symptoms of contagious illness. Students are responsible for notifying the clinical instructor of injury or illness. All missed clinical hours due to injury or illness must be made up. See the Undergraduate Make-Up Clinical and LRC Experiences Policy for the procedure for scheduling make-up clinical experiences.

Following any illness, injury, or surgery, students must submit a medical release, completed/signed/ dated by their healthcare provider, to the Associate Dean to request clearance for a return to clinical.

Students are required to have health insurance and will be responsible for any healthcare bills incurred as a result of injury during a clinical experience. Clinical agencies do not provide medical care free of charge for students who are injured or become ill during the clinical learning experience.
Students who are injured or become ill while providing patient care must:

- notify assigned instructor immediately.
- follow the clinical agency's policy and procedure for injury or illness.

Faculty supervising students who become injured or ill while providing patient care must:

- abide by agency policies regarding student injury or illness during clinical experiences.
- notify the course coordinator of the injury or illness.
- submit an incident report to the Associate Dean for the student's record.
- notify campus police.

Editorial revision 6/16/22 mcs

During the program of study, should a student sustain an injury, either in the clinical setting or outside of this setting, that leads to a temporary or permanent impairment compromising the student's ability to continue to meet the essential requirements for admission, progression, and graduation outlined in the GBCN Undergraduate Student Handbooks in the areas of observation; communication; motor abilities; intellectual, conceptual, integrative, and quantitative abilities; or behavioral and social abilities, the student should contact the Office of ACCESS and Accommodation on the Atlanta campus at (678) 547-6823. The ACCESS and Accommodation Office will determine a student's eligibility for accommodations and will recommend appropriate, reasonable accommodations and services. However, students should be aware that it is up to each clinical facility whether any suggested accommodations can be made by the clinical facility to support the needs of a student with a temporary or permanent impairment, such as allowing the use of crutches, wearing of a sling or stabilizing boot, etc., and will determine the risks involved in allowing a student with a temporary or permanent impairment to continue with their clinical experiences at the facility. If a student is denied access to a clinical facility due to a temporary or permanent impairment, the student will be referred to the Traditional BSN Coordinator, RN-BSN Coordinator, or Associate Dean for consultation regarding options for completing the remaining required clinical hours for the session or semester in question.

Drug Testing for Cause

Any nursing student suspected of abusing illicit drugs or alcohol while at school or in the clinical setting will be subjected to testing. The decision to drug test for cause will be drawn from facts and may be based on, but not limited to:

- Direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug.
- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, absenteeism, tardiness and deterioration of work performance.
- A report of drug use provided by reliable and credible sources which have been independently corroborated.
- Information that student has caused or contributed to an accident that resulted in injury
- Evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs while on campus or at the clinical site.
- Conviction by a court, or being found guilty of a drug, alcohol, or controlled substance offense in another jurisdiction.

Testing for cause will be conducted using the following procedure:

1. The student will be asked to speak with a faculty member and a witness to discuss the situation. The discussion will be documented, and the decision to drug test will be made after conferring with the appropriate Dean.
2. If warranted, the student will submit appropriate laboratory specimens via Advantage Student at their own cost.
3. The student will be suspended from all clinical activities until the Associate Dean has reviewed the case.
4. If the drug test is negative, the student will be allowed to return to class and clinical activities without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical.
5. If the drug test is positive, the student will be administratively withdrawn from the program.
6. Confidentiality will be maintained.
7. Failure to comply with 'for cause' drug testing will result in immediate administrative withdrawal and a course grade of 'F'.
8.

Student Resources

Academic Advisor

Upon admission to the traditional prelicensure BSN or RN-BSN completion track of the undergraduate program, the student will be assigned a faculty academic advisor. The advisor will assist the student in reviewing progress in their course of study and discuss standardized test scores. An advisement period is established each semester to encourage advisors and students to meet and schedule a course of study for the subsequent semester. It is the responsibility of the student to schedule a meeting with their advisor during this advisement period. Students are also encouraged to utilize their advisor as a resource person within the College. Students will not be registered for classes for any semester if they have not met with their advisor for class advisement. Advisement may be accomplished through face-to-face, email, phone conference, or other means of communication.

Academic Resource Center (ARC)

The Academic Resource Center (ARC) provides several different services designed specifically to help Mercer's Atlanta campus, Regional Academic Center, and distance-learning students improve performance and accomplish their academic goals. These services include in-person math and writing tutoring, online tutoring (Online Writing Lab, Online Math Lab, and Online Science Lab), study skills resources, and online workshops.
Students can visit the ARC's website to view tutoring for their specific location, assess their study skills, explore study skills resources, learn more about ARC services, and watch online presentations on various topics: https://arc.mercer.edu. Students can contact the ARC to schedule an online consultation or to get additional information by emailing arc@mercer.edu.

Faculty Position on Traditional Prelicensure BSN Student Employment

The College of Nursing faculty recognizes that economic responsibilities confronting students may require their maintaining some level of employment while attending college; however, it is the nurse educator's responsibility to encourage students to view their nursing education as a priority. Therefore, students in the traditional prelicensure BSN track are encouraged to seek a realistic balance between employment and attainment of educational goals.

The profession of nursing is a critical and demanding one. Likewise, educational preparation for the profession of nursing is critical and demanding. Striking a balance between employment and school

responsibilities is a critical variable for the working student to understand as being necessary for success in the BSN program.

Based on evidence found in the research literature related to student employment and academic success and to the demands of the traditional prelicensure BSN track of the Georgia Baptist College of Nursing undergraduate program, the faculty strongly advise that students enrolled in this track who must work consider only part-time employment (less than 20 hours per week). When possible, that employment should be in a healthcare related field as these two variables have been shown to be highly correlated with academic success.

In addition, the student shall be aware of the Georgia Board of Nursing rule that "students who are not otherwise licensed or certified shall be employed only as unlicensed nursing personnel. They shall not represent themselves as nursing students nor assume responsibilities within the scope of practice of a registered nurse" (GBON, Department 410. Rules of Georgia Board of Nursing, Rule 410-8-.08). Students shall represent themselves or practice as nursing students only when participating in a learning activity in a practice setting that is part of the Georgia Baptist College of Nursing's curriculum.

Developed by the UAPR Committee April 13, 2009; Revised: UCC 1/15; Revised & Approved by UCC, 3/25/19

Center for Nursing Excellence

The Center for Nursing Excellence (CNE) provides student retention and academic success strategies for undergraduate and graduate GBCN students. The services provided by the CNE include learning enhancement courses, individual student evaluation and academic success plans, faculty support, and a student-to-student peer tutor program. Included resources are individualized and group tutoring, study sessions, test taking strategies, academic success strategies, and professional development support.

Student Success Plan

Evaluation methods in the classroom and clinical/lab settings allow students to understand their level of success and progress in meeting course curricular expectations. When faculty identify a need for additional academic support for students, plans for student success are created to promote essential growth and development to be successful in achieving course and program outcomes. Two types of success plans exist: Clinical Plan for Student Success and Classroom Plan for Student Success or Plan for Student Success (Didactic Course Component).

Expectations for student success as articulated in the Clinical Plan for Student Success are grounded in the GBCN Undergraduate Clinical Performance Evaluation Tool (CPET) criteria. These criteria are based on *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) and the *Quality and Safety Education for Nurses* (QSEN) Competencies (Cronenwett et al., 2007), and are used in evaluating students' clinical learning particularly in the prelicensure BSN program at GBCN. Expectations for student success as articulated in the Classroom Plan for Student Success or Plan for Student Success (Didactic Course Component) are grounded in the GBCN and Mercer University Health Sciences Center core values. These values serve as the basis for the Health Sciences Center's educational program and position in the health care community.

Faculty complete the appropriate Plan for Student Success describing the nature of the problem, develop a specific action plan in collaboration with the student, discuss academic consequences, and send a copy of the success plan to the course coordinator, Academic Advisor, Associate Dean for the Undergraduate Program, and the CNE. A copy of the Plan for Student Success is also placed in the student's GBCN file.

Unless otherwise noted, Plans for Student Success remain in place for the duration of student enrollment in the Georgia Baptist College of Nursing Undergraduate program.

Revised & Approved by UCC, 3/25/19

Re-Enrollment in the Traditional Prelicensure BSN track

1. A student in the traditional prelicensure BSN track with a cumulative GPA of 2.0 or higher who either withdraws from a nursing course(s), fails only one nursing course, or does not register for required nursing courses for less than one year due to nonacademic reasons is eligible to apply for re-enrollment in the nursing program. The review of re-enrollment applications is completed by the Undergraduate Admissions, Progression, and Readmission Committee (UGAPRC). Only one nursing course is allowed to be repeated.
2. Acceptance for re-enrollment is not guaranteed.
3. Students must obtain instructions for re-enrollment from the Admissions Office in the College of Nursing, including instructions on submission of the re-enrollment application. Specific submission timeframes and deadlines are designated in the guidelines provided by the UGAPRC. **Re-enrollment applications must be submitted only during the designated periods outlined in the re-enrollment instructions.**
4. The student's GBCN academic/clinical performance record, re-enrollment application, and professional behaviors are reviewed, and a decision is made based on the strength of these indicators and student aptitude for success in the program. The UGAPRC decision is final.
5. UGAPRC decisions may require a remediation course(s) and/or documentation from a health care provider supporting the student's ability to safely meet the Essential Requirements for Completion of Baccalaureate Nursing Education.
6. A $50.00 fee for re-enrollment will be assessed from the Bursar's office.
7. A student may only petition for re-enrollment one time during enrollment at GBCN.
8. Skills Revalidation: All students in the traditional prelicensure BSN track accepted for re-enrollment will be required to successfully revalidate all nursing skills taught prior to the course(s) of re-enrollment. If a student is re-enrolling in the NUR 313 Fundamentals of Nursing course only, successful revalidation of those skills learned in NUR 314 Health Assessment will be required, and vice versa. The student will retrieve a Skills Revalidation packet from the Admissions Office at GBCN including detailed guidelines. Revalidation will be scheduled with the Coordinator of the Learning Resource Center and completed within one to four weeks prior to beginning course work. Unsuccessful revalidation of skills will result in the cancellation of acceptance for reenrollment.
9. Students accepted for re-enrollment in the traditional pre-licensure BSN track must provide a **new** Background Check and Drug Screen initiated through advantagestudents.com no earlier than (30) days before the first day of the semester of re-enrollment. A copy of the confirmation page for both the Background Check and Drug Screen must be uploaded to the current credentialing system designated by the College.
10. Students re-enrolling in the traditional prelicensure BSN track are required to be enrolled in NUR 309 and/or NUR 311 a minimum of two semesters as a condition of re-enrollment. The two mandatory semesters would be the semester of re-enrollment when the student is taking only one other course and the semester immediately following when the student is once again taking a full academic credit load. Additional semesters of enrollment may be required as determined by the academic advisor, CNE Coordinator, and Associate Dean.

    PLEASE NOTE: Federal support is only given once for a successfully completed course. Students cannot receive federal financial aid to repeat a course in which they have already received a grade.

Re-enrollment to the RN-BSN Completion Track

1. A student in the RN-BSN completion track with a cumulative GPA of 2.0 or higher who either withdraws from a nursing course or courses or academically fails only one nursing course in a semester, must register to repeat and/or complete the course or courses the next semester the course or courses is/are offered.
2. Students are allowed to repeat only one nursing course if the reason for repeat is due to academic or other failure of the course. Failure of a second course in the same or a subsequent semester of enrollment will result in academic dismissal from the program. Students re-enrolled following academic failure of a nursing course or withdrawal from a course or courses must meet with the RN-BSN Coordinator by midpoint of the session or semester immediately prior to the next semester the course(s) is/are offered to obtain permission for re-enrollment as required by the Registrar. No re-enrollment application is necessary in this case.
3. Students who fail a nursing course due to violations of the Academic Integrity Code or a nonacademic violation will be required to apply for re-enrollment in the course the semester immediately prior to the next semester the course is offered. The review of re-enrollment applications is completed by the Director of Admissions, RN-BSN Coordinator, and the Chair of the Undergraduate Admissions, Progression, and Readmission Committee.
4. If a student does not register for required nursing courses for an upcoming semester(s) due to nonacademic reasons (excluding nonacademic violations), the student is eligible to apply for re-enrollment in the nursing program as long as he or she is requesting to re-enroll no more than two semesters after his or her last completed semester and timing of the re-enrollment allows for student completion of the program within the established timeline for successful completion of the program (i.e., 3 years for students in the RN-BSN track). The review of re-enrollment applications is completed by the Director of Admissions, RN-BSN Coordinator, and Chair of the Undergraduate Admissions, Progression, and Readmission (UGAPRC) Committee.
5. Acceptance for re-enrollment is not guaranteed.
6. If a student is applying for re-enrollment, the student must obtain re-enrollment instructions from the Admissions Office of the College of Nursing, including instructions on submission of the re-enrollment application. Specific submission timeframes and deadlines will be included in the re-enrollment instructions. **Re-enrollment applications must be submitted in a timely manner to ensure adequate time for review and consideration of the re-enrollment request by the Admissions Office, RN-BSN Coordinator, and Chair of the UGAPR Committee.**
7. The student's GBCN academic/clinical performance record, re-enrollment application, and professional behaviors are reviewed, and a decision is made based on the strength of these indicators and student aptitude for success in the program. The decision regarding re-enrollment is final.
8. A $50.00 fee for re-enrollment will be assessed from the Bursar's office.
9. A student may only petition for re-enrollment one time during enrollment at GBCN.
10. Students accepted for re-enrollment who have been out of the program for two semesters or more must provide a **new** Background Check and Drug Screen initiated through advantagestudents.com no earlier than thirty (30) days before the first day of the semester of re-enrollment. A copy of the confirmation page for both the Background Check and Drug Screen must be submitted to the current credentialing system designated by the College.

NOTE: Please refer to the Mercer University Cecil B. Day Graduate and Professional campus catalog (Atlanta Campus catalog) for additional GBCN policies and procedures related to general progression and readmission to the nursing program.

NUR 499 Independent Study Approval

NUR 499 Independent Study is designed as an elective to allow qualified students to pursue a particular area of interest under the guidance of a nursing faculty member of their choice. The student desiring to

pre-register for an Independent Study nursing elective must have prior written consent from a faculty member who agrees to guide the student in this process. Prior to registration, the student and faculty member must complete the Independent Study Proposal Form, found in the Appendix of this handbook, and submit the Independent Study proposal for approval to the Undergraduate Curriculum Committee and the Associate Dean for the Undergraduate Program. The Independent Study proposal must include the following:

Information to be developed by the student in consultation with the faculty:

- Objectives of the Independent Study
- Learning activities necessary to meet the objectives
- Responsibilities of the student in meeting the objectives
- Responsibilities of the faculty in guiding the student
- Evaluation methods

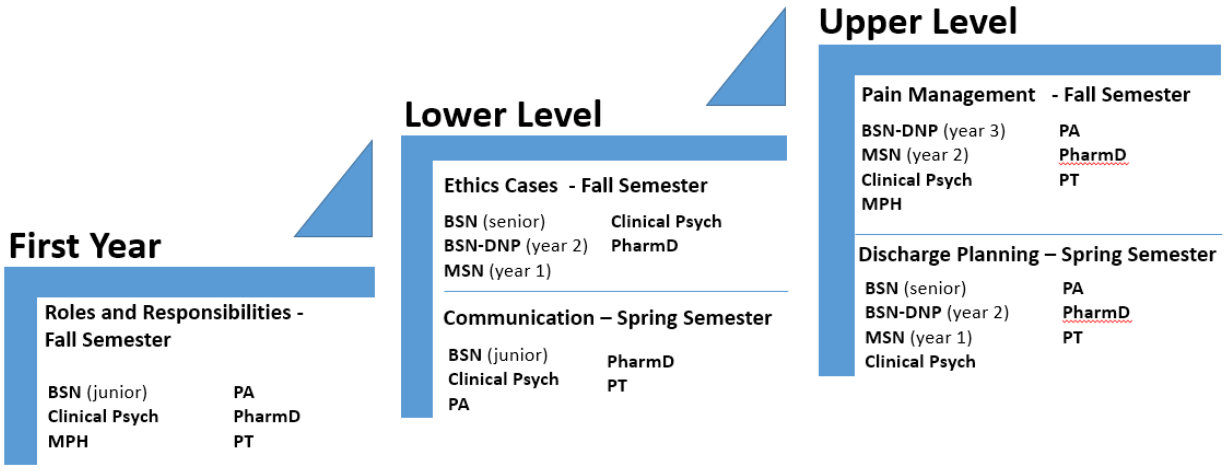
Students who have not completed the approval process by the time classes begin will have their registration for the course cancelled. Students may earn from 1 to 4 credit hours for independent study, with consideration for the higher levels of credit hours being given for extended learning experiences (i.e. Mission trips, PEP program, etc.). Approved proposals will be forwarded to the Registrar and a copy given to the student and faculty member guiding the study.

Revised & Approved by UCC, 3/25/19

Interprofessional Education and Practice

The Mercer University Health Sciences Center, Atlanta campus, collaborates to provide interprofessional education (IPE) activities across disciplines. The following colleges and programs participate in IPE: College of Pharmacy, Georgia Baptist College of Nursing (traditional prelicensure BSN, MSN), College of Health Professions (Clinical Medical Psychology, Physician Assistant, Physical Therapy, and Public Health programs), and an external partner, Morehouse School of Medicine. The IPE activities are structured from simple to complex based on the level of student participants. Prelicensure BSN students are required to participate in IPE or interprofessional practice (IPP) activities each semester of their program of study. The IPE large group activities are provided below.

Longitudinal Progressive IPE Curriculum



Undergraduate Student Activities

Administration of Student Government Organizations and Publications

Student organizations and activities are funded in part by an activity fee students pay each semester.

The governing of student affairs is a vital responsibility of the student body. The Student Government Association, SGA, is the name of the undergraduate student governing body at GBCN. All currently enrolled students are automatically designated as members of SGA. SGA serves as an umbrella for all recognized organizations of GBCN through its Executive Council, which is composed of four elected officers, three elected representatives from each level of the undergraduate program (junior and senior), plus a representative from each recognized organization on campus. The Executive Council, through its monthly meetings, allocates funds to recognized organizations and maintains the treasury for each organization. SGA also serves as a clearinghouse for fundraisers and student activities.

Student Government Association

The Student Government Association (SGA) includes the Executive Council and is governed by its own set of bylaws. Members of the Executive Council and the SGA bylaws can be found on the SGA website.

Recognized Student Organizations

Because involvement in student organizations and activities contributes to the holistic development of the individual student, the faculty and staff encourage and support students in this endeavor. Being active in a campus organization expands student interests and capabilities and allows for the development of new relationships. Holding an office in an organization promotes the development of leadership skills, and instills a sensitivity and responsibility to one's community.

Forming a Recognized Organization

Any group desiring to be a recognized organization shall complete the form "Application for Recognized Organization," which is available from the GBCN Dean's office, located on the second floor of the College of Nursing building on the Atlanta campus, and shall file the completed application with the same office. This application shall have the signed consent of the faculty/staff advisor for the proposed organization, and shall be submitted and signed by an officer of the proposed organization. The application shall be reviewed by the Dean of the College within ten (10) working days of the date the application is submitted, and shall be approved or disapproved in writing by the Dean of the College.

Any group wishing to become a recognized organization shall demonstrate to the College that their goals and objectives are not in conflict with the philosophy and mission of the University, College, or the Baptist community. Once a group has become recognized by the College as an organization, such organization may reserve space within the University for meetings and have representation on the Executive Committee of the Student Government Association.

Renewal of a Recognized Organization

Each recognized organization shall renew its status on or before September 30th of each year by filing a completed "Application for Recognized Organization."

Termination of a Recognized Organization

If, at any time, a recognized organization appears to be in opposition to the philosophy or mission of the University, College, or the Baptist community, or if such organization fails to comply with any of the above requirements for remaining a recognized organization, the Dean of the College may terminate the recognition of such organization by the College or take other action in reference to reorganization which the Dean of the College, in his or her sole discretion, deems appropriate.

Student Groups Currently Recognized by Georgia Baptist College of Nursing

Ambassadors
Student Ambassadors comprise a group of students who are selected to represent the College of Nursing in a variety of recruitment and public relations activities throughout the academic year. Students must apply for the position of Ambassador, and are selected on the basis of scholarship, level of maturity, stated commitment to the total program, and positive interpersonal skills.

Georgia Baptist Association of Nursing Students (GBANS)
GBANS is the local chapter of the National Student Nurses' Association (NSNA), the professional organization for nursing students. Total traditional prelicensure BSN student enrollment in NSNA provides student membership at the national, state (Georgia Association of Nursing Students – GANS), and local levels. Georgia Baptist College of Nursing recognizes the importance of the membership of its students and encourages undergraduate students to be active participants at all levels of the organization. Participation at the local, state, and national level in this professional organization encourages students to develop leadership skills and to socialize into the profession of nursing.

Nursing Christian Fellowship (NCF)
NCF, a ministry of Inter-Varsity Christian Fellowship, focuses on nurses and nursing students. Meetings are facilitated by the NCF faculty advisor along with the Inter-Varsity Christian Fellowship support staff member who is a nurse. Bible study, prayer, and outreach are designed to help students grow in the Christian faith and to establish and advance nursing within a context of Christian caring.

Baptist Collegiate Ministries (BCM)
BCM invites participation of students, faculty, and staff, regardless of religious affiliation. The organization provides programs for holistic personal growth with an emphasis on Christian spiritual development. Opportunities for Bible study, celebration of special holy days, recreation, fellowship, and community service are offered.

Phi Kappa Phi
Phi Kappa Phi is the nation's oldest, largest, and most selective all-discipline honor society which draws its members from all academic disciplines within colleges and universities. Membership in Phi Kappa Phi is by invitation and requires nomination and approval by a chapter.

Sigma Theta Tau International Honor Society of Nursing - Pi Gamma Chapter
Sigma Theta Tau International Honor Society of Nursing, today known as Sigma, is the most prestigious international nursing honor society in the world with chapters around the globe. To be considered for membership, undergraduate nursing students must be ranked in the top 35% of their class and hold a 3.0 (or higher) GPA after completion of half of their nursing curriculum. Graduate students must have completed one quarter of the graduate nursing curriculum and hold a 3.5 (or higher) GPA. All inductees must meet the Society's expectation of academic integrity.

Student Publications
All student generated publications must come under the auspices of one of the recognized organizations on campus, which has either a faculty or professional staff member as a sponsor. Additionally, all publications must be approved by the Dean of the College of Nursing prior to distribution. It is expected that all publications be consistent with the philosophy and values of the College and the University.

Program On-Boarding

Orientation

Traditional Prelicensure BSN Track

Orientation is an important time for prelicensure BSN students and is mandatory for all students new to the nursing program. A good beginning is the foundation of a productive college experience. Orientation is designed to give students information they need to be successful in the nursing program. Summer orientation, which is held prior to classes beginning in the fall semester for all new students, is a fast-paced and highly concentrated experience during which an abundance of information is provided. Dates for orientation sessions are provided in the program acceptance materials.

Traditional Prelicensure BSN Immersion Day

All students in the traditional prelicensure BSN track attend a BSN Immersion Day immediately prior to the start of their first semester in the nursing program. Students engage with faculty in active learning and table top scenarios to develop a foundation in professional nurse role formation and academic success strategies for the nursing program.

RN-BSN Completion Track

Orientation is a mandatory program requirement for students in the RN-BSN Completion track when they begin their program of study. It is designed to give students information and hands-on strategies to be successful in the program and develop beginning competence in the technology used for the online delivery format of the program. Program orientation is scheduled for one day prior to classes beginning for the upcoming semester and is published on the GBCN website. Students unable to attend the orientation are required to delay program entry until the subsequent semester when orientation can be completed.

White Coat Ceremony

The White Coat Ceremony is held each fall for students in the traditional prelicensure BSN track to publicly declare their intent to pursue a career in the nursing profession. Undergraduate students in the traditional prelicensure BSN track must be enrolled in the first semester of their junior year in college to be eligible to participate in the ceremony. A fee is assessed for all eligible students in the fall semester regardless of a student's intent to participate in the ceremony.

Graduation

Undergraduate Graduation Requirements

Students in the traditional prelicensure BSN track must complete 120 semester hours of course credit. Students in the RN-BSN completion track must complete 121 semester hours of credit. All students must complete a course in religion (or its equivalent) and maintain a minimum 2.0 GPA. Additionally, students must satisfy degree residency and curriculum requirements and file a graduation application with the Registrar.

Degree Residency Requirements

- Students in the prelicensure BSN track must complete all nursing courses at the College of Nursing.
- Students in the RN-BSN completion track must complete a minimum of 32 hours of total degree requirement hours through Mercer University and must be enrolled in at least one course at Mercer University (either general education core, nursing core, or nursing major) during their final semester of the program.

- Students in the traditional prelicensure BSN track must complete 60 semester hours of general education and nursing core requirements and 60 semester hours in the nursing major. This is a total of 120 semester hours required for graduation. Students in the RN-BSN Completion track must complete 57 semester hours of general education and nursing core requirements and 64 semester hours in the nursing major. This is a total of 121 semester hours required for graduation. All courses must be completed with a C or better to meet curriculum requirements. Although the academic advisors will audit program completion, it remains the student's responsibility to complete all requirements and to carefully review their progress with their advisor each semester.
- Mercer University offers two options for completing core requirements. Students on the Macon campus should follow the course options provided by the College of Liberal Arts and Sciences; students on the Atlanta campus or in a Regional Academic Center should follow the course options provided by College of Professional Advancement of Mercer University. Transfer student transcripts will be evaluated to ensure appropriate comparable courses have been successfully completed.

Graduation Application and Clearance

All students must apply for graduation. It is the student's responsibility to be aware of all Georgia Baptist College of Nursing and Mercer University degree requirements as published in the College Catalog and to ensure that such requirements have been met or that the appropriate waivers, if applicable, have been secured and filed in the Registrar's Office. For students in the RN-BSN completion track, credit awarded for examinations administered by the College Level Examination Program (CLEP) for outstanding general education or nursing core requirements must be posted at least two weeks before the scheduled date grades are due in the semester in which the student plans to graduate. All "holds" and debts to Mercer University must be cleared prior to graduation or the student will not be permitted to participate in the College of Nursing pinning or graduation ceremony.

All credit hours required for the degree must be completed and on file by 5:00 p.m. the Monday prior to the pinning and graduation ceremonies in order to participate.

Pinning

Pinning is a nursing ceremony at which graduates of the BSN program receive their Georgia Baptist College of Nursing pin, and at which students who are receiving select nursing awards are recognized. College of Nursing pins are purchased and provided by the GBCN Alumni for all BSN graduates who attend the pinning ceremony. Lost or stolen pins must be ordered at the graduate's expense. Attendance at the ceremony is expected to receive the sponsored College pin.

Commencement

The celebration of commencement is held at the end of spring semester. Students will be given information during their senior year regarding fees, the ordering of caps and gowns, graduation pins, invitations, and diplomas. A graduation fee is assessed for students in the traditional prelicensure BSN and RN-BSN Completion tracks the last semester prior to graduation, regardless of a student's intent to participate in graduation activities.

Note: Seniors must request final transcripts from all other institutions where course work may have been completed to be sent to Mercer Office of the Registrar by the date specified in the Mercer University Cecil B. Day Graduate and Professional Campus Catalog (Atlanta Campus catalog)*. See 'Graduation Application and Clearance' in the Catalog for details.*

Academic Awards

Senior students are honored at a Pinning Ceremony that recognizes students who have demonstrated outstanding achievement in nursing. A list of possible awards and an explanation of each follows:

Betty B. Burke Godfrey Excellence in Adult Health Nursing Award

This award is presented to the graduating baccalaureate nursing student who excels in adult health nursing and who displays strong leadership potential. Sponsored by Mr. O. C. Godfrey, the selection for the recipient of this award is made by the adult health nursing/nursing science faculty.

Community Health Nursing Award

This award is sponsored by Piedmont Healthcare Nursing Services and is presented to a graduating baccalaureate nursing student who excels in community/population health nursing. Selection is made by the community/population health nursing faculty.

Davison-McKie-Newton Award

This award is sponsored by the Georgia Baptist College of Nursing. It is the highest honor bestowed upon a student. It is presented to the most outstanding graduating baccalaureate nursing student holding a 3.5 GPA or higher. The candidate must evidence outstanding professional demeanor; excellence in scholarship, clinical practice, and leadership; respect; and integrity. Selection is made by the entire nursing faculty.

Dorothy M. Pryor Clinical Excellence Award

This award is sponsored by the Georgia Baptist College of Nursing, and is one of the highest honors bestowed upon a graduating 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 who goes above and beyond to serve as a patient advocate, provide holistic care, and enhance quality of life through sensitivity to the needs of patients and their families. Selection is made by the entire nursing faculty.

Gus Verdery Memorial Mental Health Nursing Award

This award is sponsored by the Georgia Baptist Health Care Ministry Foundation in honor of Dr. Gus Verdery. The award is presented to the graduating baccalaureate nursing student who excels in the care of the mentally ill, demonstrates self-awareness, and possesses excellent communication skills. Selection is made by the mental health nursing faculty.

Heritage Award

This award is sponsored by the first graduating class of GBCN, June 1993, and is presented to a graduating baccalaureate nursing student from the prelicensure track who displays outstanding leadership, evidences high moral and ethical standards, possesses the characteristics of a well-rounded individual, and serves as a role model to others.

Better Birth Foundation Maternal-Infant Nursing Award

This award is sponsored by the Better Birth Foundation and is presented to the graduating baccalaureate nursing student who excels in the care of mothers and infants. Selection is made by the maternal-infant/child-bearing family nursing faculty.

Alumni Association Nursing Leadership Award

This award is sponsored by the Georgia Baptist Alumni Association and is presented to the graduating baccalaureate nursing student who excels in nursing leadership in both classroom and clinical practice.

Parent/Child Nursing Award

This award, sponsored by Georgia Baptist College of Nursing, is presented to the graduating baccalaureate nursing student who excels in the care of children and their families. Selection is made by the infants-children nursing faculty.

Pi Gamma Chapter of Sigma Theta Tau International Outstanding Scholarship Awards

Pi Gamma Chapter of Sigma Theta Tau International Outstanding Scholarship Awards are presented to support, advance, and reward the community of scholars at GBCN. Awards are given for the most notable student scholarly presentations from each degree program. Pi Gamma

faculty members select student projects that demonstrate significance to nursing, evidence of critical thinking and reasoning, and potential for continued scholarship.

SGA Achievement Award

This annual award will be given to the graduating baccalaureate nursing student who has demonstrated exemplary service and leadership within the College/University and met the following criteria: demonstrates College spirit, enthusiasm, and general promotion of the College/University throughout the time the student is enrolled; serves as a leader for a College/University group; demonstrates community service involvement throughout matriculation; and has a minimum GPA of 3.0.

University Policies

Grievance Policies and Procedures

Academic Grievances and Appeals

Policy: Students have the right to bring grievances against a faculty member or an administrator and to appeal decisions concerning academic matters. A "grievance" is typically a complaint relating to some allegedly improper action or behavior. An "appeal" is typically a request for review of a routine judgment or decision. Such matters may include, but are not limited to, failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on race, color, national origin, disability, veteran status, sex, sexual orientation, genetic information, age, or religion (except in limited circumstances where religious preference is both permitted by law and deemed appropriate as a matter of University policy).

Program Progression and Restrictions on Participation in the Clinical Setting: All prelicensure BSN courses in a semester must be successfully completed prior to progressing to the next semester of the curriculum. Students who have filed a grade appeal will not be permitted to participate in clinical experiences associated with the subsequent courses(s) until a final decision on the appeal has been rendered. Students who have appeals approved, but fall out of sequence with their cohort, may be placed in a new cohort. Students who have appeals denied should consult with the Associate Dean to determine potential opportunities for their nursing education.

Time Frame: For grievances and appeals of any kind, students are required to initiate them with the appropriate faculty member no later than thirty (30) days from the date on which the student was formally notified of the instructor's decision. Grievances or appeals received after this period will not be honored.

Informal Resolution Procedure: Student grievance and appeal procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the issue by an informal meeting with the faculty member involved. If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Procedure.

Formal Resolution Procedure: The following protocol should be followed:

1. The student should meet with the appropriate program track coordinator (Traditional BSN or RN-BSN) after submitting to this person a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the instructor's decision.
2. If the grievance or appeal is not satisfactorily resolved by the program track coordinator, the student should meet with the Associate Dean after submitting to the Associate Dean a formal

written account. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the program track coordinator's decision.

3. If the grievance or appeal is not satisfactorily resolved by the Associate Dean, the student should meet with the Provost after submitting to the Provost a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the Associate Dean's decision.

If the student has a grievance or appeal involving a Dean, he or she should schedule an appointment with that Dean in an attempt to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the issue with that Dean, the student may address the grievance or appeal to the Provost. In all academic grievance and appeal procedures, the decision of the Provost is the final University decision.

Once the University grievance or appeal procedure has been exhausted, the student can seek a solution outside the University by filing a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). The details for filing a complaint with the GNPEC are located on their website and require a specific form. The student can access GNPEC and click on "complaint form" for this information.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program accreditors can be contacted to file a complaint if a student believes accrediting standards were violated or grievance procedures were unfair and applied inappropriately and inconsistently. The student can access SACSCOC website and click on "Complaint Procedures Against SACSCOC or Its Accredited Institutions" for more information. A listing of all University accreditors with contact information can be found in the Mercer University catalog. [Note: The procedures associated with the accrediting agencies are not intended to be used to involve the agency in disputes between individuals and member institutions, or cause the agency to interpose itself as a reviewing authority in individual matters of admission, grades, granting or transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters or other contractual rights and obligations.]

Nonacademic Grievances

Policy: Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) a University employee, (2) administrative policies or procedures, and/or (3) a University program, service, or activity.

Informal Resolution Procedure: Many grievances can get resolved via informal personal meetings, phone calls, or emails directly with the employee or office responsible for the grievance. Whenever possible, students are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

Formal Resolution Procedure: When a student wishes to file a formal grievance that is nonacademic in nature and does not already have a stated appeal or grievance process as prescribed by law or the institution, he or she should follow this procedure:

1. The student should submit the grievance in writing to the supervisor of the University employee responsible for the action or event that forms the basis of the grievance. This statement should contain a brief statement of the grievance and the remedies sought, and be clearly labeled "Formal Grievance" for tracking purposes. A copy of the statement must also be presented to the Associate Vice President of Human Resources and the Vice President for Student Affairs. The

grievance should be submitted to the employee's supervisor within ten (10) days of the action or event that forms the basis of the grievance.

2. The supervisor will meet with the respondent to discuss the grievance within ten (10) days of receipt of the written grievance. The employee's supervisor will reply in writing to the student with the results of the discussion and plans for further action, if any, within ten (10) days of the meeting. A copy of this reply will be provided to the Associate Vice President of Human Resources and the Vice President for Student Affairs.
3. If the student is not satisfied with the results from the supervisor and wants the grievance to be considered further, the student will have an opportunity for appeal as follows:
    (a) In the case of grievances concerning employees, policies, procedures, or programs of a nonacademic nature within a specific school or college, the student may appeal to the Dean with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources and the Vice President for Student Affairs.

    If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal must begin within ten (10) days of the date the Dean has completed consideration of the grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Provost with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the appeal to the Provost and the Provost response will be copied to the Associate Vice President of Human Resources and the Vice President for Student Affairs.

    Once the University grievance or appeal procedure has been exhausted, the student can seek a solution outside the University by filing a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). The details for filing a complaint with the GNPEC are located on their website and require a specific form. The student can access the GNPEC website and click on "complaint form" for this information.

    The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program accreditors can be contacted to file a complaint if a student believes accrediting standards were violated or grievance procedures were unfair and applied inappropriately and inconsistently. The student can access the SACSCOC website and click on "Complaint Procedures Against SACSCOC or Its Accredited Institutions" for more information. A listing of all University accreditors with contact information can be found in the Mercer University catalog. [Note: The procedures associated with the accrediting agencies are not intended to be used to involve the agency in disputes between individuals and member institutions, or cause the agency to interpose itself as a reviewing authority in individual matters of admission, grades, granting or

transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters or other contractual rights and obligations.]

(b) In the case of grievances concerning employees, policies, procedures, or programs of a nonacademic nature outside of the administrative organization of a specific school or college, the student may appeal to the Vice President with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the grievance and their response will be submitted to the Associate Vice President of Human Resources and the Vice President for Student Affairs.

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The Dean of Students or Student Affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures.

Other Grievances

A number of specific grievance policies and procedures that are prescribed by law, accrediting body, or organization are available to students.

- Equal Opportunity and Affirmative Action Policy/Title IX (Contact Title IX Coordinator)
- Disability Policy and Grievance Procedure (Contact ACCESS and Accommodation)
- Family Educational Rights and Privacy Act (FERPA) complaints are directed to the US Dept. of Education (Contact Office of the Registrar)
- Sexual Misconduct or Relationship Violence (Contact Human Resources)
- Accrediting bodies (Specific contact information for each accrediting body is listed in the Mercer Catalogs)

Revised and Approved 12.2.24

Academic Integrity

Mutual trust is a basic component of any community. Mercer University expects students, as members of the academic community, to take seriously their position in that community. Students are expected to insure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses.

The Georgia Baptist College of Nursing abides by the policies and procedures related to Academic Integrity Code Violations outlined in the Mercer University Student Handbook located on the Office of the Provost website. All academic integrity violations are reported to the Associated Dean for the Undergraduate Program who may take further action and/or report the violation to the University Academic Integrity Council.

All students adhere to ethical and professional policies for the appropriate protection of secure course exam content. In addition to academic integrity code violation concerns, all students should be aware that the availability of secure course exam content to unqualified users is damaging to course exam reliability and validity.

As such, course exam content and/or materials (text, graphic images, or the oral reading of exam items—in whole or in part) may not be reproduced, assembled, displayed, recorded, shared, or distributed in any manner, electronically of otherwise, including posting on any social media site, such as GroupMe, Facebook, YouTube or similar site. Prohibited behaviors include memorizing course exam questions or response options or answers and discussing, compiling, recording, and/or reproducing these before, during, or after a course exam. The aforementioned behaviors/activities are prohibited and considered unauthorized reproduction of copyrighted property of Mercer University Georgia Baptist College of Nursing. Behaviors of this type can result in academic integrity code violations and associated sanctions (see Mercer University Student Handbook).

Each student enrolling in undergraduate courses that are not a part of the Macon campus undergraduate day program consents to the following Academic Integrity Code:

"I pledge myself to neither give nor receive aid during tests or for any individual assignments or papers, nor to use any information other than that allowed by the instructor. I further pledge that I will not allow to go unreported to the proper persons any violation of this Academic Integrity Code and that I will give true and complete information to the Academic Integrity Council."

University Student Code Of Conduct

Changes may be made to the Student Code of Conduct during the school year. The most up-to-date and complete version can be found in the *Mercer University Student Handbook*

Rights of Students

Community of Respect ensures certain rights of its members. The University values the following student's rights:

A. Free inquiry, expression, and assembly as long as conducted in a manner that does not infringe upon the rights of others.
B. Freedom from unreasonable invasion of the privacy of the individual's person, residence, papers, personal effects, and University records.
C. Right to due process and equal protection under the University's judicial system.

D. Freedom to pursue educational goals; the right to free exchange of ideas, thoughts, and viewpoints.
E. Freedom of association for students who meet the University's standards for participation in co-curricular and extracurricular activities.

Community of Respect

Mercer University strives to be a *Community of Respect* where everyone is held in mutual high regard. Because every human being is created in the image of God, each person deserves to be treated with respect and civility. Standards of conduct are based on the values of mutual respect:

Respect for Community Authority
We acknowledge and value our privileges and rights as members of the University community. We take responsibility for acting to uphold community standards.

These values are codified into the Student Code of Conduct, which includes a general overview of the process, a listing of unacceptable student conduct, possible sanctions, and other key information. This Student Code of Conduct applies to all students on all campuses, including online programs, and supersedes any student conduct policies and procedures previously used by colleges or programs. Program-specific regulations and policies (including professional standards) may apply to students beyond those outlined in the University Student Code of Conduct and may be found in supplemental handbooks. Nothing in this policy prohibits these academic programs from pursuing additional review and action of professional standards as appropriate to their professions. Students are expected to be aware of and conduct themselves in a manner that is in compliance with all applicable policies found in the University Student Handbook and related campus supplements. Academic violations are handled through a separate process found in the academic Honor Code.

Sexual Misconduct and Discrimination

Mercer University is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal, state and local law and University policies, the University prohibits harassment of or discrimination against any person because of race, color, national or ethnic origin, disability, marital status, veteran status, sex (including pregnancy, child birth or a medical condition related to pregnancy or childbirth), sexual orientation, gender identity, gender expression, genetic information, age, or religion (except in limited circumstances where religious preference is permitted by law), or any other protected status or characteristic as defined by law. Mercer University is also committed to providing an educational and workplace environment free from all forms of sexual misconduct, including sexual harassment, sexual assault, dating or domestic violence, gender discrimination or harassment, sexual exploitation, stalking, or retaliation.

To uphold the University's values of fostering a climate of opportunity, mutual respect, and understanding and striving for a campus that is absent of discrimination and sexual misconduct, the Office of Equity and Compliance will address and remediate reported forms of discrimination and sexual misconduct and provide policies, training, and education in an effort to prevent discrimination and sexual misconduct. You may contact the Associate Vice President of Equity and Compliance/Title IX Coordinator at 478-301-2788 or at stellato_sl@mercer.edu or learn more by visiting https://equityandcompliance.mercer.edu/. All Mercer University employees are required to disclose information about suspected or alleged sexual misconduct or discrimination to the Title IX Coordinator. If the Office of Equity and Compliance receives information about an incident of sexual misconduct or discrimination, they will reach out to provide information on your options, rights, and supportive measures that are available to you as a member of the Mercer University community.

Mercer University Social Media Guidelines

Overview: Social Media and Existing University Policy

The Social Media Guidelines at Mercer University are designed to be a seamless integration with existing University policies that help govern campus life at Mercer. With 12 schools and colleges on major campuses in Macon, Atlanta and Savannah and at four regional academic centers across the state, Mercer University has multiple policy handbooks that directly relate to the unique environments in which they exist. The Social Media Guidelines provide guidance for using different social media platforms within the context of these policies established by the University to govern student and staff (non-faculty) behavior. With regard to University faculty, and in keeping with the principle of academic freedom, the Social Media Guidelines are consistent with the Faculty Handbook.

Students must review the complete University Social Media Guidelines below. A list of social media accounts can be found on the University Social Media website.

The various policy handbooks can be found online at the Office of the Provost website.

Guidelines for Behavior

The emergence of social media has redefined the traditional communication exchange within a college or university community. In years past, one-way communication was primarily controlled, thoughtfully crafted and carefully managed by a staff or faculty member, and the exchange was usually private. Today, in the social media environment, the communication exchange is more interactive and can involve dozens of people, is dynamic and often impulsive, and is public. Notwithstanding, social media platforms provide enormous opportunities for institutions to effectively engage and connect their communities in ways unimagined years ago.

With that in mind, these guidelines are not designed to curtail or suppress the use of social media but rather encourage the appropriate use of such platforms. These guidelines will help focus your interactions with other users of social media across all platforms, including Facebook, Twitter, YouTube, Instagram, blogs, Flickr, LinkedIn and other social media platforms.

Official Use Guidelines

While using social media, you have two identities. You are acting as both yourself and as a representative of the organization to which you belong. The guidelines in this document are here to help inform your conduct while managing or interacting with a social media platform officially affiliated with Mercer University.

A social media platform officially affiliated with Mercer University is defined as:

- The University's official social media platforms that the University uses to interact with the public, students, faculty and staff of Mercer.
- A social media platform established and maintained by an entity (i.e., unit, department, office, organization, etc.) of the University for interaction with the public, students, faculty and staff of Mercer.
- A social media platform for a University course or event used for interaction with the public, students, faculty and staff of Mercer.
- A social media platform established and maintained by a student organization or similar entity of the University used for interaction with the public, students, faculty and staff of Mercer.

Note: *Personal social media pages that include references to the University or links to groups affiliated with the University are NOT considered "officially affiliated" for the purposes of these guidelines.*

Faculty, staff and students are encouraged to follow these guidelines both when managing and interacting with the various types of social media platforms. "Managing," in this case, means that you are creating content for the platform and administering it completely. "Interacting," in this case, means that you are not the administrator of the platform, but choose to in some way interact with it.

Mercer University expects each member of the community to use Mercer's information technology resources – including connections to resources external to Mercer that are made possible by the University's information technology resources – responsibly, ethically, and in compliance with the Information Technology Access and Use Policy, relevant laws, and all contractual obligations to third parties. The use of Mercer University's information technology resources is a privilege. If a member of the Mercer community fails to comply with this policy or relevant laws and contractual obligations, that member's privilege to access and use Mercer's information technology resources may be revoked. The Information Technology Access and Use Policy can be found on the Mercer University Information Technology website.

The University respects the rights of its faculty and staff to identify themselves as employees of the University on their personal social media platforms in whatever way they deem suitable while still expressing their personal opinion on any subject matter.

In order to avoid the appearance of speaking on behalf of the University when using a personal social media outlet, University faculty and staff might want to consider adding a note to their profile such as:

"I am an employee of Mercer University, but this social media platform is for personal use and my statements here don't reflect the opinions of the University itself."

Remember when using a social media service that the user assumes all associated risks with using that service; this is outlined in the terms that are agreed to when one interacts with a social media service.

University Graphic Standards

The University's Graphic Standards are designed to protect the integrity and reputation of the University brand. As is the case with existing policy on the use of the University seal, logo or other official marks, managers and interactors of official University social media platforms should consult the standards manual for the protocols and procedures for using the University's official trademarked materials.

Social Media Use on University Electronic Resources

The University policy regarding the personal use of school electronic resources can be found in the employee and student handbooks. Therefore, using a University computer to access your personal social media sites would fall under this existing policy. Conversely, managers and interactors of official University social media sites are expected to access sites during, but not limited to, regular work hours.

General Guidelines

Honesty and accuracy

Be sure what you are posting is honest and accurate. Always verify your information before posting it. If you are in doubt about something, leave it out. To outside readers, your comments on social media can often be interpreted as "official" comments and positions of the University. So, make sure you have all

the facts before you post. It is also good practice to include a citation so others can verify your comments if necessary.

Privacy, confidentiality and intellectual property

Make sure whatever information you share, including representations and photographs, is public information. If you are discussing the work that a professor is doing, make sure you ask him or her exactly what he or she feels comfortable sharing with the rest of the world. Do not post confidential or proprietary information about Mercer, its students, its alumni or your fellow employees. Follow University policies and federal requirements, such as FERPA. If you have given someone your word that a conversation will be kept private, then do not discuss it in social media platforms.

Respect others

Remember that your opinion is but one of many, and if you wish to sway others then it's probably best that the language and tone that you use is respectful and considerate of varying vantage points. In the social media environment, where the definition of community has considerably expanded, being respectful of others is a bedrock principle.

Think before you post

Always remember: Think before you post. If you're angry about something, delay your post until you have cooled off and had time to think. The one thing that is absolutely certain about social media is that it is public, and, in fact, viral at times. Your comments can be forwarded and copied multiple times, and search engines can retrieve posts years after they are posted. And even deleting a post or an entire social media page does not eliminate it because archival systems still save information. So always think before you post.

Transparency

Be honest and forthright about your identity and your official relationship with the University. And don't wait for someone to ask who you are or for some crisis to arise. Identify yourself at the beginning of your post and indicate whether you are authorized to represent Mercer in social media. If the topic you are discussing represents something that you or your department has a special or vested interest in, mention that interest explicitly.

Guidelines for Academic Instruction

Drawing upon polices present in the Mercer University Faculty Handbook, the following statements specifically address instructional guidelines regarding social media practices:

> As scholars and educational officers, faculty/instructors should remember that the public may judge their profession and their institution by their communications. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.
>
> A university or college may not impose any limitation upon the teacher's freedom in the exposition of his or her own subject in the classroom or in addresses and publications outside the college.
>
> A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attached to all other citizens.

Mercer's name may not be used on documents intended for political purposes, including soliciting funds for political support.

The University's guarantees of academic freedom presuppose that members of the faculty will act in a professionally responsible manner.

When they speak or act as private persons, faculty/instructors should avoid creating the impression of speaking or acting for their college or university.

In addition, if social media is a component of course design, then faculty/instructors should include a caution on their syllabi that states the following:

"Remember when using a social media service that the user assumes all associated risks with using that service; this is outlined in the terms that are agreed to when one interacts with a social media service."

Faculty/instructors may not use external social media systems to communicate sensitive, confidential, proprietary, or restricted information (FERPA/HIPAA), nor official notification of University business.

Defining Social Media Platforms and How They Are Used

Social media include a wide-range of technologies in which content is generated by the user. Included below are descriptions of many, though not all, social media platforms.

Facebook

Facebook is a social networking website that allows its members, also known as "friends," to connect with other members of the site. Each member has the ability to post "status updates" (what he/she is doing at any given time); links to websites, news articles, and videos of interest; and personal photos and videos.

Users can connect to other users via a "friend request." Once a user becomes "friends" with another user, the parties have access to each other's "profile pages," which can contain as much or as little personal information as the user would like.

In addition to connecting with "friends," members can also connect with businesses and organizations they are interested in. These entities create "Pages," which host information about the business or organization. The Page administrator can also post status updates, photos, videos, and links, and invite its "followers" to events.

Facebook also has "groups," which are almost always initiated by an individual user – not by an organization or business. Groups are designed to connect users who have similar interests. Groups have profiles and cannot post status updates but can post photos and videos.

For more information about Facebook and how to create a Page or Group, visit the Mercer Social Media website.

Mercer and Facebook

For a complete listing of the University's Facebook Pages, visit the Mercer University Social Media page.

Mercer has an official Facebook presence, which can be found at the Mercer University Facebook page.

The page was created May 2009 and is used to promote the University to students, alumni, parents and friends. If your department would like to post something on the University's page or create and/or publicize an event, please contact the Office of Marketing Communications.

Twitter

Twitter is a micro-blogging sight that allows its members to connect with other users, or "followers." Members post "Tweets" that are distributed to their followers via their Twitter homepages.
Tweets are short updates/messages and can contain links of interest or messages the user thinks his/her followers will find interesting.
To learn more about Twitter, how to create an account and how to use the service, visit the Mercer University Social Media page.

Mercer and Twitter

Mercer has an official Twitter feed that was created in May 2009. The feed can be found at the Mercer University Twitter page. If you would like a message posted on Mercer's Twitter feed, please contact the Office of Marketing Communications.

YouTube

YouTube is a video sharing website. Upon creating an account, users can upload and share videos. To learn more about creating a YouTube account and how to upload videos, visit the Mercer University Social Media page.

Mercer and YouTube

Mercer has an official YouTube channel, which can be found at the Mercer University YouTube page. There, visitors can find videos produced by various University departments. If your department would like to produce a video to post on YouTube, please contact the Office of Marketing Communications.

Instagram

Instagram is an online photo-sharing, video-sharing and social networking service that enables its users to take pictures and videos, apply digital filters to them, and share them on a variety of social networking services.

Mercer and Instagram

Mercer has an official Instagram site, which can be found at the Mercer University Instagram page. There, visitors can find general photos and short videos promoting the University in various ways.

Blogs

Blogs are online journals. To create a blog, users must create an account with a blog platform, such as Tumblr.com, WordPress.com, blogger.com, or blogspot.com. Contact the Help Desk to learn how to get a University hosted blog.

Mercer and Blogs

Mercer has several official blogs. For a complete listing, visit the Mercer University Social Media page.

Flickr

Flickr is an online photo sharing site that allows users to upload, tag, and share images through a user's Flickr account or via social media accounts. Users may grant permission for visitors to download their photos, make comments, or share to their own personal social networking accounts.

LinkedIn

LinkedIn is a networking site designed for professionals. Through LinkedIn, users can post their resume, connect with other users in the same field, and make business referrals. Members can also join "groups," where people with the same interests can share articles, post job listings and network with others in their field.

For more information about creating a LinkedIn group, visit the Mercer University Social Media page.

Mercer and LinkedIn

Mercer has one official LinkedIn group for Mercer University alumni. Mercer's group can be accessed by visiting Mercer's Social Media site.

Mercer University Equal Opportunity and Affirmative Action Policy

Mercer University is committed to a policy of equal opportunity and does not discriminate against employees or students on the basis of race, color, national origin, disability, veteran status, sex, sexual orientation, gender identity, genetic information, age, or religion (except in limited circumstances where religious preference is both permitted by law and deemed appropriate as a matter of University policy). This policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, termination, transfer, leaves of absence, compensation and training programs.

In addition, as a federal contractor, the University has adopted an Affirmative Action Plan in accordance with applicable legal requirements. This plan is reviewed and updated annually. Employees and applicants may access, upon request, the full affirmative action plan (absent data metrics) at locations and times posted in the Human Resources office.

Mercer University's EEO policy, as well as its affirmative action obligations, includes the full and complete support of all divisions of Mercer University, including its President.

Mercer University will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. Mercer University prohibits any form of unlawful employee harassment based on race, color, national origin, disability, veteran status, sex, sexual orientation, gender identity, genetic information, age or religion.

Any employee with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their immediate supervisor, the Equal Opportunity Officer, the supervisor of the person behaving objectionably, or for sexual violence/sexual harassment with the Title IX Coordinator or the Office of Civil Rights. Employees can raise concerns and make reports without fear of any form of retaliation.

Mercer University maintains an audit and reporting system to determine overall compliance with its equal employment opportunity mandates and to respond to any specific complaints applicants or employees file with the Mercer University's equal employment opportunity office. The Associate Vice President for Human Resources [1501 Mercer University Drive, Macon, GA 31207, phone (478) 301-2786] is the Equal Opportunity/Affirmative Action Officer and is responsible for monitoring and coordinating compliance with this policy and applicable laws and regulations, including Titles VI and VII of the Civil Rights Act of 1964, Sections 503 and 504 of the Rehabilitation Act, the Americans with Disabilities Act,

the Age Discrimination in Employment Act, Executive Order 11246, and along with Mercer University's Title IX Coordinator, Title IX of the Education Amendments of 1972.

Mercer University Service Animals and Emotional Support Animals Policy

Mercer University ("Mercer") is committed to maintaining a fair and respectful environment for living, working, and studying for all, including individuals with disabilities. To that end and in compliance with federal and state laws, this policy provides guidelines regarding Service Animals and Emotional Support Animals while on Mercer property. This policy does not pertain to animals being used for teaching or research. The policy is posted on the University website.

ALMA MATER

Georgia Baptist College in your hands you hold the city's heart,
Teaching those who follow nursing, standing ready to impart
Knowledge to each eager mind, and a love for human kind
Pride in our profession and commitment to our healing art

Curing body, mind and spirit is the goal for which we strive
And through strength, concern and vigil, keeping dying hopes alive
Holding close our legacy of holistic harmony
Through our skills and constant caring nursing ever will survive

Composed May 1993 for first commencement
Composer: Curtis Bryant — Lyricist: Martha Fowler

GEORGIA BAPTIST COLLEGE OF NURSING
OF MERCER UNIVERSITY

SKILL COMPETENCY LIST

STUDENT'S NAME: _____CLASS OF: _____

The student will date and initial when a skill has been completed in the skills lab. The clinical faculty will date and initial at the end of the clinical rotation. The clinical faculty will date and initial when a skill is demonstrated (D) and/or performed proficiently (P) in clinical, or if the student needs improvement (N) with skill performance.

(Revised 8/2020lmb)

NURSING SKILL	LAB	CLINICAL D P N	NURSING SKILL	LAB	CLINICAL D P N
Observes hospital environment for use of safety, fire, etc. equipment	**NA**	**313**	Positions client: a. side-lying b. prone c. supine		**313**
Proper use of call bell, side rails. Maintains bed in low position		**313**	Positions client: a. trendelenberg b. fowler's		**313**
Hand washing		**313**	Uses Hoyer lift		**313**
Dons clean gloves		**313**	Transports client in wheelchair/stretcher		**313**
Dons isolation attire		**313**	Assists client with ambulation		**313**
Taking care of a patient in isolation: a. airborne b. droplet c. contact	**NA**	**313**	Assists client that: a. is at risk for falls b. uses a gait belt		**313**
Use of restraints a. vest b. wrist		**313**	Assists client with use of cane, crutches, or walker		**313**
Moves client up in bed		**313**			
Assists client to sitting position/dangling		**313**	Takes care of client with sensory loss- (i.e., hearing, vision)		**317**
Transfers client from bed to stretcher		**313**	Assists client with bath: a. bed b. shower	**NA**	**313**
Transfers client from bed to chair		**313**	Performs complete bed bath		**313**

NURSING SKILL	LAB	CLINICAL D P N	NURSING SKILL	LAB	CLINICAL D P N
Shampoos client's hair	**NA**		Applies TED hose		**313**
Administers backrub		**313**	Performs ROM		**313**
Performs mouth care		**313**	Applies SCD's/ plexipulse		**313**
Performs denture care		**313**	Measures client's respirations		**313/314**
Performs peri care a. male b. female		**313**	Measures client's BP: a. aneroid b. mercury		**313/314**
Shaves a client		**313**	Measures client's pulse a. radial b. apical c. brachial		**313/314**
Feeds a client		**313**	Pulse oximeter		**313**
Takes care of a client with impaired swallowing	**NA**	**313/408**	Measures client's temperature: a. glass b. tympanic **c.** electronic		**313/314**
Takes care of clients with a variety of diets		**317**	Measures client's temperature: a. oral b. rectal c. axillary	**NA**	**313/314**
			Uses doppler to locate pulse		**313**
Makes an unoccupied bed		**313**	Assesses client's level of pain (different scales)		**All**
Makes an occupied bed		**313**	Teaches use of incentive spirometer		**313**
Makes an open, closed, and surgical bed		**313**	Performs coughing and deep breathing exercises		**313**
Changes hospital gown		**313**			
Changes hospital gown with IV in place		**313**	Takes care of a client on seizure precautions	**NA**	
Applies depends		**313**	Weighs client		**313/314**
Assists client with bedpan /urinal		**313**	Collects specimens		**313**
Measures and records intake and output		**313**	Applies bandages and/or binders		**313**
Empties urine from the foley bag		**313**	Dons sterile gloves		**313/317/408**

NURSING SKILL	NURSI	NURSING SKIL	NURSING SKILL	NURSI	NURSING SKILL
Collects output from a variety of sources		**313/317**	Crushes/splits medication		**317**
Applies an external catheter	**NA**		Pours oral medications		**317**
Removes a foley catheter		**313/317**	Administers pills to client		**317**
Inserts a foley catheter		**313/317**	Teaches a client about rectal/vaginal medication		**317**
			Teaches a client about topical medication		**317**
Administers an enema		**313**	Teaches a client about eye/ear medications		**317**
Performs glucose monitoring/stick		**313**	Teaches a client about inhalers/nebulizers		**317**
Administers a sitz bath		**313**	Administers medication via NG/G-tube		**317**
Applies heat: a. dry b. moist	**NA**		Administers an intradermal injection		**317**
Applies cold: a. dry b. moist	**NA**		Reconstitutes a powder		**317**
Works with a variety of wounds		**313**	Uses a carpuject		**317**
			Administers a subcutaneous injection a. insulin b. heparin/lovenox		**317**
			Administers an intramuscular injection/Z-track		**317**
			Draws medication from an ampule		**317**
Works with a client with a PCA pump		**317/408**	Suctions a client a. oral b. naso-pharyngeal c. trach		**317**
Works with a client on a variety of oxygen modalities: a. Nasal cannula		**313/317**	Works with a client on tube feedings. Care and maintenance.		**317**

b. Face mask c. Trach					
Works with a client with an IV		**408**	Removes NG tube		**317**
Hangs an IV		**408**	Inserts NG tube		**317**
Regulates an IV a. pump b. gravity flow		**408**	Works with G-tube, J- tube		**317**
Discontinues an IV		**408**	Works with client with a cast		
Starts an IV		**408**	Works with a client in traction		**317**
Gives 2˚ IV medication		**408**	Works with a client with an ostomy- provides care and maintenance		**317**
Gives IV push medication		**408**	Works with a client with a chest tube		**408**
Works with a client with a central line		**408**	Works with a client with a tracheostomy- provides care and maintenance		**317**
Works with a client on a cardiac monitor		**313/317/408**	Works with a client on mechanical ventilation	**NA**	
Works with a client with a dysrhythmia		**317/408**	Takes care of client post-mortem	**317**	
Performs pre-op care	**NA**				
Performs post-op care	**NA**				
Administers a blood transfusion		**317**			
Performs a newborn assessment	**NA**	**407**			
Performs a maternal assessment		**407**			
Performs fetal and maternal monitoring	**NA**	**407**			
Takes care of a client with a mastectomy	**NA**				

FERPA: Release and Consent to Disclosure of Student Education Records

Printed Name of Student: _____ Student MUID Number: _____

Pursuant to the Family Education Rights and Privacy Act ("FERPA"), I hereby authorize Georgia Baptist College of Nursing of Mercer University to disclose the student education records described below to the persons or entities named below for the purpose stated below.

1. **Records to be disclosed:**
   - ☐ All Records
   - ☐ GPA/Course Grades
   - ☐ Clinical Performance Evaluation
   - ☐ Academic Standing/Enrollment in GBCN
   - ☐ Student Conduct Records
   - ☐ Other Records (please specify): _____

2. **Disclosure authorized to (print party or class of parties to whom disclosure may be made – when you have a lengthier list of parties you may attach a separate list to this form):**

   _____

3. **Purpose (briefly state the reason for the disclosure):**

   _____

For Letters of Recommendation Only: You must provide written consent using this form before a GBCN employee will write a letter of recommendation on your behalf. However, note that consent is not required for a writer of a letter of recommendation to disclose subjective observations or assessments that he/she has of you or information classified as directory information under University policy. Further, FERPA allows, but does not require, you to waive future access to a letter of recommendation; the purpose of the waiver is so that the writer can feel comfortable giving an honest and meaningful letter of recommendation.

- ☐ I waive my right to review a copy of the letter of recommendation at any time in the future.
- ☐ I do not waive my right to review a copy of the letter of recommendation.
- ☐ I grant permission to provide a verbal reference.

I further agree to release Mercer University and its officers, employees, agents, and successors, to the maximum extent permissible under law, from all claims and liabilities for damages, known or unknown that may result from compliance with a request for a letter of recommendation.

* * * * * *

I understand that this consent (and any waiver as relating to a letter of recommendation) shall remain in effect unless revoked by me in writing. Revocation will not affect disclosures previously made prior to receipt of the written revocation.

PRINT, COMPLETE, and DELIVER this form to the GBCN Associate Dean's Office or, in the case of a letter of recommendation or reference, to the GBCN employee from whom you are requesting it.

BY SIGNING BELOW, I UNDERSTAND AND AGREE WITH THE CONTENTS OF THIS RELEASE AND CONSENT.

Student's Signature: _____ Date: _____

THE INFORMATION CONTEMPLATED IN THIS FORM IS RELEASED SUBJECT TO THE CONFIDENTIALITY PROVISIONS OF FERPA AND OTHER APPROPRIATE STATE AND FEDERAL LAWS AND REGULATIONS, WHICH PROHIBIT ANY FURTHER DISCLOSURE OF THIS INFORMATION WITHOUT THE SPECIFIC WRITTEN CONSENT OF THE PERSON TO WHOM IT PERTAINS, EXCEPT AS OTHERWISE PERMITTED BY SUCH REGULATIONS.

Approval for Nursing Independent Study NUR 499

For pre-registration, complete items 1, 2, and 3:

1. Name _____ Student ID # _____

2. Signature of faculty member assuming responsibility for guidance:

   _____

3. Semester hours of Independent Study and semester/year Independent Study will be scheduled
   _____

For approval from the Undergraduate Curriculum Committee and the Associate Dean for the Undergraduate Program, complete all remaining items and attach your completed proposal to this form:

4. Current cumulative grade point average _____

5. Courses taken last semester Grade
   _____ _____
   _____ _____
   _____ _____

6. Courses to be taken concurrently with NUR 499:
   _____

The above information and completed proposal will be reviewed by the Undergraduate Curriculum Committee. Upon approval, this form must be signed by the Chair of the Undergraduate Curriculum Committee (or designee) and the Associate Dean for the Undergraduate Program (or designee). A copy of the form will be forwarded to the Office of the Registrar prior to the first day of the semester.

Undergraduate Curriculum Committee Chair:

Approved: _____ Date _____
Signature

Not Approved: _____ Date _____
Signature

Associate Dean for the Undergraduate Program:

Approved _____ Date _____
Signature

Not Approved _____ Date _____
Signature

Student Policies Signature Packet
Undergraduate Program
Traditional Prelicensure BSN Track

Attached documents that require signatures:

Required Immunizations and Credentials

HIPAA Statement

Authorization to Release Student Records

Authorization for Photography and Recording

Criteria for Use of PDA and Other Electronic Devices in Clinical and Classroom Settings

Faculty Position Statement on Social Networking and Professional Behaviors

Faculty Position on Traditional Prelicensure BSN Student Employment

I understand that Georgia Baptist College of Nursing of Mercer University students in the BSN program are required to have current immunizations on-file and uploaded to the designated credentialing system used by the College.

I understand it is my (student's) responsibility to obtain Hepatitis B vaccines and titers on-schedule and to update immunizations, such as T-spot or Quantiferon Gold, and Flu vaccines, annually or as required by clinical agencies.

Name: _____

Signature: _____**Date:** _____

I understand that Georgia Baptist College of Nursing of Mercer University students in the BSN program are required to have current credentials on file and uploaded to the designated credentialing system used by the College.

I understand that it is my (student's) responsibility to complete the required credentials by the designated date and to update credentials as required.

Name: _____

Signature: _____**Date:** _____

Revised 8/1/21

HIPAA STATEMENT

It is the policy of Georgia Baptist College of Nursing of Mercer University to adhere to all Health Insurance Portability and Accountability Act (HIPAA) guidelines. All discussions and/or documents related to confidential patient/client health information shall be held in strict confidence. Information will only be written or electronically transmitted using the client/patient initials. Further, this information will only be shared with faculty involved in the student's education process. Client/patient discussions will only be held in designated areas of the university or clinical facility.

Statement of Understanding

I have read the HIPAA Statement. I understand the purposes and requirements of the above statements.

Name: _____

Signature: _____ **Date:** _____

Reviewed 3/25/19

Authorization to Release Student Records

TO: Any Healthcare Facility where I participate in or request to participate in an educational training program (hereinafter referred to as the "Healthcare Facility").

RE: _____
(Print Name of Student)

As a condition of my participation in an educational training program and with respect thereto, I hereby waive my privacy rights, including but not limited to, any rights pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g(b)(2)(B), and grant my permission and authorize Mercer University ("Mercer") to release any and all of my educational records and information in its possession, including but not limited to academic record and health information, to the Healthcare Facility. I further authorize the release of any information relative to my medical history or physical and mental condition to the Healthcare Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the educational training program. The purpose of this release and disclosure is to allow Mercer and the Healthcare Facility to exchange information about my medical history and about my performance in an educational training program.

I further agree that this authorization will be valid throughout my participation in the educational training program. I further request that the Healthcare Facility 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 Healthcare Facility and Mercer, except to the extent of any action(s) that has already been taken in accordance with this "Authorization to Release Student Records."

In order to protect my privacy rights and interest, 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 to Release Student Records" 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 release, and that I, or my parent and/or guardian, have read carefully and understand this release, and that I have freely and voluntarily signed this "Authorization to Release Student Records."

Participant	**Witness**
Print Name: _____	Print Name: _____
Signature: _____	Signature: _____

Reviewed 3/25/19

Authorization for Photography and Recording

I hereby grant Mercer University permission to use my likeness in a photograph or recording in any and all of its publications, including website entries, without payment or any other consideration.

I understand and agree that these materials will become the property of Mercer University and will not be returned.

I hereby irrevocably authorize Mercer University to edit, alter, copy, exhibit, publish or distribute this photo or recording for purposes of publicizing Mercer programs or for any other lawful purpose. In addition, I waive the right to inspect or approve the finished product, including written or electronic copy, wherein my likeness appears. Additionally, I waive any right to royalties or other compensation arising or related to the use of any photograph or recording.

I hereby hold harmless and release and forever discharge Mercer University from all claims, demands, and causes of action which I, my heirs, representatives, executors, administrators, or any other persons acting on my behalf or on behalf of my estate have or may have by reason of this authorization.

I am 18 years of age and am competent to contract in my own name. I have read this release before signing below and I fully understand the contents, meaning, and impact of this release.

Name: _____

Signature: _____Date: _____

Revised 3/25/19

Criteria for Use of PDA and Other Electronic Devices in Clinical Areas and Class Settings

The use of personal digital assistants (PDA's) or other electronic devices for accessing comprehensive, current information in clinical areas and class settings provides students the information required for optimal patient care in this era of advancing technology. The use of technology requires students to adhere to professional standards of patient confidentiality and the requirements of agencies in which they practice. Students are expected to adhere to the following guidelines:

- Professional behavior and proper technology etiquette should be observed at all times when using cell phones, iPods, PDA's, laptops, or other electronic devices.
- These may be used in clinical areas or class settings only when authorized by faculty and for clinical or class activities, not personal use.
- No personal phone conversations or texting is allowed at any time while in a patient area. **Silence the phone by placing it in "airplane mode".**
- For combined cell phone/PDA devices, you are expected to have the equipment turned off while in the clinical area, if agency policy requires it, and to go to an area designated for cell phone use when accessing information on your PDA or other electronic device.
- Be respectful to the patient at all times and ensure that your entire attention is focused on the patient when you are in the patient's room. If you are using the PDA or other electronic device at the bedside, be sure to apologize for the interruption in care and explain how this will help in the patient's care.
- Faculty or hospital staff may ask to see what programs you are using on your device at any time.
- The use of a PDA or other electronic device allows you to retrieve information quickly and unobtrusively. You must protect the confidentiality of patient information at all times in accordance with HIPAA.
- Keep careful of physical control of the device at all times.
- Just as other medical equipment may act as a reservoir for microorganisms and contribute to the transfer of pathogens, so may PDAs or other electronic devices. Be sure to disinfect/decontaminate them as needed.
- Keep your PDA or other electronic device charged. Bring it with you to class, lab, and/or clinical.
- Other electronic resources assigned to a course may be accessed as deemed appropriate by facility and faculty.
- **You cannot take ANY pictures, or perform ANY audio recording or video recording while in the clinical agencies or other clinical settings.**
- **Students who violate patient privacy with the PDA or other electronic device will be subject to HIPAA infractions of the clinical agency.**
- **Violation of this policy may result in the following sanctions: Written warning and/or student plan for success, clinical failure, and/or program dismissal.**

I have read and agree to abide by the above criteria.

Name: _____

Signature: _____ **Date:** _____

Revised 3/25/19

Faculty Position Statement on Social Networking and Professional Behaviors

Social network sites such as, but not limited to, Facebook, Twitter, Instagram, and Snapchat, are digital platforms and distribution mechanisms which facilitate students communicating with other students. Participation in such networks has both positive and potentially negative consequences. Georgia Baptist College of Nursing of Mercer University faculty members want students to be aware of potential consequences and exercise appropriate caution if they choose to participate.

Students are not restricted from using any online social network sites and digital platforms. However, users must understand that any content they post via online social networks or digital platforms is expected to follow acceptable social and professional nursing behaviors and also to comply with federal government regulations including, but not limited to, HIPAA guidelines.

Facebook and similar directories are hosted outside the Mercer University server. However, violations of University policy (such as harassing language, university alcohol or drug policy violations, etc.) or evidence of such violations in the content of online social networks or digital platforms are considered by this faculty as serious violation of professional ethical behavior.

College of Nursing faculty offer the following guidelines, which are intended to provide a framework for nursing students to conduct themselves safely and responsibly in an online environment:

1. Be aware that current and future employers often access information you place on social network sites. Please think about any information you post on social media applications which would provide an unflattering image of you to a prospective employer. The information posted is considered public information. Protect yourself by maintaining a professional image that you can be proud of several years from now.

2. Be sure to not have a false sense of security about your rights to freedom of speech. Understand that freedom of speech is not unlimited. The online social network sites are not a place where you can say and do whatever you want without repercussion. Georgia Baptist College of Nursing of Mercer University has a long tradition of expecting ethical conduct from nursing students. In accordance with this tradition, students are expected to demonstrate the highest level of honor and integrity at all times.

I have read and agree to abide by the above criteria.

Name: _____

Signature: _____ **Date:** _____

Reviewed 3/25/19

Faculty Position on Student Employment
Traditional Prelicensure BSN Track

Based on evidence found in the research literature related to student employment an academic success and to the demands of the traditional prelicensure BSN track of the Georgia Baptist College of Nursing program, the faculty strongly recommend that students enrolled in this track who must work while enrolled in the nursing program consider only part-time employment (less than 20 hours per week). When possible, that employment should be in a healthcare related field, as these two variables have been shown to correlate highly with academic success.

In addition, the student shall be aware of the Georgia Board of Nursing rule that "students who are not otherwise licensed or certified, shall be employed only as unlicensed nursing personnel. They shall not represent themselves as nursing students nor assume responsibilities within the scope of practice of a registered nurse" (GBON, Department 410. Rules of Georgia Board of Nursing, Rule 410-8-.08). Students shall represent themselves or practice as nursing students only when participating in a learning activity in a practice setting that is part of the Georgia Baptist College of Nursing's curriculum.

(See Georgia Baptist College of Nursing Undergraduate Student Handbooks for full policy)

I, as a student enrolled in the traditional prelicensure BSN track of the undergraduate nursing program at Georgia Baptist College of Nursing of Mercer University, have read and understand the above policy statement on student employment.

Name: _____

Signature: _____Date: _____