

**SCHOOL OF NURSING
GEORGIA STATE UNIVERSITY**



**NURSING
UNDERGRADUATE STUDENT HANDBOOK
2022-2023**

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**School of Nursing
Undergraduate Handbook**

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1 **Note to the Student:**

2 This Handbook is designed to facilitate progression through the program in nursing and should be
3 maintained as a source of reference.
4

5 The policies, guidelines and resources outlined herein are generally applicable to the Baccalaureate
6 Nursing Programs and are consistent with those of Georgia State University. Policies of the
7 University and a list of students' rights and responsibilities are outlined in the **GEORGIA STATE**
8 **UNIVERSITY CATALOG**: All specific course policies will be found in each course syllabus.
9 Inherent in all policies of the University and the School of Nursing is the student's right to due
10 process. (See page 24 or go to www.gsu.edu/appeals)
11

12 Every effort is made to ensure that each student is aware of and has access to the contents of this
13 handbook. Each semester the handbook is updated and reviewed to ensure consistency and accuracy.
14 A copy of the most recent handbook is available on the web site under current students and the
15 subsection Policies and Procedures (<http://nursing.gsu.edu/25.html>)
16

17 If you have questions please contact:

18
19 School of Nursing
20 Records and Information (Front Office)
21 Room 900 Urban Life
22 Telephone: 404-413-1200
23

24 The Faculty and Staff wish you an enjoyable and successful learning experience as you complete the
25 nursing curriculum.
26
27

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28 **Introduction**

29 The School of Nursing (SON) at Georgia State University is a unit of the Byrdine F. Lewis College
30 of Nursing and Health Professions. Student and faculty of the School engage in teaching, scholarly
31 endeavors, and service activities that improve health and well-being within a multi-cultural society.
32 This is accomplished through a unique professional and academic interdisciplinary environment and
33 a community-focused approach that enriches student learning, fosters leadership development, and
34 furthers the pursuit of science. The SON vision, mission, and philosophy are congruent with that of
35 the university.

36

37 **Vision Statement**

38 The School of Nursing at Georgia State University will be recognized nationally and
39 internationally for its diverse faculty, student body and for its distinct programs across all
40 levels of nursing education. As a university of scholarship and discovery, we will provide a
41 platform to launch nursing scientists, leaders, scholars, and clinicians who strive to improve
42 healthcare outcomes for individuals across the lifespan.

43

8/2021

44 **Mission Statement**

45 Georgia State University is an enterprising public research university. The School of Nursing
46 prepares nurses for a variety of healthcare delivery settings, for engagement in the science of
47 nursing, and to lead in roles at all levels of the profession. The School of Nursing engages in
48 activities that systematically advance teaching, research, and practice through rigorous inquiry
49 and experience across disciplines. Our commitment is to develop knowledge that is conveyed
50 in practice excellence, improved health of populations, and improved quality of life for all
51 individuals.

52

8/2021

53 **Values**

54 Collegiality, diversity of people and opinions, integrity, human dignity and social justice.

55

8/2021

56 **Philosophy Statement**

57 The School of Nursing faculty are dedicated to teaching, research, service, and recognize the
58 value of interprofessional education. We advance the science of nursing through both
59 evidence-based clinical decision-making and scientific inquiry. We promote excellence in
60 nursing practice that improves the health of individuals, families, communities, and
61 populations within the state, nation, and the world;

62 Education and professional development are integral parts of our School of Nursing. We
63 believe in lifelong learning built on a strong educational foundation. We enable nurses to
64 translate knowledge in health care to improve delivery of care to all human beings; and

65 By raising the awareness of a diverse community of individuals requiring care, education at
66 our School of Nursing focuses on global perspectives, social justice, and health disparities that
67 exist in population health. We advance the professional and social consciousness of students
68 in order for them to become advocates and health care leaders.

69

70

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71 **UG Program Outcomes**

72 A graduate of the Bachelor of Science in Nursing program is:

- 73 1. An individual who is knowledgeable of self and the arts and sciences when providing safe person-
- 74 centered care to diverse and vulnerable populations in various settings.
- 75 2. A critical thinker who employs clinical judgement and reasoning to promote safe care within a
- 76 complex system of healthcare.
- 77 3. An effective communicator who collaborates with individuals, families, populations and the
- 78 interprofessional team to develop, implement, evaluate, health promotions/prevention outcomes.
- 79 4. An individual who respects human diversity when providing culturally congruent care to
- 80 individuals, families, and populations.
- 81 5. A healthcare professional who considers the impact of health care policy, sociopolitical, economic,
- 82 environmental, and global forces on healthcare delivery.
- 83 6. An individual who translates the inherent values of the nursing profession by using ethical and
- 84 legal reasoning to promote safe, client-centered care.
- 85 7. An individual who employs communication technology, evidence-based practice and quality
- 86 improvement in promoting safe effective care for individuals, and populations.
- 87 8. An accountable leader who embraces the spirit of inquiry, ongoing self-reflection, and the pursuit
- 88 of well-being for self and others to advocate for the nursing profession and practice.

89 8/2022

90 Revised December 5, 2011

91

92 12/1/2008

93 **Program Approval and Accreditation**

94 The Undergraduate Nursing Program at Georgia State University is approved by the Georgia Board
95 of Nursing. It is accredited by the Commission on Collegiate Nursing Education.

96

97 **Degree Awarded**

98 The Program leads to a Bachelor of Science in Nursing Degree (B.S.N.)

99 Upon satisfying the degree requirements, graduates are eligible to take the National Council
100 Licensure Examination (NCLEX-RN), required for becoming a Registered Professional Nurse.

101 **General Information**

102

103 **Locations**

104 The School of Nursing is located on the eighth and ninth floors of the Urban Life Building, corner of
105 Piedmont Avenue and Decatur Street, Main Campus.

106 The School of Nursing Simulation and Skills Laboratories are located in the Petit Science Center.

107

108 **Assistance**

109 Before being accepted into the Nursing program, students may contact the Office of Academic
110 Assistance on the eighth floor of the Urban Life Building by telephoning 404/413-1000.

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111 After being accepted into the Nursing program, students will be assigned a faculty advisor. Students
112 may seek guidance through their faculty advisor as needed.

113 Undergraduate Curriculum

114 Undergraduate Nursing Major Courses

115	Course Number and Description	Semester
116	Hours	
117	NURS 2010 Health and Human Lifespan Development	3
118	NURS 2060/3060 Pathophysiology	3
119	NURS 2061/3066 Pharmacology	3
120	NURS 2080/3080 Basic Concepts of Nursing Care	3
121	NURS 3161 Health Assessment	2
122	NURS 3162 Medical Surgical I (clinical)	5
123	NURS 3001- Special Topics in Cardiac Nursing	1
124	NURS 3300 Human Services: Policy, Planning & Trends	3
125	NURS 3500 Research Methods (CNHP 3500)	3
126	NURS 3510/3530 Caring for Adult Populations (clinical)	6
127	NURS 3610/4110 Caring for Childbearing Families (clinical)	5
128	NURS 3710/4115 Caring for Children and Adolescents (clinical)	5
129	NURS 3810 Psychiatric/Mental Health Care for Populations (clinical)	5
130	NURS 4510 Caring for Families and Communities (clinical)	5
131	NURS 4040 Directed Readings (elective)	1-3
132	NURS 4600 Leadership and Management in Nursing	3
133	NURS 4610 Senior Practicum	4
134	NURS 4620 Complex Health Care Problems Across the Lifespan	3

135
136 Note: Credit hour ratio for clinical hours in nursing: 1 semester hour of credit = 3 clock hours
137 of clinical/laboratory experience.

138 05/2009

139 See the current GSU undergraduate catalog for a course description of each of the above courses.

140 Program plans for fall/spring traditional tracks are located in the Appendix AI-AIV.

141 Electives and Special Courses

142 Undergraduate Clinical Experiences

143 An undergraduate clinical course is composed of two distinct components: the theoretical (didactic)
144 and the clinical component. In order to pass the course, students must pass both components. A
145 grade of C or higher is required to pass the theoretical component. A weighted exam score of 74
146 must be achieved before any other related course requirements are added when computing the final
147 course grade. The clinical component is graded on a Satisfactory/Pass or Unsatisfactory/Fail basis
148 according to the course Clinical Evaluation Form. Students will be evaluated at the mid-point and at
149 the end of their clinical rotation. Students must receive a satisfactory in order to pass the clinical
150 component. Students must pass both components to pass the course and progress. **Failing a clinical**
151 **component results in a course grade of "F" regardless of the grade in any other component of**
152 **the course.**

153 01/2008

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154 **Course Syllabi:**

155 Course syllabi provide a general plan for the course. Deviations from the plan set forth in any
156 syllabus may be necessary.

157

158 **Suggested Program Plans**

159 Program plans for each admission track are located in the Appendix A-1-A-IV Program Plans

160

161 **Directed Readings (NURS 4040)**

162 Each student is provided an opportunity to complete readings on selected nursing topics of specific
163 interests under the expert guidance of a faculty member. These courses are useful in many cases for
164 fulfilling requirements for full-time status for the purpose of financial aid. Complete details are
165 located in Appendix E. 01/2008

166

167 **Nursing Knowledge and Nursing and Health Assessment Skill (NURS 2220)**

168 The course is designed to assist pre-licensure students to prepare for successful confirmation of
169 previous nursing knowledge and /or nursing skills so they can re-enter or transfer into the
170 undergraduate program in the SON. The student and faculty will determine the appropriate credit
171 hour allocation based on previous nursing courses completed and the nursing knowledge and/or
172 nursing skills that need to be confirmed. Items notes with an “*” are identified as skills and must be
173 completed for the “Skills and Health Assessment Validation Process.”

174

175 **Course Objective:** At the completion of this course, the student will be prepared to enter the
176 appropriate clinical nursing course, having demonstrated competent nursing and patient care
177 knowledge and nursing clinical skill.

178

179 Students who have completed the equivalent of NURS 3161/ NURS 3162 Health Assessment or
180 Medical Surgical I either in the SON or another accredited nursing program, will need to correctly
181 perform the following items for successful completion of this course:

- 182 • *Medication administration
- 183 • Medication calculation test with score of 100%
- 184 • *Urinary catheter insertion
- 185 • *Vital signs
- 186 • *Set-up for an IV administration
- 187 • *Complete health assessment

188 Students who have completed the equivalent of NURS 3510/3530 Caring for Adult Populations
189 and/or NURS 3810 Psychiatric/Mental Health Care for Populations Nursing, either in the BFLSON
190 or another accredited nursing program, will need to correctly perform the following items for
191 successful completion of this course:

- 192 • *All of the items delineated above for NURS 3161/3162 as well as
- 193 • *IV tubing change, piggyback or INT
- 194 • Narrative analysis – based on case scenario appropriate to course being validated (if
195 both courses are being validated then two case scenarios would be written up).
- 196 • Care plan based on a case study relevant to course being validated (if both courses are
197 being validated then two care plans would be required).
- 198 • Medication calculation test with score of 100%

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- 199
- 200 Students who have completed the equivalent of NURS 3610 Caring for Childbearing Families, either
- 201 in the SON or another accredited nursing program, will need to correctly perform the following items
- 202 for successful completion of this course:
- 203 • All of the items delineated above for NURS 3161/3162, NURS 3510, and NURS
 - 204 3810, in addition to:
 - 205 • Tube feeding
 - 206 • Newborn assessment
 - 207 • Complex dressing change
- 208 Students who have completed the equivalent of NURS 3710 Caring for Children & Adolescents,
- 209 either in the SON or another accredited nursing program, will need to correctly perform the following
- 210 items for successful completion of this course:
- 211 • *All of the items delineated above for NURS 3161/3162, NURS 3510/3530, and
 - 212 NURS 3810, in addition to:
 - 213 • *Medication administration (pediatric: oral)
 - 214 • *Pediatric assessment
 - 215 • Complex sterile dressing change
- 216

08/2017

217 **Clinical Information and Policies**

218 **Statement of Release:**

219 On admission, each student is required to sign a statement releasing Georgia State University, the

220 Board of Regents of the University System of Georgia and the Officers, Agents and employees of

221 each, from liability, should the student suffer any injury or illness as a result of caring for patients in

222 the normal course of clinical practices in the nursing program (Appendix D). The signed form is

223 placed in the student file.

224

225 Each student must have a signed STATEMENT OF UNDERSTANDING CONCERNING

226 CLINICAL SCHEDULES (Appendix C) on file.

227

228 As part of the degree completion requirements for the School of Nursing and Georgia State

229 University, the student will be placed in a clinical setting which requires the student to care for and/or

230 be exposed to individuals of all ages with a variety of diagnoses and symptoms, some of which are

231 communicable and infectious. However, unless otherwise required by law, the School of Nursing

232 and Georgia State University does not grant special consideration or a waiver of any degree

233 completion requirements, including placement in a clinical setting.

234 Clinical schedules and/or placements are developed to give each student a comprehensive and varied

235 clinical experience. To that end, a clinical rotation can be scheduled on every day of the week and on

236 any shift. Child care, employment, nor transportation issues can be considered when deciding

237 clinical placements. Students will be expected to attend and participate in the class and clinical

238 experiences as assigned. By request, the SON will make a reasonable attempt to accommodate

239 students that cannot participate in clinical practice due to religious or military conflicts. Appropriate

240 military documentation, or verification, from the commanding officer, has to be submitted to the

241 applicable course administrator. Such requests should be provided to the course administrator two

242 weeks prior to the date of the clinical assignment forms are due. (See form Important Due Dates

243 located on iCollege Nursing Students Resource Center Course)

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244 Each student must have a signed AFFIDAVIT FOR ESSENTIAL FUNCTIONS (See Appendix L)
245 on file.

246 **Infection Control/Bloodborne Pathogens**

247 Students will be required to take the Board of Regents OSHA Bloodborne Pathogens online training.
248 Students will be required to complete the training upon entrance into the nursing program and every
249 year of enrollment in classes. Student should print out the Certificate of Completion and submit a
250 copy to the SON Undergraduate Program (900 Urban Life, Office of Records). The website is
251 <http://www.usg.edu/ehs/training/pathogens/>.

252 06/2009

253 **Health Forms and Other Clinical Documentation**

254 See Appendix H. Every student is obligated to keep their own health forms, immunizations, liability
255 insurance, CPR certification, Certificate of Completion for the Board of Regents OSHA Bloodborne
256 Pathogens training, and other required documentation up-to-date prior to initiating each clinical
257 rotation. Noncompliance will result in restricted access to registration and clinical/classroom
258 experiences.

259 A drug screen and criminal background check are required by most clinical agencies. Students will be
260 required to obtain and pay for the test items and provide, or release, results to the agency before
261 beginning any clinical rotation(s). Having a criminal history, including a record of arrest with or
262 without conviction, may prohibit a student from attending clinical rotations at specific agencies.
263 (See Appendix H for details.)

264 It is mandatory for each student to have current personal health insurance. Participation in a group
265 health plan is available through the University Dean of Students office; the costs are the
266 responsibility of the individual student. The website is
267 <http://www2.gsu.edu/~wwwdos/healthinsurance.html>

268 08/2007

269

270 **Assignment of Clinical Placement**

271 The School of Nursing faculty wishes to ensure the student's ability to function in a definitive role as
272 a student in the clinical setting. Therefore, students will not be assigned to any unit in a clinical
273 agency in which they hold an employed position.

274
275 Upon acceptance to the School of Nursing, each student is responsible for declaring his/her
276 employment status in any health care agency to the Undergraduate Program Director. Any changes
277 and employment should also be reported.
278

279 **Medication Calculation Test**

280 All students enrolled in an undergraduate course with a clinical component must pass a calculation
281 test at 100% prior to entering clinical. The student has three attempts to pass the calculations test.
282 Failure of the third calculation test will result in a course failure for the course in which they are in
283 clinical unless the course is dropped during the scheduled drop period.

284 08/2022

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285 **Attendance**

286 Students are expected to be prepared for, and present at, each scheduled class session.

287
288 Attendance is required at all scheduled clinical/laboratory experiences. If a student is unable to
289 attend the clinical and/or laboratory experience, she/he is to notify her/his instructor and clinical
290 agency prior to the scheduled clinical/laboratory experience. Failure to follow the notification
291 procedure could result in a clinical failure.

292
293 The student that misses a scheduled clinical/laboratory experience will be required to make up the
294 experience. The focus and content of the makeup experience will be at the discretion of the clinical
295 instructor, based on individual student learning needs and desired course outcomes and the clinical
296 facility. If a student is not able to complete the requirements of clinicals, progression to the next
297 semester could be impeded.

298
299 **NOTE:** This policy may vary with individual courses; carefully note attendance statements in each
300 course syllabus.

05/2017

302 **Tardiness**

303 Students are expected to be in the designated area for the educational experience at the time specified.
304 The faculty assumes the responsibility to further define the limits and consequences of tardiness for
305 the specific learning experience. These standards will be stated on the course syllabus and in the
306 guidelines detailed by the individual instructor for the specific learning experience.

307

308 **Uniform/Dress Policy**

309 All students must wear the designated uniform during clinical and laboratory experiences. Students
310 visiting the hospital for preclinical assessment must wear the designated lab coat over their street
311 clothes. The lab coat may also be worn over the uniform during clinical experiences, based on
312 clinical agency policy.

313 **Clinical agency dress codes/policies:** Please be aware that, if at any time, the clinical agency dress
314 code is more restrictive than that delineated in this policy, the student will be required to adhere to the
315 clinical agency policy.

316 10/26/10

317 The designated uniform top and pants must be purchased at the GSU Bookstore. At least one top and
318 one pair of pants must be purchased for clinical experiences.

319

320 **The standards for uniform apparel follow:**

321 **Top:** Navy blue v-neck scrub top from supplier. A solid, long sleeve navy blue t-shirt may be worn
322 underneath the uniform top. The t-shirt can be purchased from any supplier.

323 **Pants:** Specified blue scrub pants from the GSU Bookstore.

324 **Lab Coat:** White lab coat with length which needs to be no shorter than hip length and no longer
325 than knee length. Sleeve length can be three quarters to full. White scrub jackets may be worn.

326 **Undergarments:** Undergarments should be white or skin tone and may not be visible either outside

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327 of clothing or through clothing. A short-sleeved white undershirt may be worn. No turtle necks may
328 be worn.

329 **Patch:** Uniform tops and lab coats must have a GSU Byrdine F. Lewis College of Nursing & Health
330 Professions patch on the upper left arm. The patch will be present on the tops purchased from the
331 GSU Bookstore. You will need to purchase an extra patch for your lab coat.

332 **Shoes:** White shoes with closed toes must be worn. (No openings are allowed on the toe section of
333 the shoe.) If the shoes have laces, the laces must be white and be kept clean. Clogs and jogging
334 sneakers are acceptable. Shoe must be constructed of heavy synthetic material or leather. Canvas is
335 not acceptable.

336 **Nametag:** Each student will wear their Georgia State University identification card as their
337 identification badge, if an ID card is not issued by the clinical facility. This must be worn whenever
338 the student is in a clinical experience. The identification card is worn on the front of the clothing in
339 the area of the front upper chest.

340 **Street Clothes:** When street clothes are worn in the clinical area, they must be neat, clean and non-
341 wrinkled. Clothing that allows exposure of shoulders, midriff or toes is not acceptable. Shorts are not
342 acceptable.

343 **Hygiene/Personal Grooming**

344 **Personal Hygiene:** Students are expected to maintain personal hygiene and be free of odors.

345 **Hair:** Hair style should not interfere with providing safe patient care and should be appropriate to the
346 profession you are representing. If hair is past shoulder length, then it must be pulled back away from
347 the face.

348 **Fingernails:** Nails should be clean and neat and cut short enough to assure safe patient care.
349 Artificial nails, nail tips and polish are not to be worn.

350 **Watch:** A watch with a second hand is required.

351 **Jewelry:** Two or less plain stud/post earrings may be worn in the lower part of each ear. No other
352 visible piercing jewelry may be worn (including tongue, eyebrow, nose, upper ear). Each student may
353 wear a maximum of two finger rings, but these must not interfere with safe patient care. No bracelets
354 are to be worn. If a necklace is worn, it must be inside the uniform top.

355 **Body art:** Tattoos or other body art must not be visible.

356 **Perfume/aftershave:** Scented items may not be worn in the clinical area as they may interfere with
357 safe patient care.

358 **Chewing Gum:** The chewing of gum is not permitted in the clinical area.

359 **Smoking:** All students must adhere to the smoking policy of the clinical agency. In addition, no
360 smoking is permitted at any time while in uniform, which includes prior to or during any clinical
361 visits or rotations. Smokers should attempt to reduce the smell of smoke on clothing and person in
362 order to provide safe and effective client care.

363 Specialty areas such as community health, obstetrics, pediatrics, and psychiatric/mental-health will
364 designate variances to the required uniform in each course syllabus.

365

366 **Incident/Accident Reporting**

367 All incidents occurring in the clinical laboratory setting, i.e. needle sticks, should be reported to the

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368 clinical instructor immediately. An incident form may be required at the discretion of faculty. Forms
369 and information on completing them can be found at the web site
370 http://www2.gsu.edu/~wwwsaf/RiskMgmt/rm_studentaccidents.htm

371 08/2017

372 **Student Evaluation of Clinical Faculty**

373 At the end of each course and clinical component, students will have the opportunity to evaluate their
374 instructor(s). The evaluations are on the iCollege site for each clinical course. Honest and
375 constructive evaluations of faculty are very important for course development. The evaluations are
376 submitted anonymously.

377 08/2008

378 **Evaluation of Student Clinical Performance**

379 A written evaluation is given to each student by the clinical instructor at the end of each clinical
380 laboratory rotation. In most courses the student will receive a midterm as well as a final evaluation.
381 This evaluation is signed by the student and the instructor. The student's signature acknowledges that
382 the student has read the evaluation but it does not necessarily imply agreement with the evaluation. If
383 the student does not agree with the evaluation the student may make written comments in response to
384 the areas of disagreement. The student's written statement will be attached to the evaluation. If the
385 student believes they have been graded unfairly, a grade appeal may be initiated (see Appeals/Due
386 Process procedures).

387 If a student's clinical performance is deemed unsatisfactory, a "Clinical Failure Notification" form is
388 completed by the clinical faculty and reviewed with the student. A copy of the form will be placed in
389 the student's SON file. If the student feels due process has not occurred, an appeal may be initiated.

390 If, in the judgment of the instructor, the student's clinical practice is jeopardizing the safety of a
391 patient(s), the student may be asked by the clinical instructor to leave the clinical area and a "Clinical
392 Failure Notification" form will be filled out.

393 Course specific performance criteria are included in the course syllabus.

394 Based upon written contractual agreements with each clinical agency, a student may be required to
395 undergo substance screening at any time "for cause". "For cause" is described as any unusual or
396 unexplained activity or behavior that occurs in the clinical area.

397 The current "Clinical Failure Notification" form is located in Appendix K of the SON undergraduate
398 handbook.

399

400 **Grading Policy**

401 A "C" or above must be achieved in each required NURSING course.

402

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403 The following grades are used to specify the level of performance in a nursing course:

<u>Letter</u>	<u>Numeric</u>	<u>Quality Points</u>
404 A+	97 – 100	4.3
405 A	90 – 96	4.0
406 B+	85 – 89	3.3
407 B	80 – 84	3.0
408 C+	77 – 79	2.3
409 C	74 – 76	2.0
410 D*	65 – 73	1.0
411 F*	Below 65	0.0
412		
413		
414 S	Satisfactory	
415 U*	Unsatisfactory	
416		
417		
418		
419		

**Each of these grades indicates failure in a nursing course.*

420 The assignment of grades is the responsibility of the course faculty.

421 At the discretion of the professor, nullification of test questions will be based on test item analysis.

422 06/2009

423 **Minimum Computer Requirements**

424 Students must have minimum computer requirements in order to complete required coursework.

425 Minimum computer requirements include: Operating System-Windows XP or higher; Mac 10.4 or
426 higher; PC Processor-Pentium IV or higher; Memory (RAM): 512 MB or more; Hard Disk Drive:
427 200 GB or larger.

428 12/09/2012

429 **Standardized Tests**

430 Selected, standardized comprehensive examinations may be used at the completion of each course.

431 Information about the required examinations and how they contribute to the course grade will be
432 clearly delineated in the course syllabus. Students failing to complete the required standardized
433 comprehensive examinations may receive a grade of incomplete (“I”) in the associated course until
434 the examination is completed.

435 Costs associated with the required standardized examinations will be the responsibility of the student.

436 5/2009

437 **Retention Policies**

438 Students will be evaluated on their clinical practice based upon course objectives and upon their
439 capability to perform necessary nursing skills and functions.

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440 Students who come to a nursing class and/or a clinical laboratory session exhibiting questionable
441 professional behavior and/or clinical practice may be subject to dismissal from that course. The
442 faculty member will document the occurrence and refer to the Undergraduate Program Director. The
443 Director will call a special committee into session. This committee will include a member of the
444 Undergraduate Program Committee, Undergraduate Program Director, the Course Administrator and
445 the faculty member who made the report. This committee will specify the criteria the student must
446 meet in order to be eligible to reenter the program. The student will be informed of the decision of
447 this special committee by the Undergraduate Program Director. The student is granted due process
448 and may evoke the grievance process.

449 Re-entry into the nursing program of a student dismissed for the above reasons is not automatic. The
450 reapplication will be referred to the Admissions and Progression Subcommittee.

451 08/2007

452 **Professional Behaviors Policy**

453 The Professional Behaviors Policy is located in Appendix M. This policy describes the professional
454 behaviors that students are expected to demonstrate in all classes and clinical experiences. The policy
455 form must be signed by the student and returned along with admission paperwork prior to the start of
456 the nursing major.

457 05/2005

458

459 **Assessment Technologies Institute (ATI)**

460

461 Assessment Technologies Institute® (ATI) provides an assessment driven review program designed to
462 enhance student NCLEX-RN success. The review program includes learning and assessment activities,
463 such as case studies, math modules, quizzes, tutorials, practice exams, focus reviews, and proctored
464 assessments. ATI products are incorporated into the Undergraduate Nursing Program to improve
465 students' clinical judgment, critical thinking, and performance on assessments.

466

467 Courses that contain a content mastery series proctored exam will use the ATI Content Mastery Series
468 Assessment Grading Rubric for all ATI practice and proctored assessments. All assignments are
469 expected to be completed individually and without the use of outside materials. The grade for ATI will
470 include practice assessments, proctored assessment, and required remediation. Additional ATI activities
471 may be required at the discretion of course faculty. See ATI Policy in Appendix O.

472

473

8/2022

474 **Meeting of First Class**

475 All nursing courses will meet for the first time each semester on the first class day given in the
476 official Schedule of Classes, or on scheduled and announced pre-clinical days, whichever occurs first.

477

478 **Class Attendance**

479 Class attendance is expected. All matters related to student absences including the makeup of missed
480 work are to be arranged between the student and the faculty. All faculty will, at the beginning of
481 each semester, make a clear statement in the course syllabus to each of their classes describing their
482 policies for handling absences. Faculty will also be responsible for counseling their students
483 regarding the academic consequences of absences from their classes or labs. Students are obligated
484 to adhere to the requirements of each course. Students should understand that they are responsible

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485 for announcements and materials covered in their absences and that they are responsible for academic
486 consequences of their absences. Students attending classes under Veterans' Benefits must attend
487 regularly as absences are required to be reported by faculty. Course faculty members have the option
488 of recording class attendance.

489 **Clinical Practicum Courses:** Attendance is required at all clinical practicum/laboratory sessions.
490 Exception to this policy will be outlined in the course syllabus or by the instructor.

491

492 **Disruptive Behavior in Classroom and/or Clinical Setting Policy**

493 It is the policy of the School of Nursing to create and maintain a teaching-learning environment
494 conducive to the sharing of information, exploration of new knowledge and current problems, and the
495 open expression of ideas while demonstrating respect for the dignity and worth of all individuals
496 involved in the teaching-learning process.

497 Students are encouraged to refrain from any and all behaviors constituting disorderly, disruptive, or
498 obstructive actions which interfere with the teaching-learning process. Students who violate this
499 policy will be subject to disciplinary procedures by the School of Nursing and Georgia State
500 University.

501 This policy is consistent with the university policy on Disruptive Behavior. See
502 <https://deanofstudents.gsu.edu/faculty/#disruptive-student>

503

504 **Policy on Academic Honesty**

505 The Byrdine F. Lewis College of Nursing and Health Professions abides by the Georgia State
506 University Policy on Academic Honesty.

507

508 Refer to the Dean of Students Office Website: [https://deanofstudents.gsu.edu/document/policy-on-](https://deanofstudents.gsu.edu/document/policy-on-academic-honesty/?wpdmdl=4950/)
509 [academic-honesty/?wpdmdl=4950/](https://deanofstudents.gsu.edu/document/policy-on-academic-honesty/?wpdmdl=4950/)

510 **GSU Policy Prohibiting Students from Posting Instructor-Generated Materials on External** 511 **Sites**

512 The selling, sharing, publishing, presenting, or distributing of instructor-prepared course lecture
513 notes, videos, audio recordings, or any other instructor-produced materials from any course for any
514 commercial purpose is strictly prohibited unless explicit written permission is granted in advance by
515 the course instructor. This includes posting any materials on websites such as Chegg, Course Hero,
516 OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of
517 such material is a violation of the instructor's intellectual property and the privacy rights of students
518 attending the class, and is prohibited.

519 This policy was approved by the GSU Faculty Senate on August 21, 2020.

520

521 **Diversity Statement**

522 In the School of Nursing, we commit to supporting diversity and inclusion. We strive to construct a
523 safe and inclusive environment by recognizing and respecting each other's difference with dignity.
524 We honor each individual's experiences, beliefs, perspectives, and backgrounds, regardless of race,
525 religion, language, immigration status, sexual orientation, gender identification, ability status, socio-
526 economic status, national identity, or any other identity markers.

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527 Our classes are safe spaces for free inquiry and open exchange of ideas. Difficult issues may be
528 confronted, and controversial ideas exchanged. All of us should feel responsible for creating a space
529 that is both intellectually rigorous and respectful. Respect and mindfulness of one's role in the
530 exchange of ideas are imperative, particularly when disagreement occurs.

531 As faculty, we will respect the value of every student in this class. All students are encouraged to
532 share their unique perspective as an individual, not as a representative of any group or category.
533 Multicultural and intracultural awareness and competencies are key leadership skills, and faculty will
534 present material and classroom activities that respect and celebrate diversity of thought, background,
535 and experience. If we fall short of these promises, please do not hesitate to let us know. Faculty
536 welcome all students' voices in achieving a welcoming environment regarding diversity and
537 inclusivity.

538 2/2021

539

540 **Electronic Equipment**

541 All electronic equipment should be on silent during class and clinical experiences. Students may
542 have access to their cell phones at all times except during exams. Students are expected to refrain
543 from using cell phones in the classroom or at clinical sites except in the event of a family emergency
544 or disaster alert notification from the university. In the clinical setting, facility policy must be
545 followed at all times.

546 Use of any photographic equipment (including cell phones) is prohibited at clinical sites. In the
547 classroom, faculty approval and written permission of subjects is required.

548 **Announcements and Communications via Electronic Sources**

549 It is the student's responsibility to check their student e-mail frequently for important messages,
550 announcements, or information. The GSU student e-mail address is the preferred system for
551 faculty/staff and students. Students should refrain from using any other e-mail address. Students
552 should also check the undergraduate nursing resource site frequently since this is where faculty, or
553 staff, post important announcements and information.

554 8/2017

555 **The Impaired Student**

556 The School of Nursing policy requires the student in recovery, with a history of alcohol, drug abuse
557 or other impairing illness, to "self-identify" upon admission to the program. Specific guidelines will
558 be provided at this time by the Undergraduate Program Director. Failure to comply with this policy
559 could (a) result in lack of access to the clinical setting resulting in inability to enroll in clinical
560 courses and (b) render the student/graduate ineligible to write the NCLEX required for professional
561 nursing licensure or in case of Registered Nurses.

562

563 **Students on Medication**

564 Students who are on medication for a health problem or who have an acute/chronic health problem
565 that could adversely affect their level of clinical performance should inform the course administrator
566 prior to the clinical/laboratory experiences. Depending on the severity of the problem the student
567 may be asked not to come to clinical and/or to obtain medical clearance to complete makeup work at
568 a later time.

569

570 **Students with Health Problems**

571 Students with health problems that potentially limit their ability to perform in accordance with the
 572 Essential Functions Policy will be required to obtain medical clearance. The medical clearance must
 573 state that the student is able to return without limitations and is able to safely perform all essential
 574 functions of a nursing student. (Essential Functions Policy – Appendix L)

575 **Program Plan Progression**

576 If a student’s program plan changes, they will ONLY be allowed to register for subsequent courses if
 577 there is space in the course and/or clinical rotation. Such program plan changes include, but are not
 578 limited to: withdrawal from a course, or courses, a course failure, a personal decision to defer taking
 579 courses for any reason, re-instatement into the nursing program, or receiving an emergency hardship
 580 withdrawal. In such circumstances, the student will be placed on a wait list for course registration.

581

582 **Progression Policy**

583 An institutional grade point average of 2.0 is required for continued enrollment in the nursing course
 584 sequence.

585 All courses in major and allied fields (area G and H in the University Catalog) require a “C” or better
 586 in order to be credited toward a degree and for progression in the nursing course sequence.

587 In the event a student is unsuccessful in NURS3510, NURS3610, NURS3710 or NURS3810, they
 588 may take one new 3000 level clinical course concurrently with the course needing to be repeated as
 589 long as course pre-requisites have been met.

590 Course specific progression policies will appear on the course syllabus.

591

08/2017

592 **Repeat to Replace Policy**

593 Under the conditions outlined in the Georgia State University Undergraduate Handbook,
 594 undergraduate students who have retaken courses and earned a higher grade may request to have the
 595 first grade excluded from their institutional GPA; however, this policy cannot supersede SON
 596 policies related to progression and retention. There are several conditions that must be met before this
 597 policy can be applied. Please see the University’s Undergraduate Catalog for complete details. The
 598 complete policy can be found in section 1350.25 of the 2011-2012 Catalog, which can be accessed at
 599 <http://www2.gsu.edu/~catalogs/2011-2012/undergraduate/>.

600

Effective Fall 2011

601

602 **Termination Policy**

603 Failure of more than one NURS designated course because of a grade of “D, F, U or WF” results in
 604 termination from the Nursing program.

605

07/2008

606 **Re-entry Policy – After Absence**

607 A student must have an overall GPA of 2.0 before returning to the undergraduate nursing program.

608 A student whose program of study is out of sequence for any reason is not guaranteed placement in
 609 the courses as previously scheduled. The student should contact their faculty advisor and have a new
 610 program of study planned.

School of Nursing Undergraduate Handbook

611 A student who has not successfully completed a clinical rotation in the last six months must contact
612 the Associate Dean for Nursing in order to initiate re-entry into the School of Nursing. Additionally,
613 a student may be required to apply for re-entry to the University; information is available from the
614 Georgia State University Office of the Registrar, or on the web at www.gsu.edu/registrar.

615 Skills and health assessment validation must occur between the time of approval for re-entry and no
616 later than the end of drop-add week. For a detailed list of the skills required for the skills and health
617 assessment validation, see the “Nursing Knowledge and Nursing Health Assessment Skill (NURS
618 2220) of this handbook.” If the student is unsuccessful in re-entry validation, the student must drop
619 from the clinical courses, and enroll in Nursing 2220 Skills and Health Assessment Course.

620 Students who withdraw from the nursing sequence will re-enter under the current catalog and policies

621 10/26/10

622 **Transfer Policy:**

623 Any student transferring into the SON should contact the Associate Dean for Nursing. All credit
624 hours will be verified by the Assistant Dean, and each course will be approved by the corresponding
625 GSU course administrator. The student must successfully pass a required skills and health assessment
626 validation. If they are unsuccessful in this validation, they must enroll in Nursing 2220 Skills and
627 Health Assessment Course.

628 05/2009

629 **Re-application to the Nursing Program Following Termination**

630 Students who are terminated from the School of Nursing undergraduate program due to academic
631 failure may reapply to the nursing program for the traditional track only. Readmission to the nursing
632 program is not guaranteed.

633 Students with two or more nursing course failures, who have completed course work up to and
634 including the second semester of the traditional track will have their applications considered with all
635 other new applicants. Students with two or more nursing course failures, who have completed course
636 work beyond the second semester of the traditional track, will have their applications considered
637 separately.

638 **Conditions of Admissions**

639 Students accepted for readmission will be admitted on a conditional basis. In order to remove the
640 conditional status and be authorized to enroll in classes, students will need to complete the following
641 validation process. All activities must be completed before the start of the semester in which the
642 student plans to enroll.

643

644 **Validation Process**

645 Clinical competency for any previously passed clinical nursing course must be validated by
646 performance at SON Simulation and Skills Laboratory. For a detailed list of the skills required for
647 the skills and assessment validation, see the “Nursing Knowledge and Nursing Health Assessment
648 Skill (NURS 2220) of this handbook.

649 If the student does not successfully complete clinical competency validations before the start of the
650 semester then the student will not be admitted to nursing courses for that semester and must reapply
651 to the program.

School of Nursing Undergraduate Handbook

652

653 **Failure Policy for Re-admitted Students**

654 Once readmitted, any subsequent “D” or “F” received in a nursing course will terminate the student
655 from the nursing program and they will not be allowed to reapply.

656

12/2008

657 **Students Rights and Responsibilities**

658 **References/Recommendations**

659 References/Recommendations for employment or graduate schools are provided upon written request
660 of the student. It is the student's responsibility to see that a signed Information Release Form
661 (Appendix B) is on file before asking the faculty member to provide the reference/recommendation.

662

663 **Privacy**

664 **Records on File:** Access to a student's record is limited to the academic counselors, faculty and the
665 student. A student may review the content of his or her record by written request to the faculty
666 advisor. A copy of the content of the file, if needed, may be provided by written request to the
667 Administrative Coordinator of the Undergraduate Program.

668

669 **Conferences**

670 Conferences between the student and faculty are private and are not accessible to family members,
671 sponsors or friends, etc., without joint permission of both student and faculty member.

672

673 **Student Progress**

674 Information on student progress in the program including course grades is not available via telephone
675 to anyone including the student.

676

677 **Due Process**

678 **Student Grievance Process:** School of Nursing follows the process set forth in the Byrdine F. Lewis
679 College of Nursing and Health Professions Student Appeals Policy and Procedure for grievances
680 involving grades and evaluation. Please note the process to file a grievance for the School of Nursing
681 is as follows: Student must contact the instructor and course administrator to initiate the appeals
682 process. If not successfully resolved, the student should contact the program director for resolution.
683 If the grievance is not successfully resolved at that level, the appeal may then be forwarded to the
684 Associate Dean for Nursing. If not resolved at this level, the student should contact the Dean of the
685 Byrdine F. Lewis College of Nursing and Health Professions. All documentation must follow the
686 policies and procedures of the Lewis College. Additionally, a request for a waiver of established
687 policy and procedure from curricular and/or programmatic requirements is covered in the Student
688 Petition for Waiver, Policy and Procedures. Both of these documents can be found on the web at
689 snhp.gsu.edu/docs/appeals.pdf. Additionally, students may obtain assistance with these processes in
690 the Lewis College Office of Academic Assistance.

691 **Satisfactory Academic Progress:** For students in the nursing program pursuing a second degree or
692 having accumulated the number of credit hours equivalent to the pursuit of a second degree, the

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693 Office of Financial Aid may contact you indicating that you are not making satisfactory academic
694 progress; there is an appeals process.

695 The Student Information section of the appeals form should be completed by the student. The
696 Advisory Assessment will be completed by the Academic Advisement Coordinator. The form should
697 then be submitted to Financial Aid (One Stop Shop). Information is available at
698 <http://www.gsu.edu/financialaid>.

699 07/2008

700 **Student/Faculty Advisor Program (SFAP)**

701 The SFAP provides a process where students' personal, academic and professional growth can be
702 facilitated through an effective means. It is designed to assist students in clarifying their academic
703 and career goals; provide a system to identify students who may need additional services; and,
704 increase students' satisfaction with the academic and cooperative component of the program through
705 improved communication and development of satisfying relationships between advisor and student.

706 Students and Faculty Advisors (FAs) are assigned by the Undergraduate Program Director. It is the
707 student's responsibility to meet with their assigned FA at least once each semester, in order to
708 approve program plans for the following semester. FAs are notified of students' performance in
709 classes and clinical rotations, and students are encouraged to discuss their successes and areas of
710 concern related to their program. Course Administrators notify FAs of poor classroom or clinical
711 performance.

712 **Procedure for Change of Faculty Advisor**

713 A student or faculty member can request a change related to the faculty advisor relationship. The
714 student or faculty member is to contact the Undergraduate Program Director to request a change. The
715 Program Director will confirm the change with the student, faculty member, Advisement Coordinator
716 of Undergraduate Programs, and the newly appointed faculty advisor.

717 07/2008

718 **Student Employment**

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

722 This policy is consistent with the specified rules and regulations of the Board of Nursing of the State
723 of Georgia which can be found on the Board of Nursing of the State of Georgia web site:
724 <http://sos.georgia.gov/plb/rn/>

725 08/2007

726 Students who choose to enter under the traditional program have additional employment
727 considerations, due to the rigorous nature of the curriculum plan. Additional information is in
728 Appendix O.

729

730 **Class Cancellation/School Closure**

731 The School of Nursing follows the Georgia State University policy regarding class cancellations and
732 school closures. Information is available on the web at <http://www.gsu.edu/oem>. If there is inclement
733 weather that impairs student travel to class and/or clinical settings, the student should contact their
734 instructor regarding their inability to attend.

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- 735 08/2007
- 736 **Communications/Information Sharing**
- 737 **Announcements:** Official announcements for all nursing students are posted on the Student Resource
738 Center web page. Students are expected to check the announcements daily.
- 739 **GSU Email:** The official GSU email will be used exclusively by faculty and staff to communicate to
740 students. Personal email addresses will not be utilized. Emails should be checked daily.
- 741 07/2009
- 742 **Evaluation**
- 743 **Faculty and Course**
- 744 Students are expected to participate in the University evaluation process via PAWS. This process
745 allows the student the important opportunity to provide constructive feedback to the faculty and
746 university administration about the instruction received in courses.
- 747 Online student evaluations are submitted through PAWS. The evaluations are available by logging
748 into the student's PAWS/GoSOLAR account and clicking the "Enter Student Evaluation of
749 Instructor". Evaluations can be completed at any time during the evaluation period.
- 750 This process is strictly anonymous and confidential.
- 751 05/2009
- 752 **Program**
- 753 Students participate in overall program evaluation through undergraduate committee participation
754 and through the systematic program evaluation process. At the completion of the program students
755 will be required to complete the end of the program survey.
- 756 05/2009
- 757 **Students**
- 758 The process of evaluation in all courses is provided through the grading process designated on the
759 course syllabus.
- 760 Students who are failing or in jeopardy of failing a course are encouraged to make an appointment
761 with the course administrator and/or their faculty advisor.
- 762 If a student's clinical performance is unsatisfactory, the clinical instructor counsels the student.
- 763 If a student is failing at midterm, he/she signs a statement indicating that he/she has been made aware
764 of his/her standing. This statement is filed in the student's folder.
- 765 Students with special learning needs and/or personal problems will be referred to the University
766 Counseling Center.
- 767
- 768 **Graduation Procedures**
- 769 **Georgia Legislative & Regents' Requirements for Graduation**
- 770 **Regents Reading and Writing Requirements**
- 771 Effective March 9, 2010, Georgia State students were granted an exemption by the University System
772 of Georgia and are no longer required to take the Regents' Test. This exemption does not necessarily
773 apply should a student transfer out of GSU to another institution in the University System of Georgia.

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774 Students should contact their new institution about its Regents' Test policy. More information can be
775 found at the [University System of Georgia website](#). 08/2014
776

777 The State of Georgia and the Board of Regents have made it a legal requirement for each student
778 attending a college or university in the state to pass examinations in the areas of history of the United
779 States and Georgia, and the provisions and principals of the constitutions of the United States and
780 Georgia. There are a total of four exams included under the legislative requirements: United States
781 History, Georgia History, United States Constitution, and Georgia Constitution. The state of Georgia
782 and the Board of Regents' requirements pertaining to Constitution and History Exams for graduation
783 with associate and bachelor degrees are outlined on the Georgia State University website at
784 http://www.gsu.edu/counseling/history_constitution.html.

785 05/2009

786 **Georgia State University Graduation Requirements**

787 A total of 123 semester hours with a minimum GPA of 2.0 is required for graduation from the
788 nursing program. See the General Catalog for other University graduation requirements.

789 It is the student's responsibility to see that incomplete grades, transfer of credits, etc., have been
790 submitted to the appropriate office.

791 Academic credit for a nursing course is valid for a five-year period from the completion date of that
792 course unless otherwise specified.

793 Students will complete an end-of-program activity as described in evaluation.

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

797

798 **Application for Graduation**

799 All candidates for the Baccalaureate Degree must file a formal application for graduation with the
800 Office of the Registrar. The forms are available in the Registrar's office.

801 The degree candidate must apply in their 90th semester hour, or in the third semester preceding their
802 expected graduation date, whichever comes first. The deadline for graduation application is
803 published each semester on the Georgia State University web site at:
804 <http://www.gsu.edu/registrar/graduation.html>.

805 08/2007

806 **Traditional End of Program Completion Activities**

807 During the last semester, all non-RN graduating students must complete the following requirements:
808 1) Comprehensive Predictor Exam, 2) Critical Thinking Exam –Exit, and 3) End of Program Survey.
809 These activities are incorporated into NURS 4620. Further details will be provided in the course
810 syllabus and through classroom instruction.

811

812 **Comprehensive Predictor Exam**

813 This is a computerized exam that tests the student's basic comprehension and mastery in
814 fundamentals of nursing, pharmacology, adult health nursing, women's health nursing, mental health

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815 nursing, child health nursing, nutrition, leadership, and community health nursing. One of the
816 purposes of this exam is to provide students and faculty with a numeric indication of the likelihood of
817 passing the NCLEX - RN on the first attempt at the student's current level of readiness. The second
818 purpose is to guide the student in remediation efforts based on the exam content missed.

819
820
821

11/29/12

822 **End of Program Survey**

823 This is an anonymous questionnaire to obtain student feedback regarding the overall experience at the
824 School of Nursing. This survey is posted on iCollege and can be completed at the student's
825 convenience any time prior to the last day of class in NURS 4620.

826

07/2011

827 **Application for Licensure Examination for the Registered Professional Nurse**

828 Students must complete requirements for the degree within one semester after the last nursing course
829 is completed, unless, in the judgment of the Associate Dean for Nursing in the School of Nursing,
830 serious extenuating circumstances warrant an extension. This policy is consistent with the
831 requirements for licensure examination candidacy as set forth by the Georgia State Board of Nursing.

832 A packet which includes the National Council Licensure Examination (NCLEX-RN) application for
833 the Georgia Board of Nursing's licensure is provided for each graduation candidate. Someone from
834 the Office of Records and Information will meet with the candidates to review the completed
835 application and will collect the applications for processing. The student should follow the
836 instructions provided in the packet to complete the selected Georgia Board of Nursing NCLEX
837 application. If the student prefers to obtain licensure in another state, the student is directed to that
838 state's web site.

839 There is a cost for taking the NCLEX which can be found on the NCSBN website. The current
840 National Council Licensure Examination for Registered Nursing outline is available from the
841 National Council of State Boards of Nursing (NCSBN) at
842 www.ncsbn.org/testing/development_dev_current.asp. Additional information about the testing
843 center may be found at the address below.

844 http://www.ncsbn.org/testing/candidates_candidate_pre.asp.

845 Failure to comply with these guidelines for application for licensure and NCLEX registration could
846 result in the delay of scheduling the NCLEX-RN.

847

07/2009

848 **Student Life**

849

850 **Student Committee Participation**

851 Students are encouraged to become involved in activities pertaining to the School of Nursing and in
852 the university community at large. There are a number of committees and organizations that allow
853 students an opportunity to become an active participant in the educational process and to improve
854 leadership skills.

855

05/2009

856

School of Nursing Undergraduate Handbook

857 **University Committees**

858 **Student Senate**

859 The Student Government Association (SGA) of Georgia State University is a self-governing body
860 aimed at enhancing education, promoting involvement of all members of the University community,
861 and representing the interests of the student body. It is the official voice of students in academic,
862 institutional, and campus affairs. SGA is made up of an Executive Committee, the Student Senate,
863 and the Judicial Board.

864

865 Student Senators are elected from each college, including the Byrdine F. Lewis College of Nursing
866 and Health Professions. There is one senator for each one-thousand (1000) students or a minimum of
867 two senators. All students in good standing are encouraged to run for student senator and must be
868 enrolled in Fall and Spring semester during the term of office and maintain a 2.2 GPA. Any student
869 may apply to be a candidate. Elections are held in February. The three who receive the greatest
870 number of votes become members of the student senate. If there is a tie there is a runoff. For more
871 details see the web site <http://www.gsu.edu/senate/49311.html>.

872

08/2007

873 **Faculty Senate**

874 The two students who receive the greatest number of votes in the student senate race automatically
875 become representatives of the faculty senate from their College/School. They present their
876 preferences for working on Faculty Senate Committees to the Student Government Nomination
877 Committee. This committee appoints students to the University Faculty Senate Committees.

878

879 Student Representation on Faculty Senate Committees:

- 880 • Committee on Statutes and Bylaws - 1 student senator
- 881 • Library Advisory Committee - 2 student senators
- 882 • Committee on Academic Affairs - 4 student senators
- 883 • Committee on Planning and Development - 3 senators
- 884 • Committee on Student Life and Development - 9 senators plus 3 recommended by the Dean
885 of Students
- 886 • Committee on Athletics - 3 senators
- 887 • Committee on Commencement - 2 senators
- 888 • Nominations Committee - 1 student--President of SGA

889

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890 **Byrdine F. Lewis College of Nursing and Health Professions Committees**

891 **Student Services Committee**

892 The Student Services Committee includes two undergraduate, two graduate, and two alternates at
893 large (one graduate and one undergraduate) student representatives from the Byrdine F. Lewis
894 College of Nursing and Health Professions.

895

896 **Academic Affairs Committee**

897 Committee includes one student representative from the Byrdine F. Lewis College of Nursing and
898 Health Professions.

899 **School of Nursing Committees**

900 Bylaws, Policies & Procedures Committee

901 Student Affairs Committee

902 Promotion and Tenure Committee

903 Non-Tenure Track Committee

904 Undergraduate Program Committees

905 Graduate Program Committees

906 Nominating Committee

907 Executive Committee

908 Undergraduate students are eligible to serve on the Student Affairs Committee and the Undergraduate
909 Program Committee. Volunteers will be sought from the classes. Students who are interested in
910 participating should contact the faculty.

911 08/2007

912 **Organizations**

913 **Nursing Students at Georgia State**

914 Nursing Students of Georgia State (NSGS) is the university chapter of the national organization for
915 nursing students. NSGS sponsors a number of campus and off-campus activities aimed at providing
916 community service opportunities for students while also enhancing their clinical skills. NSGS also
917 actively participates in both the state (Georgia Association of Nursing Students) and national
918 (National Student Nurses Association) organizations. NSGS offers scholarships to attend state and
919 national conventions to eligible members. All students enrolled are automatically members of the
920 NSGS in the SON.

921
922 05/2009

924 **Sigma Theta Tau International Honor Society of Nursing - Epsilon Alpha Chapter**

925 Sigma Theta Tau International, the only honor society for nursing, was founded in 1922 at the
926 Indiana Training School of Nurses, now Indiana University School of Nursing, in Indianapolis,
927 Indiana. The Honor Society name comes from the Greek words, storga, tharos and tima, meaning
928 love, courage and honor. Among the purposes of Sigma Theta Tau are encouraging and recognizing
929 superior nursing scholarship and leadership; fostering high professional standards; encouraging

School of Nursing Undergraduate Handbook

930 creative work and strengthening commitment to the ideal and purposes of nursing. Sigma Theta Tau
931 is the second largest U.S. nursing organization with more than 100,000 members and chapters at 230
932 colleges and universities. The Epsilon Alpha Chapter, which was chartered at Georgia State in 1980,
933 is active and growing. Membership in Sigma Theta Tau is by invitation only and is considered an
934 honor.

935

936 **Scholarships**

937 Throughout the year, scholarships are available through the University and through the Byrdine F.
938 Lewis College of Nursing and Health Professions. The number and amount of the scholarships will
939 vary based upon the availability of funds for each scholarship. Applicants who are seeking federal or
940 state assistance must be a U.S. citizen or an eligible non-citizen.

941

942 **Nursing Scholarships**

943 The School of Nursing awards various scholarships to students enrolled in the school of nursing. The
944 scholarships are available to traditional students. They can be used for tuition, student fees, books
945 and living expenses. Applicants must be enrolled and in good standing as a full-time student in the
946 School of Nursing and must be seeking a Bachelor of Science degree in Nursing. Applicants must
947 have a current FAFSA form on file with the Office of Financial Aid. Information about nursing
948 scholarships in the Byrdine F. Lewis College of Nursing and Health Professions is available at
949 <http://nursing.gsu.edu/scholarships>.

950 Other information about scholarships and the FAFSA forms can be found on the GSU web site
951 (Financing Your Education).

952 **Additional Scholarships / Loan Forgiveness Programs**

953 Periodically professional organizations, families and individuals express their support of the nursing
954 profession by offering a one-time scholarship to a Georgia State nursing student. The availability of
955 such scholarships and/or financial awards will be posted on the website for the Byrdine F. Lewis
956 College of Nursing and Health Professions.

957 Students of nursing are eligible for various types of financial aid. Students who wish to be
958 considered for financial aid should contact the GSU Office of Student Financial Aid in Sparks Hall.
959 Information is available at <http://www.gsu.edu/financialaid>.

960

961 **Service Cancelable Loans**

962 The State of Georgia offers the Service Cancelable Loan for nursing students. This loan is applicable
963 to students who are willing to live and work in Georgia after graduation. Part B of the Service
964 Cancelable Loan Program Enrollment Certification is completed by the Academic Advisement
965 Coordinator. Information is available at <https://secure.gacollege411.org>.

966 07/2008

967 **University Honors**

968 Criteria for graduating from a university's honors program can be found in the General Catalog.
969 Specifics on the types of recognition and related activities are available in the University Honors
970 Program Office. Call 404-413-5577.

971

School of Nursing Undergraduate Handbook

972 **School of Nursing Honors**

973 **Evangeline Lane Founders Award**

974 Criteria include a **3.8 overall GPA** for all non-nursing courses used toward the B.S. in Nursing and a
975 **3.8 GPA** average for all nursing courses in the major.

976 Recipients of the Evangeline Lane Founders Award will receive a certificate suitable for framing.
977 This award is not noted on their transcript or diploma.

978 **Sigma Theta Tau Undergraduate Academic Achievement Award**

979 The School of Nursing is a member school in the nursing honor society Sigma Theta Tau
980 International. Georgia State University is the home of the Epsilon Alpha Chapter.

981 The Sigma Theta Tau Academic Achievement Award is presented annually by the Epsilon Alpha
982 Chapter to the graduating generic and registered nurse nursing student who has maintained the
983 highest scholastic average upon completion of the baccalaureate program.

984 **SON Undergraduate Leadership Award**

985
986 BSN graduate who demonstrates scholastic achievement, leadership ability and exemplifies an
987 enthusiastic commitment to professional nursing.

988 Criteria:

- 989 1. Minimum of **3.7** overall academic GPA
- 990 2. Participation and leadership clearly demonstrated throughout the nursing program as
991 evidenced by class, community and social activities.
- 992 3. Exemplifies an enthusiastic commitment to professional nursing
- 993 4. Demonstrates behavior consistent with the Byrdine F. Lewis School of Nursing core values of
994 honesty/integrity, professional excellence, collegiality/collaboration, cultural
995 sensitivity/diversity, and creativity/innovation.

996

8/2019

School of Nursing Undergraduate Handbook

APPENDICES

Suggested Curriculum Plan – B.S. Degree with a Major in Nursing ACE OPTION FALL Admit

PREREQUISITE COURSES

Engl 1101-1102 (Composition I and II)
 Math 1101 (Math Modeling) OR Math 1111 (College Algebra)
 Biol 1110K-1120K (Human Anatomy and Physiology I and II w/ labs) **must be completed within 5 years prior to beginning the nursing sequence**
 Biol 2300 (Microbiology and Public Hth) Biol 2310 (Microbiology and Public Lab)
 Chem 1151K-1152K (Survey of Chemistry I and II w/labs) **strongly recommended** OR Biol 1103K-1104K (Introductory Biology I and II w/labs) OR
 Phys 1111K-1112K (Introductory Physics I and II w/labs)
 Psyc 3140 (Abnormal Psychology) **must be completed within 5 years prior to beginning the nursing sequence** Math 1070 (Statistics)
 SNHP 3000 (Communication/Cultural Diversity)
 Nurs 2010 (Health and Human Development)

**All core course requirements must be satisfied before entering into the nursing program by way of...

- A. Completion of a previous bachelor's degree OR
- B. Completion of core course requirements for a Bachelor of Science with a major in Nursing degree as outlined in the current Georgia State University Undergraduate Catalog. (*see Core Curriculum below*)

**All Georgia legislative requirements must be satisfied before entering into the nursing program. These include...

- A. A reading and writing competence examination (Regents' Test) AND
- B. Examinations or comparable courses in United States history, Georgia history, the United States Constitution and the Georgia Constitution.

Information on the legislative requirements is available from the Georgia State University Counseling Center, located on the web at www.gsu.edu/counseling.

Nursing applications for fall admissions must be submitted by March 1st. Anatomy and Physiology I and II (Biol 1110K and 1120K) and Abnormal Psychology (Psyc 3140) must be completed within five years prior to beginning the nursing sequence.

Fall - Semester 1 (A1)■	Spring - Semester 2 (A2)■
NURS 2060* (3 hrs)/Pathophysiology NURS 2061* (3 hrs)/Pharmacology NURS 2160* (6 hrs)/Basic Health Assessment and Nursing Skills NURS 2080* (3 hrs)/Basic Concepts of Nursing Care NURS 3200* (2 hrs)/Clinical Nutrition	NURS 3510* (6 hrs)/Caring for Adult Populations NURS 3810* (5 hrs)/Psychiatric/Mental Health Care for Populations NURS 3300* (3 hrs)/Human Services: Policy, Planning and Trends NURS 3500*/CNHP3500* (3 hrs)/Research Methods
Summer - Semester 3 (A3)■	Fall - Semester 4 (A4)■
NURS 3610* (5 hrs)/Caring for Childbearing Families NURS 3710* (5 hrs)/Caring for Children & Adolescents	NURS 4510* (5 hrs)/Caring for Families & Communities NURS 4600* (3 hrs)/Leadership & Management in Nursing NURS 4610* (4 hrs)/Senior Practicum NURS 4620* (3 hrs)/Complex Health Care Problems Across the Lifespan

* *Requires a minimum grade of "C."*

School of Nursing Undergraduate Handbook
Suggested Curriculum Plan – B.S. Degree with a Major in Nursing
ACE OPTION Spring Admit

PREREQUISITE COURSES

Engl 1101-1102 (Composition I and II)
 Math 1101 (Math Modeling) OR Math 1111 (College Algebra)
 Biol 1110K-1120K (Human Anatomy and Physiology I and II w/ labs) **must be completed within 5 years prior to beginning the nursing sequence**
 Biol 2300 (Microbiology and Public Hth) Biol 2310 (Microbiology and Public Lab)
 Chem 1151K-1152K (Survey of Chemistry I and II w/labs) **strongly recommended** OR Biol 1103K-1104K (Introductory Biology I and II w/labs) OR
 Phys 1111K-1112K (Introductory Physics I and II w/labs)
 Psyc 3140 (Abnormal Psychology) **must be completed within 5 years prior to beginning the nursing sequence** Math 1070 (Statistics)
 SNHP 3000 (Communication/Cultural Diversity)
 Nurs 2010 (Health and Human Development)

**All core course requirements must be satisfied before entering into the nursing program by way of...

- C. Completion of a previous bachelor's degree OR
- D. Completion of core course requirements for a Bachelor of Science with a major in Nursing degree as outlined in the current Georgia State University Undergraduate Catalog. (*see Core Curriculum below*)

**All Georgia legislative requirements must be satisfied before entering into the nursing program. These include...

- C. A reading and writing competence examination (Regents' Test) AND
- D. Examinations or comparable courses in United States history, Georgia history, the United States Constitution and the Georgia Constitution.

Information on the legislative requirements is available from the Georgia State University Counseling Center, located on the web at www.gsu.edu/counseling.

Nursing applications for fall admissions must be submitted by March 1st. Anatomy and Physiology I and II (Biol 1110K and 1120K) and Abnormal Psychology (Psyc 3140) must be completed within five years prior to beginning the nursing sequence.

Spring - Semester 1 (A1)■	Summer - Semester 2 (A2)■
NURS 2060* (3 hrs)/Pathophysiology NURS 2061* (3 hrs)/Pharmacology NURS 2160* (6 hrs)/Basic Health Assessment and Nursing Skills NURS 2080* (3 hrs)/Basic Concepts of Nursing Care NURS 3200* (2 hrs)/Clinical Nutrition	NURS 3510* (6 hrs)/Caring for Adult Populations NURS 3810* (5 hrs)/Psychiatric/Mental Health Care for Populations
Fall - Semester 3 (A3)■	Spring - Semester 4 (A4)■
NURS 3610* (5 hrs)/Caring for Childbearing Families NURS 3710* (5 hrs)/Caring for Children & Adolescents NURS 3300* (3 hrs)/Human Services: Policy, Planning and Trends NURS 3500*/CNHP3500* (3 hrs)/Research Methods	NURS 4510* (5 hrs)/Caring for Families & Communities NURS 4600* (3 hrs)/Leadership & Management in Nursing NURS 4610* (4 hrs)/Senior Practicum NURS 4620* (3 hrs)/Complex Health Care Problems Across the Lifespan

* *Requires a minimum grade of "C."*

School of Nursing Undergraduate Handbook

Appendix A-II: Program Plans Suggested Curriculum Plan – B.S. Degree with a Major in Nursing TRADITIONAL OPTION Fall ADMISSION

PREREQUISITE COURSES

Engl 1101-1102 (Composition I and II)

Math 1101 (Math Modeling) OR Math 1111 (College Algebra)

Biol 1110K-1120K (Human Anatomy and Physiology I and II) **must be completed within 5 years prior to beginning thenursing sequence**

Biol 2300 (Microbiology and Public Health) Biol 2310 (Microbiology and Public Health Lab)

Chem 1151K-1152K (Survey of Chemistry I and II w/labs) **strongly recommended** OR Biol 1103K-1104K (Introductory Biology I and II w/labs) OR

Phys 1111K-1112K (Introductory Physics I and II w/labs)

Nursing applications for spring admissions must be submitted by October 1st. Anatomy and Physiology I and II (Biol 1110K and 1120K) must be completed within five years prior to beginning the nursing sequence.

Fall Semester (T1)■	Spring Semester (T2)■
NURS 2060*(3hrs)/Pathophysiology CNHP 3000* (3 hrs) Math 1401* (3 hrs)/Statistics NURS 2010* (3 hrs)/ Growth and Development Core curriculum area E elective (3 hrs)	NURS 2061* (3 hrs)/Pharmacology NURS 2160* (6 hrs)/Basic Health Assessment & Nursing Skills NURS 2080* (3 hrs)/Basic Concepts of NursingCare PSYC 3140* (3 hrs)/Abnormal PsychologyCore curriculum area B elective (2 hrs)
Fall Semester (T3)■	Spring Semester (T4)■
NURS 3510* (6 hrs)/Caring for Adult Populations NURS 3810* (5 hrs)/Psychiatric/Mental Health Carefor Populations NURS 3200* (2 hrs)/Clinical Nutrition Core curriculum area C elective (3 hrs) Core curriculum area B elective (2 hrs)	NURS 3610* (5 hrs)/Caring for Childbearing Families NURS 3710* (5 hrs)/Caring for Children & Adolescents NURS 3500*/CNHP3500* (3 hrs)/Research Methods Core curriculum area E elective (3 hrs)
Fall Semester (T5)■	Spring Semester (T6)■
NURS 4510* (5 hrs)/Caring for Families & Communities NURS 3300* (3 hrs)/Human Services: Policy, Planning, & Trends NURS 4600* (3 hrs)/Leadership & Management in Nursing POLS 1101 (3 hrs)/American Government HIST 2110 (3 hrs)/Survey of US History	NURS 4610* (4 hrs)/Senior Practicum NURS 4620* (3 hrs)/Complex Health Care Problems Across the Lifespan Core curriculum area C elective (3 hrs)

** Requires a minimum grade of "C."*

School of Nursing Undergraduate Handbook

Appendix A- II: Program Plan Suggested Curriculum Plan- B.S. Degree with a Major in Nursing Traditional Option Spring Admissions

PREREQUISITE COURSES

Engl 1101-1102 (Composition I and II)

Math 1101 (Math Modeling) OR Math 1111 (College Algebra)

Biol 1110K-1120K (Human Anatomy and Physiology I and II) **must be completed within 5 years prior to beginning thenursing sequence**

Biol 2300 (Microbiology and Public Health)

Biol 2310 (Microbiology and Public Health Lab)

Chem 1151K-1152K (Survey of Chemistry I and II w/labs) **strongly recommended** OR Biol 1103K-1104K (Introductory Biology I and II w/labs) OR

Phys 1111K-1112K (Introductory Physics I and II w/labs)

Nursing applications for spring admissions must be submitted by October 1st. Anatomy and Physiology I and II (Biol 2110K and 2120K) must be completed within five years prior to beginning the nursing sequence.

Spring Semester (T1)■	Fall Semester (T2)■
NURS 2060*(3hrs)/Pathophysiology NURS 2061* (3 hrs) Pharmacology MATH 1401* (3 hrs)/Statistics NURS 2010* (3 hrs)/ Growth and Development Core curriculum area E elective (3 hrs)	NURS 2061* (3 hrs)/Pharmacology NURS 2160* (6 hrs)/Basic Health Assessment & Nursing Skills NURS 2080* (3 hrs)/Basic Concepts of NursingCare PSYC 3140* (3 hrs)/Abnormal PsychologyCore Curriculum area B elective (2 hrs)
Spring Semester (T3)■	Fall Semester (T4)■
NURS 3510* (6 hrs)/Caring for Adult Populations NURS 3810* (5 hrs)/Psychiatric/Mental Health Care for Populations NURS 3200* (2 hrs)/Clinical Nutrition Core curriculum area C elective (3 hrs) Core curriculum area B elective (2 hrs)	NURS 3610* (5 hrs)/Caring for Childbearing Families NURS 3710* (5 hrs)/Caring for Children & Adolescents NURS 3500*/CNHP3500* (3 hrs)/Research Methods Core curriculum area E elective (3 hrs)

Spring Semester (T5)■	Fall Semester (T6)■
NURS 4510* (5 hrs)/Caring for Families & Communities NURS 3300* (3 hrs)/Human Services: Policy, Planning, & Trends NURS 4600* (3 hrs)/Leadership & Management in Nursing POLS 1101 (3 hrs)/American Government HIST 2110 (3 hrs)/Survey of US History	NURS 4610* (4 hrs)/Senior Practicum NURS 4620* (3 hrs)/Complex Health Care Problems Across the Lifespan Core curriculum area C elective (3 hrs)

School of Nursing Undergraduate Handbook

Appendix A: Program Plans Suggested Curriculum Plan – B.S. Degree with a Major in Nursing NEW CURRICULUM TRADITIONAL PROGRAM FALL ADMISSION

PREREQUISITE COURSES

Area A: Engl 1101-1102 (Composition I and II)

Area A: Math 1101 (Math Modeling) OR Math 1111 (College Algebra)

Area B: Phil 1010, SCOM 1000, Pers 2001, 2002 or 2003 (2 courses)

Area C: Humanities (1 course) and Fine Arts (1 course)

Area D: Chem 1151K-1152K (Survey of Chemistry I and II w/labs) **strongly recommended** OR

Biol 1103K-1104K (Introductory Biology I and II w/labs) OR

Phys 1111K-1112K (Introductory Physics I and II w/labs)

Area D2: Math 1401 Elementary Statistics

Area E: Hist 2110, Pols 1101, World History and PSYC 1101

Area F: Biol 2110K-2120K (Human Anatomy and Physiology I and II) **must be completed within 5 years prior to beginning the nursing sequence**

Biol 2300 (Microbiology and Public Health)

Biol 2310 (Microbiology and Public Health Lab)

NURS 2010 Health and Human Lifespan Development

NURS 2200 Clinical Nutrition

Area H: PSYC 3140 Abnormal Psychology

Nursing applications for fall admissions must be submitted by February 15th. Anatomy and Physiology I and II (Biol 1110K and 1120K) and Abnormal Psychology (Psyc 3140) must be completed within five years prior to beginning the nursing sequence.

TRADITIONAL YEAR 3

Fall Semester (T1)■	Spring Semester (T2)■
NURS 3065* (3 hrs) Pathophysiology NURS 3066* (3 hrs) Pharmacology NURS 3080* (3 hrs) Concepts of Nursing Care NURS 3161* (2 hrs) Health Assessment NURS 3162* (5 hrs) Medical Surgical I	NURS 3530* (6 hrs) Medical Surgical II NURS 3810* (5 hrs) Psychiatric/Mental Hlth Care Population NURS 3500* (3 hrs) Research Methods CNHP 3200* (1 hrs) Interprofessional Seminar

TRADITIONAL YEAR 4

Fall Semester (T3)■	Spring Semester (T4)■
NURS 4110* (5 hrs) Caring for Childbearing Families NURS 4115* (5 hrs) Caring for Children and Adolescents NURS 4300* (3 hrs) Human Services Policy, Planning and Trends Nursing Elective Course (2hrs)	NURS 4510* (5 hrs) Caring for Families and Communities NURS 4600* (3 hrs) Leadership and Management in Nursing NURS 4610 (4 hrs) Senior Practicum NURS 4620* (3hrs) Complex Health Care Problem

* *Requires a minimum grade of "C."*

School of Nursing Undergraduate Handbook

Appendix A-II: Program Plans Suggested Curriculum Plan – B.S. Degree with a Major in Nursing NEW CURRICULUM TRADITIONAL PROGRAM SPRING ADMISSION

PREREQUISITE COURSES

Area A: Engl 1101-1102 (Composition I and II)

Area A: Math 1101 (Math Modeling) OR Math 1111 (College Algebra)

Area B: Phil 1010, SCOM 1000, Pers 2001, 2002 or 2003 (2 courses)

Area C: Humanities (1 course) and Fine Arts (1 course)

Area D: Chem 1151K-1152K (Survey of Chemistry I and II w/labs) **strongly recommended** OR

Biol 1103K-1104K (Introductory Biology I and II w/labs) OR

Phys 1111K-1112K (Introductory Physics I and II w/labs)

Area D2: Math 1401 Elementary Statistics

Area E: Hist 2110, Pols 1101, World History and PSYC 1101

Area F: Biol 2110K-2120K (Human Anatomy and Physiology I and II) **must be completed within 5 years prior to beginning the nursing sequence**

Biol 2300 (Microbiology and Public Health)

Biol 2310 (Microbiology and Public Health Lab)

NURS 2010 Health and Human Lifespan Development

NURS 2200 Clinical Nutrition

Area H: PSYC 3140 Abnormal Psychology

Nursing applications for fall admissions must be submitted by February 15th. Anatomy and Physiology I and II (Biol 1110K and 1120K) and Abnormal Psychology (Psyc 3140) must be completed within five years prior to beginning the nursing sequence.

TRADITIONAL YEAR 3

Spring Semester (T1)■	Fall Semester (T2)■
NURS 3065* (3 hrs) Pathophysiology NURS 3066* (3 hrs) Pharmacology NURS 3080* (3 hrs) Concepts of Nursing Care NURS 3161* (2 hrs) Health Assessment NURS 3162* (5 hrs) Medical Surgical I	NURS 3530* (6 hrs) Medical Surgical II NURS 3810* (5 hrs) Psychiatric/Mental Hlth Care Population NURS 3500* (3 hrs) Research Methods CNHP 3200* (1 hrs) Interprofessional Seminar

TRADITIONAL YEAR 4

Spring Semester (T3)■	Fall Semester (T4)■
NURS 4110* (5 hrs) Caring for Childbearing Families NURS 4115* (5 hrs) Caring for Children and Adolescents NURS 4300* (3 hrs) Human Services Policy, Planning and Trends Nursing Elective Course (2hrs)	NURS 4510* (5 hrs) Caring for Families and Communities NURS 4600* (3 hrs) Leadership and Management in Nursing NURS 4610* (4 hrs) Senior Practicum NURS 4620* (3hrs) Complex Health Care Problem

* Requires a minimum grade of "C."

School of Nursing Undergraduate Handbook

Appendix B - Permission to Release Education Record Information Form

Permission to Release Education Record Information

I give permission for _____ to release my
(College/University employee or office)

_____ (education record information to be released)

to _____
(name, address)

for (purpose) _____

Signed _____ Date _____

Action taken _____
(date) (by whom)

School of Nursing Undergraduate Handbook
Appendix C – Statement of Understanding Concerning Clinical Schedules

School of Nursing
Georgia State University

**Statement of Understanding Concerning
Clinical Schedules**

I _____, understand that in order to provide appropriate learning experiences, nursing classes may be scheduled during the day or evening hours, and on weekdays and weekends. Clinical experiences may be scheduled any day of the week and any time during all three shifts. I realize that I am responsible for making suitable arrangements for childcare, transportation and employment. In the event these experiences require me to return to the clinical setting at times other than scheduled laboratory times (i.e. to review client charts prior to the next day's clinical experience), it is my responsibility to be there as requested for the duration of the learning experience. Sometimes arrangements of clinical times and locations are made up to the first day of the semester. Clinicals are scheduled and arranged to provide the best overall learning experiences for the students. I understand that my personal schedule must be flexible and I will have to make suitable arrangements for transportation to participate in clinical learning activities at any location.

Moreover, if I have a religious, military, or class conflicts with clinical schedules, I will provide documentation from my commanding officer, or religious leader, to the course administrator two weeks prior to the deadline for the clinical assignment forms to be provided to the Admissions Coordinator: *(See form Important Due Dates located on iCollege Nursing Students Resource Center)*. I understand that the course administrators will make a reasonable attempt to accommodate such request.

This policy is listed in the School of Nursing Undergraduate Handbook and I am responsible for adhering to this and other policies and procedures specified in the handbook.

Student Signature

Administrative Director, Undergraduate Programs

Updated 03/2017

School of Nursing Undergraduate Handbook

APPENDIX D – Statement of Release

**School of Nursing
Georgia State University**

Statement of Release

As part of the requirements for completion of my nursing curriculum, I am aware that I will be required to care for and/or come in contact with patients of all ages and with a variety of diagnoses and symptoms, some of which may be communicable in nature.

I am aware that no special considerations will be given to me in the completion of the course objectives, including clinical placement.

I release and covenant not to sue Georgia State University, The Board of Regents of the University System of Georgia and the Officers, Agents, and Employees of each, from any, and all claims arising out of any injury of illness to me (or my unborn child in the case of pregnancy) as a result of my caring for patients as a part of my nursing program.

Furthermore, I understand that as a condition of entry into clinical agencies that medical information about me contained on the University Health Form may have to be released to those agencies, and I specifically authorize the release of such information.

Student Name (printed)

Student Signature

Date

Administrative Director, Undergraduate Programs

Date

School of Nursing Undergraduate Handbook

APPENDIX E – Directed Reading

**Georgia State University
School of Nursing
Nursing 4040/Nursing 7060**

- Index to Directed Readings Packet:
1. Procedure Guidelines
 2. Course Request Form
 3. Course Syllabus Form
 4. Course Syllabus Sample
 5. Course Outline

GENERAL GUIDELINES AND PROCEDURES (NURS 4040/NURS 7060)

Student: The student who plans to take a directed reading course (NURS 4040/NURS 7060) in the program of study must:

1. Complete the Student Course Request Form. (Data on this form may be considered preliminary and is refined upon meeting with the selected faculty member).
2. Review the faculty expertise/areas of interest list. (This is located in the Advisement and Research offices of the School of Nursing and Health Professions.)
3. Select a faculty member as Course Coordinator and contact that faculty member.
4. Notify the faculty member if it becomes necessary to drop the course.

Steps 1, 2, and 3 must be completed prior to Phase 1 registration. This will allow time for mutual agreement about the course and for the faculty member involved to authorize the course.

Faculty: The faculty member should discuss the request and resulting teaching load with the Assistant Dean for Nursing.

1. Once the faculty and student have agreed upon the specifics:
 - (1) A course syllabus form will be completed and placed in the student file.
 - (2) A second copy will be retained by the faculty member.
 - (3) A third copy will be placed in the NURS 4040/NURS 7060 course book. (Course syllabus and sample are attached.)
2. Upon receipt of official notification that the course has been dropped, the faculty member will be notified.

School of Nursing Undergraduate Handbook
Georgia State University
School of Nursing
NURS 4040/NURS 7060 Directed Readings

Student Course Request Form

This form must be completed by the student when making a request for a Directed Reading Course. Upon completion of this form, the student proceeds with the registration process through the School of Nursing Advisement Office.

NAME OF STUDENT:

COURSE:

NUMBER OF HOURS OF CREDIT:

TITLE OR PROPOSED AREA OF STUDY:

(Include a brief description of what you would like to study.)

OBJECTIVES:

LEARNING ACTIVITIES:

METHODS OF EVALUATION:

Signature of
Faculty:

Department:

Date:

Signature of Student:

School of Nursing Undergraduate Handbook
Georgia State University
School of Nursing
Course Syllabus Form - Directed Readings (NURS 4040/NURS 7060)

(When the final course grade is reported, a copy of this form is completed by the faculty member, with copies to be placed: in the student file and in the course book. The form is designed to serve as a course syllabus and to provide a record of the student's activity in the course.)

Course Number:

Course Name:

Credit Hours:

Placement (Semester and year):

Class Schedule:

Faculty:

Textbook: None

Learning Activities:

Class/Meeting Schedule:

Evaluation:

School of Nursing Undergraduate Handbook

Sample Syllabus Form

Course Number: Nursing 4040/Nursing 7060

Course Name: Directed Reading

Credit Hours: Specify (2-4)
2 class hours
0 laboratory hours

Placement:

Class Schedule: (Mutually established meeting times, if appropriate)

Faculty:

Textbook: None

Learning Activity: Individual readings on special topics in Nursing, under the guidance of an instructor.

Class/Meeting Schedule:

- I. (i.e.) Develop objective and designate topic.
- II. (i.e.) Establish mutual goals, objectives & evaluation process.
- III. (i.e.) Explanation of subject area/process outcome.

Evaluation

1. An annotated bibliography of no less than 15 citations from contemporary periodicals will be submitted.
2. A written report of an interview with an expert on the topic will be prepared.

School of Nursing Undergraduate Handbook
Georgia State University
School of Nursing
Course Outline - Directed Readings (NURS 4040/NURS 7060)

Course Number:	Nursing 4040/Nursing 7060
Course Name:	Directed Reading
Credit Hours:	1-3 Hours
Placement:	Fall and Spring semesters, Summer session
Class Schedule:	
Faculty:	To be designated by collaborative agreement--faculty, student and UG Program Director.
Textbook:	None
General Description:	This course provides the student with an opportunity to complete readings and/or literature review on a special topic in Nursing under the guidance of an instructor with expertise in the selected topic area. The student may elect to complete 1-3 credit hours of study.
Objectives:	Upon completion of this course, the learner should be able to: <ol style="list-style-type: none">1. Specify an area of interest from a broad topic in Nursing.2. Report on the state of the art or history or clinical relevance of a selected topic.3. Establish guidelines for own independent study.
<u>Methods of Instruction:</u>	Independent study with expert guidance <ul style="list-style-type: none">-- Readings-- Discussion-- Literature Review-- Interviews-- Observation/Reporting
Evaluation:	The grading is on a pass/fail scale, with the process and criteria determined by material agreement between the learner and the faculty member.

School of Nursing Undergraduate Handbook
APPENDIX F – Infection Control Guidelines

The infection control guidelines are located at <http://snhp.gsu.edu/InfectionControl.pdf>.

GEORGIA STATE UNIVERSITY STUDENT
HEPATITIS B VACCINE POLICY STATEMENT

County health departments and private physicians offer the hepatitis B vaccine for those enrolled students who are involved in programs resulting in exposure to blood or other potentially infectious materials.

Georgia State University is not responsible for the cost of the vaccine, for failure of antibody response, nor for any adverse reactions or side effects that may occur from the vaccine. Georgia State University also assumes no liability for a GSU student who contracts hepatitis and who has elected not to obtain the hepatitis B vaccine.

GSU students are responsible for payment for the entire series of the hepatitis vaccine.

Georgia State University students enrolled in certain degree programs will be unable to complete the degree and graduation requirements unless they timely obtain the hepatitis B vaccination series. This includes, but is not limited to, students enrolled in the Byrdine F. Lewis College of Nursing as well as other clinical-affiliated programs. (See the respective College Deans and/or Academic Advisors for further information.)

Additional immunization requirements may be imposed by Georgia State University when there is a substantial risk of exposure to other communicable diseases preventable by vaccination.

August 2005

School of Nursing Undergraduate Handbook
APPENDIX G – Hepatitis B Vaccine Election Form

GEORGIA STATE UNIVERSITY STUDENT
HEPATITIS B VACCINE ELECTION FORM

I understand that due to my exposure to blood or other potentially infectious materials while enrolled as a student at Georgia State University in the Nursing program, I may be at risk of acquiring hepatitis B virus (HBV) infection. Georgia State University has given me the option to be vaccinated with hepatitis B vaccine at a health department or private physician's office.

_____ I hereby consent to be vaccinated for the hepatitis B virus. A copy of my hepatitis B vaccine titer and vaccine dates is attached. Facility name: _____

_____ I hereby state that I am already immune to hepatitis and I will provide documentation with this form. (Attach dates of vaccine and/or titer results).

_____ I hereby decline the hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. (See attached Hepatitis B Vaccine Information form for additional information regarding hepatitis and the hepatitis B vaccine). I understand that Georgia State University assumes no liability for a GSU student who contracts hepatitis and who has elected not to obtain the hepatitis B vaccine. If, in the future, I continue to have exposure to blood or other potentially infectious materials while an enrolled student at Georgia State University and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series. I am declining the hepatitis B vaccine at this time for the following reasons:

1. I AM ON DIALYSIS. _____ (initial);
2. AM IMMUNOCOMPROMISED. _____ (initial);
3. I AM ALLERGIC TO ALUM OR THIMEROSAL _____ (initial);
4. I HAVE A SERIOUS CHRONIC DISEASE/OR DO NOT HAVE MY DOCTOR'S APPROVAL TO RECEIVE THE VACCINE _____ (initial);
5. I AM PREGNANT OR BREAST FEEDING/OR DO NOT HAVE THE WRITTEN APPROVAL OF MY OBSTETRICIAN/PEDIATRICIAN TO RECEIVE THE VACCINE. _____ (initial);
6. OTHER: _____

_____ (initial).

I hereby certify that I have read and understand the Georgia State University Student Hepatitis B Vaccine Information form and Policy Statement. I further certify that I am over eighteen (18) years of age, suffering under no legal disabilities, and have read the above carefully before signing.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this the _____ day of _____, 20_____.

STUDENT SIGNATURE

ADMINISTRATIVE DIRECTOR,
UNDERGRADUATE PROGRAMS

NAME: _____
PLEASE PRINT

NAME: _____
PLEASE PRINT

8/05

School of Nursing Undergraduate Handbook

APPENDIX H – Health Forms and Other Clinical Requirements Policy

Every student is obligated to keep all health forms, immunizations, liability insurance and OSHA requirements up-to-date with the Byrdine F. Lewis College of Nursing, as these are required to attend clinical practice experiences. Copies of all updated requirements are due in the Office of Records and Information no later than seven weeks before the last day of the regular registration period for each semester. The sole exception to this is the third in a series of three Hepatitis B vaccinations, which may be completed as soon as is allowed in the current CDC guidelines for this vaccine. In the case of students who have delayed beginning the Hepatitis B vaccination series due to medical or other conditions as outlined in the signed Hepatitis B Agreement, the student must sign a hold-harmless agreement indicating they understand the implications of exposure to the Hepatitis B virus without benefit of having completed the series of vaccinations.

All students are required to obtain a Purified Protein Derivative (PPD) test for tuberculosis annually. PPD results must be read and documented by a licensed health care provider; self-read tine tests are not acceptable. All students testing positive on the PPD must provide the Radiologist's report of a chest x-ray indicating that lungs are clear and have no evidence of active tuberculosis. In addition, a licensed healthcare provider's documentation of the dates of any INH treatment is required. In cases of no required treatment, a licensed healthcare provider's documentation must be provided showing that the treatment is not required. Chest x-ray reports are required only once every three years, unless required more frequently by a clinical site to which the student is assigned. Any student who has not been treated for a positive PPD or who is unable to provide evidence of taking or have taken prophylactic therapy must notify the SON office since this will affect clinical site placements.

All students are required to obtain an annual Mantoux tuberculin skin test (TST) with Purified Protein Derivative. TST results must be read and documented by a licensed health care provider; self-read tests are not acceptable.

All students testing positive on the TST must provide the radiologist's report of a chest x-ray indicating that lungs are clear and have no evidence of active tuberculosis. Chest x-ray reports need to be provided once every three years, unless required more frequently by a clinical site to which the student is assigned. In addition, a licensed health care provider's documentation of the dates of prescribed prophylactic treatment is required. Any student who has not been treated for a positive TST, or who is unable to provide evidence of taking prescribed prophylactic therapy must notify the School of Nursing at the time of acceptance to the nursing program, or in the event of a result change (i.e., from negative to positive TST) because this will affect clinical site placements.

All students are required to complete an American Heart Association CPR class every other year. Each student is responsible for obtaining American Heart Association certification (Basic Course for Health Care Providers), and must maintain active certification throughout the program.

All students are required to complete OSHA/Universal Precautions training once yearly.

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All students are required to pay for liability insurance every year. If students wish to purchase their own liability insurance, they must provide a copy of their policy, showing amounts and dates of coverage. Each student is required to have current liability insurance coverage before going into the clinical laboratory. Group liability insurance is available through the School of Nursing. Premiums are collected in the Office of Records and Information, Room 900 UL. Payment is only accepted in check or money order form. Coverage lasts for one academic year, from August to August. If liability insurance is carried through an individual policy maker, it is the student's responsibility to submit evidence of the same, policy number and the amount of coverage to the Office of Records and Information before the due date for payment of liability insurance. Liability must provide coverage of \$1,000,000 for each occurrence, \$2,000 medical expenses per individual, and \$10,000,000 general aggregate.

Students who do not turn in all required documentation prior to the deadline of three weeks before the end of regular registration will be dropped from those clinical courses from which they have registered. They will be allowed to reregister upon turning in the correct paperwork, at the discretion of the Undergraduate Program Director.

This policy applies to all health forms, immunizations, liability insurance and OSHA requirements required for participation in clinical practice experiences at Georgia State University, whether or not they are specifically addressed in this policy. Due to the fact that several hundred clinical sites are utilized, it is not possible to include every contingency. Therefore, all students are encouraged to check with their clinical instructors prior to the deadline in order to determine which specific requirements must be met for any particular agency. Failure to meet the requirements and deadline could result in a clinical failure.

Drug Screens & Criminal Background Check

- Students in the School of Nursing are required to submit a drug screen and criminal background check for clinical experiences as requested and specified by the clinical agency.
- It is the student's responsibility to obtain the drug screen and criminal background check, as required by the Georgia Board of Regents, and to provide, or release, the results directly to the clinical agency.
- The drug screen and criminal background check is the student's financial responsibility.
- Random drug screens may be conducted by the clinical agency.
- A maximum of two attempts will be made to place a student with a problem drug screen and/or criminal background reports in an agency for the clinical rotation. If the School of Nursing is unable to place the student on the second attempt, the student is unable to meet the educational requirements and will not be allowed to continue in the nursing program. Due to the nature of clinical assignments, the second attempt at placement may not occur the semester when the first attempt was made.

Due to various factors, student clinical assignments are tentative and subject to change. Our goal is to provide a valuable learning experience for each student.

03/17/2017

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Appendix H – Health Forms and Other Clinical Requirements Policy (continued)

Date _____

Georgia State University

Faculty

School of Nursing

Original

Student

Health Form Verification of Immunizations/Disease

Update

Name _____

GSU Student ID _____

PROVIDE DATES BELOW



1.	#1 _____ Hepatitis B vaccine #1 #2 _____ Hepatitis B vaccine #2 #3 _____ Hepatitis B vaccine #3 OR _____ Hepatitis B titer (provide lab test results)
2.	#1 _____ Measles-Mumps-Rubella (MMR) vaccine #1 #2 _____ Measles-Mumps-Rubella (MMR) vaccine #2 OR _____ Measles titer (provide lab test results) _____ Mumps titer (provide lab test results) _____ Rubella titer (provide lab test results)
3.	_____ Diphtheria-Tetanus (DT) vaccine (must be within 10 years) _____ Tdap (one time dose)
4.	_____ Tuberculin Skin Test (PPD) (must be within 6 months) Results were _____ mm If positive, you must include a radiologist's report of chest x-ray results (must be within 3 years) Answer → Had a BCG Vaccine? No ___ Yes ___ Date _____ Answer → Had INH treatment? No ___ Yes ___ Dates: _____ to _____ Answer → Any other treatment? No ___ Yes ___ What: _____ When: _____
5.	#1 _____ Varicella vaccine #1 #2 _____ Varicella vaccine #2 OR _____ Varicella titer (provide lab test results) OR _____ Evidenced by doctor's records (attach documentation)
6.	_____ Last physical examination? (must be within one year)
7.	_____ Flu Shot
8.	Answer → Any known allergies, esp. latex, soaps or chemicals? No ___ Yes ___ List: _____
9.	Answer → Is there any health problem that will prevent this individual from participating in any health sciences program at Georgia State University? No ___ Yes ___ List: _____

Physician/Nurse Practitioner Signature/Date

Address/Telephone

Provide supporting documentation, and stamp this form if any information is recorded thereon.

School of Nursing Undergraduate Handbook
APPENDIX I – Clinical Evaluation Process

GEORGIA STATE UNIVERSITY
SCHOOL OF NURSING

UNDERGRADUATE CURRICULUM

Clinical Evaluation Process

The clinical evaluation tool:

- Contains clinical behaviors which have been identified as essential achievements.
- Competent performance is defined as consistent performance of the behavior seeking minimal guidance/assistance. The guidance/assistance sought reflects incorporation of prior learning and a self-assessment of further pertinent information needed in order to successfully perform the behavior.
- Once competent performance is achieved it is expected to be maintained through all future clinical courses.

Clinical Grade

Clinical performance during each clinical assignment is graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. The student will receive a clinical grade of Satisfactory when all of the following criteria are met:

The student receives Satisfactory on each of the areas, other listed areas of assessment and stated clinical course objectives.

In all other circumstances the student will be awarded a clinical grade of Unsatisfactory=Fail.

Clinical Evaluation Policies and Procedures

If at any point during the clinical experience a student's clinical performance is deemed unsatisfactory, a "Clinical Failure Notification" form is completed by the clinical faculty and reviewed with the student.

The student's clinical learning is formally evaluated at the midpoint and the end of each clinical assignment. Evaluation conferences are scheduled at these times so the clinical instructor and the individual student review the student's evaluation data. Because self-evaluation is an integral component of professional behavior the student is expected to bring a self-evaluation based on the evaluation tool criteria to the evaluation conference.

Midterm Evaluation

Midterm evaluation is formative in nature and serves to guide the student and the clinical instructor in planning the student's clinical activities for the remainder of the clinical assignment. Performance behaviors are evaluated on a Satisfactory/Unsatisfactory basis using the following criteria in each of the overriding areas:

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Satisfactory:

Behavior performance with assistance/supervision required validates

- a. Demonstration of expected knowledge base
- b. Consistent improvement in application of expected knowledge base
- c. Consistent improvement in performance of psychomotor skills
- d. Integration of learning experience

Unsatisfactory:

Behavior performance with assistance/supervision required validates one or more of the following:

- a. Deficit in expected knowledge base
- b. Consistent difficulty in application of expected knowledge base
- c. Minimal or no improvement in performance of psychomotor skills
- d. Difficulty with integration of learning experience
- e. Inadequate preparation for clinical assignments

During the evaluation conference clinical competence is discussed and a plan is formulated for enhancement of behaviors which need improvement. If the student receives an Unsatisfactory on any one behavior area, the student's overall midpoint evaluation status will be unsatisfactory. At any time during the clinical assignment, if the student receives a total of two failures related to clinical behaviors, the student will receive an Unsatisfactory (Failure) for the course.

The midpoint evaluation outcomes and conference are documented on the Clinical Evaluation Summary Sheet.

End of Clinical Assignment Evaluation

The end of clinical assignment evaluation has both formative and summative components.

Summative Component:

All behaviors designated at competency level are evaluated summative on a Satisfactory/Unsatisfactory basis.

Satisfactory (Pass) - Demonstrates competent performance of the behavior.

Unsatisfactory (Fail) - Does not demonstrate competent performance of the behavior.

If the student receives Unsatisfactory (Fail) on two behavior areas, the final clinical grade will be Unsatisfactory.

Formative Component:

Behaviors not designated at competency level are evaluated formatively utilizing the needs opportunity Satisfactory/Unsatisfactory criteria. An Unsatisfactory rating in a behavior indicates an area where improvement is needed and provides the student and clinical instructor with a guide for learning emphasis during the next assigned clinical experience (contingent on the student having received a Satisfactory in the summative component).

The final evaluation outcomes and conference are documented on the Clinical Evaluation Summary Sheet.

Students should refer to the grievance process if they believe due process has not occurred.

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APPENDIX J – Clinical Behaviors

To assure that the quality of client care during clinical learning experiences is within established legal and professional parameters for nursing practice, the following behaviors have been identified as essential for students in every clinical course in the baccalaureate nursing program.

A. SAFETY

Definition:

Utilization of safety protocols which promote an environment for the patient's physical and emotional safety. This may include acts performed by the student or failure of the student to perform an act.

Examples of situations which might result in failure in the area of safety include leaving side rails down when the patient is in jeopardy of falling or leaving syringes with needles in place in the room.

Expected Behaviors:

In the clinical setting, the student will:

1. Identify potential and/or actual threats to a patient's physical status.
2. Act to correct potential and/or actual threats to patient's physical status.
3. Identify potential and/or actual threats to a patient's emotional status.
4. Act to correct potential and/or actual threats to a patient's emotional status.
5. Seek guidance when unsure of correct course of action in the clinical setting.
6. Act within the legal parameters of nursing.
7. Adhere to policies and procedures of the institution where practice is taking place.

B. UNIVERSAL PRECAUTIONS

Definition:

Behaviors and techniques which prevent the introduction and/or transmission of pathogens of potentially harmful material to the client, self, or other persons.

Examples of situations which might result in failure in the area of asepsis include not recognizing breaks in sterile technique, organizing the care of clients in a manner that may enhance potential for transfer of harmful organisms, not discriminating clean versus unclean areas--picking up item from floor and then using it in patient care, or not using gloves when needed to protect self from contamination.

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Expected Behaviors:

In the clinical setting, the student will:

1. Wash hands before and after implementing patient care or procedures preparatory for client care.
2. Protect self and client from contamination. Application of universal precautions.
 - A. Distinguish between clean and unclean in the client's environment.
 - B. Organize client care in a manner that decreases potential for transmission of harmful organisms or substances.
 - C. Utilize appropriate measures to protect self and client from contamination; including wearing gloves appropriately.
 - D. Adhere to protocols for various isolation categories.
3. During procedures which require sterile technique:
 - A. Establish a sterile field if required.
 - B. Maintain sterile field throughout the procedure.
 - C. Recognize when contamination occurs and take appropriate corrective action.
4. Dispose of contaminated material in an appropriate manner and in a manner that is consistent with the clinical agency's policies and procedures for disposal of contaminated material.
5. Confine contaminated material to contaminated area.

C. PROFESSIONAL ACCOUNTABILITY

Definition:

Fulfillment of expected standards for conduct in the practice of nursing.

Examples of situations which might result in failure in the area of professional accountability include: repeated episodes of reporting late for clinical assignments; turning in written assignments late; disrespectful behavior; disregarding confidentiality of client of agency information; or excessive dependent behavior.

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Expected Behaviors:

In the clinical setting the student will:

1. Report for assigned clinical activities at the designated time for the clinical experience.
2. Complete assigned client care within the designated time frame.
3. Demonstrate courtesy, respect, and cooperation in interactions with clients, peers, faculty and health care team members.
4. Maintain the confidentiality of client records and privileged information regarding the client or clinical agencies.
5. Adhere to the dress code of the School of Nursing/clinical facility.
6. Maintain a professional appearance.
7. Demonstrate self-direction and interest in learning.
8. Demonstrate professional behavior and demeanor.
9. Demonstrate appropriate communication/interaction skills with clients, peers, faculty and health care team members.
10. Utilize feedback to improve clinical performance.

D. COMMUNICATION

Definition:

The verbal and nonverbal transmission of information.

Examples of situations which might result in failure in the area of communication include; repeated errors in documentation on the medical record, failure to document relevant information, or constant problems in communicating effectively during clinical experiences; using demeaning terms such as calling an adult patient 'honey' or 'sweetie'; telling the patient you are unsure of what you are doing.

School of Nursing Undergraduate Handbook

In the clinical setting the student will:

1. Use client records to communicate effectively with other health care team members:
 - A. Indicate the time and date of entries
 - B. Enter all appropriate information
 - C. Describe nursing actions taken
 - D. Record evaluation of client responses
 - E. Resource computers in the clinical area

2. Communicate effectively with clients, peers, faculty and health care team members:
 - A. Assess potential barriers to communication
 - B. Intervene appropriately to minimize identified barriers
 - C. Evaluate the interaction process between self and client, peers, faculty, and health care members
 - D. Use correct abbreviations and medical terminology
 - E. Use objective terminology
 - F. Indicate errors correctly
 - G. Complete charting promptly

3. Develop basic computer skills
 - A. Use computer skills to enhance learning through Computer Assistance Instruction (CAI).

School of Nursing Undergraduate Handbook
APPENDIX K—Clinical Failure Notification



Date of Failure/Occurrence: _____
Student Name: _____
Semester: _____ Course Number: _____
Clinical Instructor: _____

Evaluation Criteria (Refer to Appendix I Undergraduate Student Handbook):

Description of Behavior:

Recommendations:

Student Response:

Student Signature: _____ Date of Signature: _____

Faculty Signature: _____ Date of Signature: _____

**This failure and any resolution will be documented on the clinical evaluation form.
Two clinical failures in any clinical course will result in a failing grade of F in the entire course**

cc: Course Coordinator: _____ Faculty Advisor: _____

Undergraduate Program Director: _____

School of Nursing Undergraduate Handbook

APPENDIX L – Essential Functions Policy

ESSENTIAL FUNCTIONS POLICY

The Americans with Disabilities Act (ADA) ensures the qualified applicant with a disability the opportunity to pursue program admission at public institutions. To determine whether an individual is a qualified applicant for programs or services, the ADA states that applicants must meet essential eligibility requirements.

The following performance standards are set forth so that the student will understand the essential eligibility requirements for participation and progression in the nursing curriculum. Standards cover interpersonal skills, communication, psychomotor skills and cognitive skills. The ability to observe, evaluate and care for a client/patient independently, while ensuring patient safety at all times is an expectation of the School of Nursing.

The purpose of this policy is to ensure that all student nurses are able to provide swift, safe and competent evaluation and care to patients. All students will be held to the same standards and must be able to perform the essential functions of their positions with or without reasonable accommodation.

Upon request of persons with disabilities, Georgia State University will provide reasonable accommodations. However, the School of Nursing at Georgia State University is unable to make accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alters the nature of the curriculum including didactic component, laboratory sessions, and clinical affiliations.

Each accepted applicant must complete an affidavit that attests to their ability to fulfill the School of Nursing's essential functions, a copy of which accompanies this letter. Enclosed are the procedures for submitting a request for an accommodation. Questions about the accommodations process may be directed to the Office of Disabilities at 404-413-1560.

IF YOU ARE ACCEPTED TO THE SCHOOL OF NURSING, YOU MUST COMPLETE THE AFFIDAVIT FOR ESSENTIAL FUNCTIONS, SIGN IT UPON ACCEPTANCE AND RETURN IT TO THE SCHOOL OF NURSING. MATRICULATION IS DEPENDENT UPON RECEIPT OF THE COMPLETED AFFIDAVIT.

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Essential Functions

1. **OBSERVATION:**

Independently, the student must be able to observe and assess a patient accurately.

Examples:

Assess appearance of surgical wound, pressure ulcers
Observe client response: diagnosis, pallor, cyanosis, grimacing
Read calibrations on a syringe, thermometer or sphygmomanometer
Read medication labels accurately
Read medical/healthcare orders accurately

2. **COMMUNICATIONS:**

a. The student must be able to utilize verbal, non-verbal and written communication with client and care givers.

Examples:

Elicit information from client and caregivers for history
Explain treatment procedures
Demonstrate diabetic care
Document client response in the medical record
Establish rapport with client, caregivers and colleagues
Apply teaching, learning theories and methods in health care and community environments

3. **SENSORIMOTOR:**

The student must be able to:

- a. Safely, reliably and efficiently perform nursing assessments and care.
- b. Practice in an ethical and legal manner
- c. Move from place to place and position to position
- d. Perform nursing procedures accurately and safely with appropriate speed and coordination
- e. Perform palpation functions of physical examination and/or those related to therapeutic intervention

Examples:

Respond to a timer, emergency alarms
Discern auscultatory sounds (i.e. heart sounds, breath sounds)
Perform tests of vital signs, pain, strength, coordination, cranial and peripheral nerves, balance, movement patterns, posture, sensation, endurance, skin integrity, joint motion, wound status, cognitive/mental status, soft tissue, assistive devices, reflexes, developmental stages
Coordinate verbal, manual and gross motor activities
Assist with bed mobility and transfer from supine to sit to stand
Perform cardiopulmonary resuscitation
Maintain sterile fields

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4. INTELLECTUAL/CONCEPTUAL:

- a. Students must be able to problem solve rapidly, to learn and reason, and to integrate, analyze, and synthesize data concurrently in a multi-task setting.
- b. Students must be able to think critically and participate in scientific inquiry process

Examples:

Determine the nursing needs of any patient
Apply universal precautions
Identify cause and effect relationships
Perform nursing diagnosis.
Interpret client responses
Determine realistic short and long term goals for the client
Recognize the psychological impact of dysfunction and disability.
Integrate the needs of the client and caregiver into the plan of care.
Develop hypotheses.
Perform a literature search and clinical research
Perform statistical analysis
Develop discussion and conclusions.

5. JUDGMENT:

- a. The student must be able to practice in a safe, ethical and legal manner, to respond to emergencies, and demonstrate management skills including planning, organizing, supervising and delegating.

Examples:

Complies with the American Nurses Association Code of Ethics for Nurses
Abides by GSU's Policy on Academic Honesty
Complies with State Board of Nursing rules and regulations
Modifies procedures in a manner that is appropriate to the patient's status and desired goals

6. BEHAVIORAL/SOCIAL:

- a. Students must possess the emotional health required for full use of their intellectual abilities, exercise good judgment, and promptly and safely complete all responsibilities. They must be able to adapt to change, display flexibility, and function in the face of uncertainty and stress. The student must possess empathy, integrity and concern for others.

Examples

Assess learners' ability to perform tasks
Identify cognitive and emotional needs of self and others.
Establish rapport.
Interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
Demonstrate responsibility for lifelong professional growth and development.

School of Nursing Undergraduate Handbook

**AFFIDAVIT
FOR ESSENTIAL FUNCTIONS
SCHOOL OF NURSING
GEORGIA STATE UNIVERSITY
ADMISSION, PROGRESSION AND GRADUATION**

1. Observation: Independently the student must be able to observe a patient accurately.
2. Communication: The student must be able to utilize verbal, non-verbal and written communication.
3. Sensorimotor: The student must be able to safely, reliably and efficiently perform nursing assessments and care.
4. Intellectual/Conceptual: The student must be able to problem-solve rapidly, demonstrate the ability to learn and reason, and integrate, analyze and synthesize data concurrently in a multitask setting.
5. Judgment: The student must be able to practice in a safe, ethical and legal manner, respond to emergencies, and demonstrate management skills, including planning, organizing, supervising and delegating.
6. Behavioral/Social: Students must possess the emotional health required for full use of their intellectual abilities. They must be able to adapt to change, display flexibility and deal with stress and uncertainty.

The undersigned declares that s/he:

Is able to meet the School of Nursing's Essential Functions without accommodations.

OR

Has a disability that necessitates accommodations to meet the School of Nursing's Essential Functions. In accordance with the Procedural Policies, the undersigned submits documentation of the disability, along with a request for a reasonable accommodation with this affidavit.

Signature of Accepted Applicant	Print name of Accepted Applicant	Date

Signature of Witness	Print name of Witness	Date

School of Nursing Undergraduate Handbook

APPENDIX M – Professional Behaviors Policy

School of Nursing

Professional Behaviors Policy

Students are expected to demonstrate professional behaviors in all courses and clinical experiences. Professional behaviors will be assessed as part of all didactic courses, lab sessions, lab practice, and clinical science experiences. As students participate in the education program, problems that arise in professional behaviors will be documented by course or clinical faculty and the student's advisor. Students will be given opportunities to demonstrate modifications of their behavior and faculty will assist, where possible, to facilitate strategies for this development. Overriding clinical behaviors that are found in the Student Handbook remain the critical elements for evaluation of clinical performance. Many of the overriding behaviors mirror the ones found below. Failure to comply with the professional and overriding behaviors will result in appropriate corrective action.

1. Abides by the ANA Code of Ethics for Nurses (See website <http://www.nursingworld.org/>)
2. Knows and follows state practice as described in the State Practice Act
3. Demonstrates professional demeanor by supporting the institution in positive ways to peers, staff, and others.
 - a. Expresses confidence in people and institution.
 - b. Supports via encouragement, feedback, and reinforces the goals of the person or institution.
4. Abides by institutional policies and procedures.
 - a. Adheres to the rules and regulations of the clinical setting.
 - b. Follows the schedule of the clinical setting.
 - c. Completes all paper work in the time frames established by the practice or academic institution.
 - d. Abides by Georgia State University, On Campus Student Handbook (See the GSU web site - www.gsu.edu).
 - e. Abides by School of Nursing Student Handbook. (See School of Nursing web site – <http://nursing.gsu.edu>)
5. Projects a professional image.
 - a. Abides by institutional policies and procedures.
 - b. Abides by School of Nursing Student Handbook specifying uniform dress code.
6. Attends professional meetings; i.e. in attendance at NSNA, NSGS, and state chapter (GANS) meetings.
 - a. Participates in committees at University, School of Nursing and Health Professions level as appropriate.
7. Accepts responsibility for actions and outcomes.
 - a. Takes ownership for mistakes and completes appropriate documentation as stipulated by institutional policies and procedures and/or School of Nursing.
 - b. Apologizes without admitting wrongdoing in instances that may have legal ramifications.

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- c. Rectifies mistakes, as appropriate.
 - d. Notifies essential individuals, as specified by policies and procedures.
 - e. Attends all classes and clinical experiences on time.
 - f. Prepares all readings and assignments prior to class or clinical practice.
 - g. Refrains from using cell phones in class or clinical sites except in the event of a family emergency or disaster alert notification from the university. In the clinical setting, facility policy must be followed at all times.
8. Seeks assistance of instructor and/or peers to gain a better understanding of concepts learned.
 - a. Attempts to problem-solve independently, as appropriate.
 - b. Utilizes critical thinking.
 - c. Discusses relevant findings with clinical instructor, faculty, and/or peers.
 9. Utilizes resources for learning.
 - a. Identifies problem.
 - b. Identifies appropriate resources to obtain information.
 - c. Synthesizes concepts.
 - d. Seeks assistance as needed.
 10. Applies new information in clinical practice.
 - a. Transfers information from classroom to clinic and from the clinic to the classroom.
 - b. Utilizes new information in patient care, treatment, and outcomes, and includes patient's family.
 11. Accepts that there may be more than one answer to a problem.
 - a. Identifies alternatives.
 - b. Evaluates alternatives based on external resources including time, finances, personnel, and equipment.
 12. Offers own thoughts and ideas.
 - a. Initiates discussion of alternative findings with others.
 - b. Expresses alternative ideas to others with justification.
 13. Sets personal and professional goals.
 - a. Identifies own needs.
 - b. Identifies goals and behaviors to meet the needs.
 - c. Develops realistic timetable for achievement of goals.
 - d. Assesses and reassesses the goals, behaviors, and timetable.
 14. Utilizes own resources.
 - a. Identifies own cognitive, emotional and psychomotor needs
 - b. Seeks resources to gain new knowledge (i.e., course notes, textbook, internet, literature, in-service programs, observation of other nurses and peers) before asking instructor for alternative resources.
 15. Seeks constructive criticism for self-improvement; asks for feedback from instructors and peers.

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16. Utilizes feedback to modify behavior for self-improvement; applies concepts from feedback to make positive changes.
17. Meets external deadlines.
 - a. Clarifies or establishes expected-outcome, time, and date.
 - b. Responds in a timely manner with expected outcome.
18. Focuses on tasks at hand, building on previous learning experience.
 - a. Adapts based on judgment rather than emotion.
19. Coordinates schedule with others.
 - a. Identifies necessary task(s) to be accomplished.
 - b. Works in a logical sequence to accomplish task(s).
 - c. Adapts to unclear situations.
 - d. Is willing to make alternative plans in a changing environment.
20. Collaborates with others.
 - a. Is willing to listen to others.
 - b. Contributes to a positive work environment.
 - c. Demonstrates effective conflict resolution.
 - d. Modifies one's own behavioral style to meet the needs of others.
21. Takes initiative.
 - a. Assumes self-direction in the absence of direction.
 - b. Proposes ideas and leads actions.
22. Keeps commitments.
 - a. Accepts responsibility for obligations.
 - b. Maintains confidentiality as outlined by ANA Code of Ethics.
23. Demonstrates understanding of basic English (verbal and written).
 - a. Makes clear and confident presentations that are consistent with learner's needs and learner's level of knowledge.
 - b. Utilizes visuals, demonstrations and appropriate examples.
 - c. Edits written documents for accuracy and organization.
 - d. Uses APA format for required papers.
 - e. Writes legibly; writes so that others can read.
 - f. Summarizes verbal messages clearly and concisely.
24. Speaks in a clear and understandable manner.
25. Respects personal space of patients and others considering cultural differences.
26. Respects individual and cultural differences.
27. Recognizes worth and dignity of each person as demonstrated in the following manner:
 - a. Exhibits caring.
 - b. Maintains confidentiality.
 - c. Modifies response when appropriate.

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- d. Exhibits courtesy by using polite language, listening without interruption.
-
28. Identifies and addresses potential and actual safety hazards.
 - a. Recognizes factors that can compromise positive outcomes.
 - b. Suggests changes of policy to prevent accident or injury to self and/or others.
 - c. Reports unsafe conditions to appropriate personnel; follows facility's policy for reporting unsafe conditions.
 - d. Determines safety and operational status of equipment. Assesses that equipment is operational for the safe delivery of treatment.
 - e. Selects treatment interventions considering physician's orders and the safety of patient/self/others at all times. Does not perform therapeutic intervention when safety is compromised.
 29. Utilizing nursing process, modifies patient care and treatment based on patient's signs, symptoms, and response to treatment.
 - a. Collaborates with the physician and other health team providers to modify patient's treatment as indicated.
 30. Is able to problem-solve using an analysis of the problem and evaluation of alternate solutions.
 - a. Identifies the problem.
 - b. Analyzes causes of the problem.
 - c. Identifies various solutions for the problem.
 - d. Provides rationale for alternatives.
 - e. Prioritizes course of action.
 - f. Implements course of action to achieve outcomes, alleviate, or remediate problem.
 - g. Assesses the course of action and modifies, as appropriate.

As stated previously, students are expected to exhibit professional behavior at all times. The following will apply to all expected behaviors both in and out of the clinical setting that are not specifically included in critical overriding clinical behaviors. Infractions of specific areas in overriding clinical behaviors will be dealt with in the manner described in the student handbook.

1st warning

1. Behavior in question will be brought to the student's attention by faculty. Counseling will be given as needed.

2nd warning

2. Faculty will meet with the student. The student will negotiate a contract with the faculty to improve behavior. Contract will include specified time limitations. If contract is not adhered to, student will be asked to meet with the Director for the Undergraduate Program for further action. Dismissal from the program is an option at this juncture depending on the severity of the problem.

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I have read and understood the 2022-2023 School of Nursing Professional Behaviors Policy and the above statement regarding the expectations of the School of Nursing about professional behaviors.

Student Signature

Date

Print Student Name

Witness Signature

Date

Print Witness Name

APPENDIX N – Georgia Registered Professional Nurse Practice Act

GEORGIA REGISTERED PROFESSIONAL NURSE PRACTICE ACT

The Georgia code is located at:
<http://rules.sos.state.ga.us/gac/410-10>

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Appendix O – ATI Policy

Georgia State University Undergraduate Nursing ATI Policy

Assessment Technologies Institute® (ATI) provides an assessment driven review program designed to enhance student NCLEX-RN success. The review program includes learning and assessment activities, such as case studies, math modules, quizzes, tutorials, practice exams, focus reviews, and proctored assessments. ATI products are incorporated into the Undergraduate Nursing Program to improve students’ clinical judgment, critical thinking, and performance on assessments.

Courses that contain a content mastery series proctored exam will use the ATI Content Mastery Series Assessment Grading Rubric for all ATI practice and proctored assessments. All assignments are expected to be completed individually and without the use of outside materials. The grade for ATI will include practice assessments, proctored assessment, and required remediation. Additional ATI activities may be required at the discretion of course faculty.

In taking the ATI assessments, you can earn a total of 10 points with 4 points for Practice Assessments A and B with remediation and 6 points for the Proctored Assessment with remediation.

ATI Content Mastery Series Assessment Grading Rubric

Practice Assessments A and B will be administered in one of the GSU computer labs.

Complete Practice Assessment A	Complete Practice Assessment B
Focused Review Guided Remediation: Students will complete an Active Learning Template on at least 3 of the lowest scored areas regardless of score. Two points are awarded when the completed assessment and 3 Active Learning Templates are submitted for Practice Assessment A per faculty direction.	Focused Review Guided Remediation: Students will complete an Active Learning Template on at least 3 of the lowest scored areas regardless of score. Two points are awarded when the completed assessment and 3 Active Learning Templates are submitted for Practice Assessment B per faculty direction.
There is a possible total of 4 points for completion of both practice assessments and remediation for each assessment. In order to take the Proctored Assessment, each student must complete Practice Assessments A and B and the remediation associated with each assessment. The Proctored Assessment is required for successful completion of the course. If the Proctored Assessment is not completed, an incomplete will be assigned as a grade for the course.	

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Remediation Instructions for Practice Assessments A and B:

- Log into your ATI account
- Click the ‘My ATI’ tab
- Click ‘Improve’ tab
- Scroll down to the Practice A and B assessments
- Click ‘Study Material’ tab
- Suggested study materials will be listed in the “Major Content Areas” (i.e. Management of Care, Safety & Infection Control, Health Promotion & Maintenance, Psychosocial Integrity, Pharmacological & Parenteral Therapies, and Reduction of Risk Potential).
- Complete at least one Active Learning Template on at least 3 of your lowest scored areas. Three templates must be completed regardless of your scores. Suggested Active Learning Templates can be found under each study section.
- Click on the Active Learning Template. Print and **hand write your answers** to be submitted per faculty instruction.
- After the due date, practice assessments will be reopened with rationales and should be used for further study and review.

Proctored Assessment:

The Proctored Assessment and remediation are required for successful completion of the course. If the Proctored Assessment is not completed, an incomplete will be assigned as a grade for the course. Based on the level achieved on your proctored assessment you will complete a focused review and remediation. If Level 2 is not achieved, an assessment retake is required. See the chart below that details the requirements and possible points.

In the Complex Cases course (NURS 4620) Practice Assessments A and B will be completed and scored per this policy; however, the Predictor Assessment will be scored per the course syllabus.

Proctored Assessment Scoring and Possible Points			
Scored at Level 3 Earn 4 Points	Scored at Level 2 Earn 3 Points	Scored at Level 1 Earn 0 Points	Scored Below Level 1 Earn 0 Points
1-hour Focused Review Identify your weakest area. Use resources to describe three critical points to remember about the topic: 1. I learned the difference between _____ and _____. 2. I understand _____ is _____. 3. I would have to assess _____ before implementing _____.	2-hour Focused Review Identify your weakest area. Use resources to describe three critical points to remember about the topic: 1. I learned the difference between _____ and _____. 2. I understand _____ is _____. 3. I would have to assess _____ before implementing _____.	3-hour Focused Review Identify your weakest area. Use resources to describe three critical points to remember about the topic: 1. I learned the difference between _____ and _____. 2. I understand _____ is _____. 3. I would have to assess _____ before implementing _____.	4-hour Focused Review Identify your weakest area. Use resources to describe three critical points to remember about the topic: 1. I learned the difference between _____ and _____. 2. I understand _____ is _____. 3. I would have to assess _____ before implementing _____.

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2 points for remediation	2 points for remediation	2 points for remediation	2 points for remediation
Proctored Assessment Retake			
No Retake Needed	No Retake Needed	Retake Required for Level 1	Retake Required for below Level 1
		If Level 2 is earned on the retake, the student earns an additional 1.5 points. If Level 2 is not earned on retake, no additional are given.	If Level 2 is earned on the retake, the student earns an additional 1.5 points. If Level 2 is not earned on retake, no additional are given.
Total Possible Points Earned			
Proctored Test: Total Possible Points Earned= 6/6	Proctored Test: Total Points Earned= 5/6	Proctored Test: Maximum Total Possible Points Earned= 3.5/6	Proctored Test: Maximum Total Possible Points Earned= 3.5/6
Practice Assessments A & B: Total Points: Earned=4/4	Practice Assessments A & B: Total Points: Earned=4/4	Practice Assessments A & B: Total Points: Earned=4/4	Practice Assessments A & B: Total Points: Earned=4/4
Total Possible Points Earned= 10/10	Total Possible Points Earned= 9/10	Total Possible Points Earned= 7.5/10	Total Possible Points Earned= 7.5/10

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APPENDIX P - Testing Policy

Policy Statement:

The purpose of this policy is to provide information and guidelines to nursing students regarding testing in the program.

Policy:

This policy provides guidelines to students regarding the administration of exams in the nursing programs.

Procedures:

Academic Integrity Students will adhere to the Student Academic Dishonesty section outlined in the Georgia State University Student Handbook and the GSU website

<https://deanofstudents.gsu.edu/student-conductpolicy-on-academic-honesty/>

Exam Security

Course exams are the property of GSU and the School of Nursing

No tests may be copied in any form or e-mailed.

All exams and answer sheets should be accounted for before students leave the room if paper/pencil.

The student may have nothing but a pencil or pen during the testing period and scratch paper provided by the faculty member. All scratch paper used during the exam will be turned in at the end of the exam with the student's name included. If the scratch paper is not returned, the student will receive a "0" for that exam. Scratch paper must be turned over so that any notations are hidden. If other items are allowed, they will be specified by the individual instructor.

Removal of exams, or exam content, from the testing site, violates the university Honor Code and is associated with a penalty accordingly.

Current GSU policies will be adhered to for missed exams with student-athletes, religious holidays, and military requirements.

Maintain a quiet, organized, and relaxed atmosphere in the classroom before the exam.

All students need to be seated and quiet before any exams are distributed or a computerized exam begins

All students will need to present some official form of ID.

Attendance will be taken during testing.

Students should arrive at the testing area at least fifteen minutes prior to testing.

Any student arriving late will only be allowed the time remaining to take the exam.

Students will be randomly assigned to a computer.

No talking is allowed during testing.

No content questions can be asked about the quiz or examination during testing

No food or drink are allowed during testing.

All student possessions (backpacks, hats, cell-phones, computer watches, blue tooth transmitters,

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and other electronic devices, etc. (remove etc.) must remain at the front of the room. All smart devices, including, but not limited to, cell phones, earbuds, or any watch with computer screens are not to be used during testing.

An instructor provided calculator or the computer calculator may be used. When necessary, simple, non-graphing, non-programmable calculators without memory can be used for calculations, but no cell phones are permitted.

Students should leave the room when finishing an exam and not loiter in the hallway.

Exam Scheduling and/or Missed Exams

Unit exams in nursing courses are administered at regular intervals during each semester, as indicated in each course syllabus and calendar. Final exams are administered as scheduled in the Georgia State University Academic Calendar.

- Make-up exams may be approved for the following situations: documented illness, extraneous circumstances, and major life events. Any exam missed without contacting the faculty member prior will be given a grade of zero. Appropriate documentation needs to be given such as medical documentation, obituaries, accident reports and all documentation will be reviewed for final approval.
- Make-up exams need to be scheduled within the week and taken within two weeks. While the make-up exams will cover the same objectives, the exam may consist of questions in different formats, such as essays and short answers.

Administration Procedures for Computerized Exams

For all courses and exams, students are required to download the Respondus Lock-Down browser + Webcam monitor on their personal computer before taking an exam/ quiz; student's should be advised that this process may take some time and that they should not wait until the last minute to do this. The Respondus Lock-Down option will be available after students log in. For un-proctored computerized exams/quizzes (faculty designed; non-test preparation quizzes, etc.) that will be administered online via the University learning platform, i.e., iCollege:

- a. Go to assessment > quizzes.
- b. You may be recorded while taking the quiz.
- c. Each quiz will be administered on the date specified on the course calendar.
- d. The time frame for individual quizzes will be noted on syllabus. Individual quiz times will be posted by faculty.

In the event of technical problems, the student should contact the Help Desk (help@gsu.edu) and email the ticket number describing the technical issue to the course facilitator before the quiz deadline.

Administering Tests

The procedure for classroom tests should be as follows:

- If a student is late to the exam, no extra minutes will be added to complete the exam; the same amount of time the rest of the class started/ended the exam is expected.
- Students take the test and submit an individual scoring sheet for paper/pencil exams.

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- There will be no discussion of test items between students and faculty on the day of the test except during exam review.

Course exams will be given on the selected computer-based testing program(s) approved by the School of Nursing, or via paper and pencil.

Exam grades will be released in iCollege within one week of the exam after faculty review and item analysis.

Procedures for Class Test Review for Students

Purposes of the Test Review: to give students feedback on their mastery of the content, to enable them to analyze and understand how and why a certain conclusion was reached (critical thinking), and to reinforce student learning.

- It is at the faculty's discretion how a group exam review is conducted.
- Attendance at test reviews is mandatory for students IF class time is used for review.
- Any student electing to attend a test review must remain seated until the exam review is completed.
- Students should not have personal belongings, notebooks, cell phones, or electronic devices, etc., in the room during the test review.
- Students are not allowed to take notes during an exam review.
- Group test review of final exams or standardized exams is the individual faculty members discretion.
- If a student needs additional clarification of a test item following the review, the student should contact the course instructor who presented the content.
- Students must refer to course materials for supporting evidence when seeking clarification of class content.
- Contact and feedback are preferably given in person, but if responding by e-mail to a particular student's question about an examination item, the faculty member should not quote the test item verbatim.
- Any student who misses an exam is not allowed to "sit in" for a test review or review the exam missed.

Medication Calculation Exams

All students enrolled in an undergraduate course with a clinical component must pass a calculation test at 100% prior to entering clinical. The student has three attempts to pass the calculations test. Failure of the third calculation test will result in a course failure for the course in which they are in clinical unless the course is dropped during the scheduled drop period.

Approved by UPC 8/2022

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APPENDIX Q – Selected Administrative Resources
SELECTED ADMINISTRATIVE RESOURCES

Lynda T. Goodfellow, RT, EdD
Interim Associate Dean of Nursing
Urban Life Building
404-413-1100

Joan Cranford, EdD, MSN, BSN
Assistant Dean of Nursing
Urban Life Building
404-413-1195

Traci Sims, DNS, RN, CNS/PHMH-BC
Undergraduate Nursing Program Director
Urban Life Building
404-413-1173

Silas MaNais, BS
Administrative Specialist-Academic
Urban Life
404-413-1166

Urban Life Building Academic Advisor,
Undergraduate Nursing Program
Office of Academic Assistance
8th Floor, Urban Life Building
404-413-1000

Wanda Little, BS
Clinical Coordinator, Undergraduate
Nursing Program
903 Urban Life Building
404-413-1181

Oneiqua Timomthy
Administrative Specialist-Academic
Urban Life
404-413-1169

