

**SCHOOL OF NURSING  
GEORGIA STATE UNIVERSITY**



**NURSING  
UNDERGRADUATE STUDENT HANDBOOK  
2023-2024**

Kyungeh An, Ph.D, RN, FAAN, FAHA  
Associate Dean for Nursing

**School of Nursing  
Undergraduate Handbook**

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## School of Nursing Undergraduate Handbook

### 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](http://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

## School of Nursing Undergraduate Handbook

### 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

## School of Nursing Undergraduate Handbook

### 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  
90 Approved January 24, 2022

### 91 92 **Program Approval and Accreditation**

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

### 95 96 **Degree Awarded**

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

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

### 100 **General Information**

#### 101 102 **Locations**

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

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

#### 106 107 **Assistance**

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

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

### 112 **Undergraduate Curriculum**



## School of Nursing Undergraduate Handbook

### 113 Undergraduate Nursing Major Courses

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

134  
135 Note: Credit hour ratio for clinical hours in nursing: 1 semester hour of credit = 3 clock hours  
136 of clinical/laboratory experience.

137 05/2009

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

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

### 140 Electives and Special Courses

#### 141 Undergraduate Clinical Experiences

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

152 01/2008

#### 153 Course Syllabi:

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

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- 156  
157 **Suggested Program Plans**  
158 Program plans for each admission track are located in the Appendix A-1-A-IV Program Plans  
159
- 160 **Directed Readings (NURS 4040)**  
161 Each student is provided an opportunity to complete readings on selected nursing topics of specific  
162 interests under the expert guidance of a faculty member. These courses are useful in many cases for  
163 fulfilling requirements for full-time status for the purpose of financial aid. Complete details are  
164 located in Appendix E. 01/2008  
165
- 166 **Nursing Knowledge and Nursing and Health Assessment Skill (NURS 2220)**  
167 The course is designed to assist pre-licensure students to prepare for successful confirmation of  
168 previous nursing knowledge and /or nursing skills so they can re-enter or transfer into the  
169 undergraduate program in the SON. The student and faculty will determine the appropriate credit  
170 hour allocation based on previous nursing courses completed and the nursing knowledge and/or  
171 nursing skills that need to be confirmed. Items notes with an “\*” are identified as skills and must be  
172 completed for the “Skills and Health Assessment Validation Process.”  
173
- 174 **Course Objective:** At the completion of this course, the student will be prepared to enter the  
175 appropriate clinical nursing course, having demonstrated competent nursing and patient care  
176 knowledge and nursing clinical skill.  
177
- 178 Students who have completed the equivalent of NURS 3161/ NURS 3162 Health Assessment or  
179 Medical Surgical I either in the SON or another accredited nursing program, will need to correctly  
180 perform the following items for successful completion of this course:
- 181 • \*Medication administration
  - 182 • Medication calculation test with score of 100%
  - 183 • \*Urinary catheter insertion
  - 184 • \*Vital signs
  - 185 • \*Set-up for an IV administration
  - 186 • \*Complete health assessment
- 187 Students who have completed the equivalent of NURS 3510/3530 Caring for Adult Populations  
188 and/or NURS 3810 Psychiatric/Mental Health Care for Populations Nursing, either in the BFLSON  
189 or another accredited nursing program, will need to correctly perform the following items for  
190 successful completion of this course:
- 191 • \*All of the items delineated above for NURS 3161/3162 as well as
  - 192 • \*IV tubing change, piggyback or INT
  - 193 • Narrative analysis – based on case scenario appropriate to course being validated (if  
194 both courses are being validated then two case scenarios would be written up).
  - 195 • Care plan based on a case study relevant to course being validated (if both courses are  
196 being validated then two care plans would be required).
  - 197 • Medication calculation test with score of 100%
- 198  
199 Students who have completed the equivalent of NURS 3610 Caring for Childbearing Families, either  
200 in the SON or another accredited nursing program, will need to correctly perform the following items

## School of Nursing Undergraduate Handbook

201 for successful completion of this course:

- 202 • All of the items delineated above for NURS 3161/3162, NURS 3510, and NURS
- 203 3810, in addition to:
- 204 • Tube feeding
- 205 • Newborn assessment
- 206 • Complex dressing change

207 Students who have completed the equivalent of NURS 3710 Caring for Children & Adolescents,  
208 either in the SON or another accredited nursing program, will need to correctly perform the following  
209 items for successful completion of this course:

- 210 • \*All of the items delineated above for NURS 3161/3162, NURS 3510/3530, and
- 211 NURS 3810, in addition to:
- 212 • \*Medication administration (pediatric: oral)
- 213 • \*Pediatric assessment
- 214 • Complex sterile dressing change

215 08/2017

### 216 **Clinical Information and Policies**

#### 217 **Statement of Release:**

218 On admission, each student is required to sign a statement releasing Georgia State University, the  
219 Board of Regents of the University System of Georgia and the Officers, Agents and employees of  
220 each, from liability, should the student suffer any injury or illness as a result of caring for patients in  
221 the normal course of clinical practices in the nursing program (Appendix D). The signed form is  
222 placed in the student file.

223  
224 Each student must have a signed STATEMENT OF UNDERSTANDING CONCERNING  
225 CLINICAL SCHEDULES (Appendix C) on file.

226  
227 As part of the degree completion requirements for the School of Nursing and Georgia State  
228 University, the student will be placed in a clinical setting which requires the student to care for and/or  
229 be exposed to individuals of all ages with a variety of diagnoses and symptoms, some of which are  
230 communicable and infectious. However, unless otherwise required by law, the School of Nursing  
231 and Georgia State University does not grant special consideration or a waiver of any degree  
232 completion requirements, including placement in a clinical setting.

233 Clinical schedules and/or placements are developed to give each student a comprehensive and varied  
234 clinical experience. To that end, a clinical rotation can be scheduled on every day of the week and on  
235 any shift. Child care, employment, nor transportation issues can be considered when deciding  
236 clinical placements. Students will be expected to attend and participate in the class and clinical  
237 experiences as assigned. By request, the SON will make a reasonable attempt to accommodate  
238 students that cannot participate in clinical practice due to religious or military conflicts. Appropriate  
239 military documentation, or verification, from the commanding officer, has to be submitted to the  
240 applicable course administrator. Such requests should be provided to the course administrator two  
241 weeks prior to the date of the clinical assignment forms are due. (See form Important Due Dates  
242 located on iCollege Nursing Students Resource Center Course)

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

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### 245 **Infection Control/Bloodborne Pathogens**

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

251 06/2009

### 252 **Health Forms and Other Clinical Documentation**

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

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

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

267 08/2007

268

### 269 **Assignment of Clinical Placement**

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

273  
274 Upon acceptance to the School of Nursing, each student is responsible for declaring his/her  
275 employment status in any health care agency to the Undergraduate Program Director. Any changes  
276 and employment should also be reported.  
277

### 278 **Medication Calculation Test**

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

283 08/2022

### 284 **Attendance**

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

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286  
287 Attendance is required at all scheduled clinical/laboratory experiences. If a student is unable to  
288 attend the clinical and/or laboratory experience, she/he is to notify her/his instructor and clinical  
289 agency prior to the scheduled clinical/laboratory experience. Failure to follow the notification  
290 procedure could result in a clinical failure.

291  
292 The student that misses a scheduled clinical/laboratory experience will be required to make up the  
293 experience. The focus and content of the makeup experience will be at the discretion of the clinical  
294 instructor, based on individual student learning needs and desired course outcomes and the clinical  
295 facility. If a student is not able to complete the requirements of clinicals, progression to the next  
296 semester could be impeded.

297  
298 **NOTE:** This policy may vary with individual courses; carefully note attendance statements in each  
299 course syllabus.

05/2017

### 300 301 **Tardiness**

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

### 306 307 **Uniform/Dress Policy**

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

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

10/26/10

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

### 318 319 **The standards for uniform apparel follow:**

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

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

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

325 **Undergarments:** Undergarments should be white or skin tone and may not be visible either outside  
326 of clothing or through clothing. A short-sleeved white undershirt may be worn. No turtle necks may  
327 be worn.

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

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

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

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

### 342 **Hygiene/Personal Grooming**

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

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

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

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

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

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

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

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

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

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

364

### 365 **Incident/Accident Reporting**

366 All incidents occurring in the clinical laboratory setting, i.e. needle sticks, should be reported to the  
367 clinical instructor immediately. An incident form may be required at the discretion of faculty. Forms  
368 and information on completing them can be found at the web site  
369 [http://www2.gsu.edu/~wwwsaf/RiskMgmt/rm\\_studentaccidents.htm](http://www2.gsu.edu/~wwwsaf/RiskMgmt/rm_studentaccidents.htm)

370 08/2017

371 **Student Evaluation of Clinical Faculty**

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

376 08/2008

377 **Evaluation of Student Clinical Performance**

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

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

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

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

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

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

398

399 **Grading Policy**

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

401

## School of Nursing Undergraduate Handbook

402 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>
403 A+	97 – 100	4.3
404 A	90 – 96	4.0
405 B+	85 – 89	3.3
406 B	80 – 84	3.0
407 C+	77 – 79	2.3
408 C	74 – 76	2.0
409 D*	65 – 73	1.0
410 F*	Below 65	0.0
411		
412		
413 S	Satisfactory	
414 U*	Unsatisfactory	
415		
416	<i>*Each of these grades indicates failure in a nursing</i>	
417	<i>course.</i>	

418  
419 The assignment of grades is the responsibility of the course faculty.

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

421 06/2009

### 422 **Minimum Computer Requirements**

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

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

427 12/09/2012

### 428 **Standardized Tests**

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

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

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

435 5/2009

### 436 **Retention Policies**

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



## School of Nursing Undergraduate Handbook

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

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

450 08/2007

### 451 **Professional Behaviors Policy**

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

456 05/2005

457

### 458 **Assessment Technologies Institute (ATI)**

459

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

465

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

471

472

8/2022

### 473 **Meeting of First Class**

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

476

### 477 **Class Attendance**

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

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

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

490

### 491 **Disruptive Behavior in Classroom and/or Clinical Setting Policy**

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

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

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

502

### 503 **Policy on Academic Honesty**

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

506

507 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/)  
508 [academic-honesty/?wpdmdl=4950/](https://deanofstudents.gsu.edu/document/policy-on-academic-honesty/?wpdmdl=4950/)

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

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

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

519

### 520 **Diversity Statement**

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

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

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

537 2/2021

538

### 539 **Electronic Equipment**

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

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

### 547 **Announcements and Communications via Electronic Sources**

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

553 8/2017

### 554 **The Impaired Student**

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

561

### 562 **Students on Medication**

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

568

569 **Students with Health Problems**

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

574 **Program Plan Progression**

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

580

581 **Progression Policy**

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

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

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

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

590

08/2017

591 **Repeat to Replace Policy**

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

599

Effective Fall 2011

600

601 **Termination Policy**

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

604

07/2008

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

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

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

## School of Nursing Undergraduate Handbook

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

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

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

620 10/26/10

### 621 **Transfer Policy:**

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

627 05/2009

### 628 **Re-application to the Nursing Program Following Termination**

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

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

### 637 **Conditions of Admissions**

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

642

### 643 **Validation Process**

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

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

## School of Nursing Undergraduate Handbook

- 651
- 652 **Failure Policy for Re-admitted Students**
- 653 Once readmitted, any subsequent “D” or “F” received in a nursing course will terminate the student  
654 from the nursing program and they will not be allowed to reapply.
- 655 12/2008
- 656 **Students Rights and Responsibilities**
- 657 **References/Recommendations**
- 658 References/Recommendations for employment or graduate schools are provided upon written request  
659 of the student. It is the student's responsibility to see that a signed Information Release Form  
660 (Appendix B) is on file before asking the faculty member to provide the reference/recommendation.
- 661
- 662 **Privacy**
- 663 **Records on File:** Access to a student's record is limited to the academic counselors, faculty and the  
664 student. A student may review the content of his or her record by written request to the faculty  
665 advisor. A copy of the content of the file, if needed, may be provided by written request to the  
666 Administrative Coordinator of the Undergraduate Program.
- 667
- 668 **Conferences**
- 669 Conferences between the student and faculty are private and are not accessible to family members,  
670 sponsors or friends, etc., without joint permission of both student and faculty member.
- 671
- 672 **Student Progress**
- 673 Information on student progress in the program including course grades is not available via telephone  
674 to anyone including the student.
- 675
- 676 **Due Process**
- 677 **Student Grievance Process:** School of Nursing follows the process set forth in the Byrdine F. Lewis  
678 College of Nursing and Health Professions Student Appeals Policy and Procedure for grievances  
679 involving grades and evaluation. Please note the process to file a grievance for the School of Nursing  
680 is as follows: Student must contact the instructor and course administrator to initiate the appeals  
681 process. If not successfully resolved, the student should contact the program director for resolution.  
682 If the grievance is not successfully resolved at that level, the appeal may then be forwarded to the  
683 Associate Dean for Nursing. If not resolved at this level, the student should contact the Dean of the  
684 Byrdine F. Lewis College of Nursing and Health Professions. All documentation must follow the  
685 policies and procedures of the Lewis College. Additionally, a request for a waiver of established  
686 policy and procedure from curricular and/or programmatic requirements is covered in the Student  
687 Petition for Waiver, Policy and Procedures. Both of these documents can be found on the web at  
688 [snhp.gsu.edu/docs/appeals.pdf](http://snhp.gsu.edu/docs/appeals.pdf). Additionally, students may obtain assistance with these processes in  
689 the Lewis College Office of Academic Assistance.
- 690 Satisfactory Academic Progress: For students in the nursing program pursuing a second degree or  
691 having accumulated the number of credit hours equivalent to the pursuit of a second degree, the

## School of Nursing Undergraduate Handbook

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

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

698 07/2008

### 699 **Student/Faculty Advisor Program (SFAP)**

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

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

### 711 **Procedure for Change of Faculty Advisor**

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

716 07/2008

### 717 **Mentoring Program**

718 Minority students in the undergraduate nursing and health professions programs face various  
719 challenges such as academic, financial, psychosocial, cultural challenges, and lack of access to  
720 technology. However, these challenges are largely modifiable, and mentoring is an effective way to  
721 provide support and promote guidance to address these academic challenges. When underrepresented  
722 students are given mentoring opportunities with faculty, it contributes to increased academic success  
723 rates, produces leadership and social responsibility, and increases career and personal development.

724 To address this issue, Dr. Cheru Atraga in consultation with the School of Nursing at Georgia State  
725 University (GSU) launched an innovative mentoring program to support minority. Dr. Atraga  
726 implemented a similar successful mentoring program in another post-secondary institution before  
727 joining Georgia State University. The mentorship project implemented in prior post-secondary  
728 institution has been published in a peer reviewed journal. The project has been initiated at GSU in  
729 2020. Through the mentoring program, students are provided individualized academic support,  
730 tailored mentoring sessions, and referrals as needed. The program utilizes a blended approach ( face  
731 to face and E-mentoring). E-mentoring connects mentors-mentees across geographic and time  
732 barriers and augments opportunities for support among diverse students and professionals. More  
733 importantly, studies indicated that if E-mentoring is blended with face-to-face mentoring there is an  
734 increase in positive outcomes. Providing mini-iPads for academically at-risk students will enable  
735 them to study and download relevant documents wherever there is Wi-Fi on and off campus. The

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736 students who enrolled in the mentorship program have successfully passed their semesters and  
737 NCLEX exam so far. The mentoring program is still underway. (Please contact Dr. Cheru Atraga,  
738 regarding further details at [catraga@gsu.edu](mailto:catraga@gsu.edu))

739 08/2020

740

### 741 **Student Employment**

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

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

748 08/2007

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

752

### 753 **Class Cancellation/School Closure**

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

758 08/2007

### 759 **Communications/Information Sharing**

760 **Announcements:** Official announcements for all nursing students are posted on the Student Resource  
761 Center web page. Students are expected to check the announcements daily.

762 **GSU Email:** The official GSU email will be used exclusively by faculty and staff to communicate to  
763 students. Personal email addresses will not be utilized. Emails should be checked daily.

764 07/2009

### 765 **Evaluation**

#### 766 **Faculty and Course**

767 Students are expected to participate in the University evaluation process via PAWS. This process  
768 allows the student the important opportunity to provide constructive feedback to the faculty and  
769 university administration about the instruction received in courses.

770 Online student evaluations are submitted through PAWS. The evaluations are available by logging  
771 into the student's PAWS/GoSOLAR account and clicking the "Enter Student Evaluation of  
772 Instructor". Evaluations can be completed at any time during the evaluation period.

773 This process is strictly anonymous and confidential.

774 05/2009



## School of Nursing Undergraduate Handbook

### 775 **Program**

776 Students participate in overall program evaluation through undergraduate committee participation  
777 and through the systematic program evaluation process. At the completion of the program students  
778 will be required to complete the end of the program survey.

779 05/2009

### 780 **Students**

781 The process of evaluation in all courses is provided through the grading process designated on the  
782 course syllabus.

783 Students who are failing or in jeopardy of failing a course are encouraged to make an appointment  
784 with the course administrator and/or their faculty advisor.

785 If a student's clinical performance is unsatisfactory, the clinical instructor counsels the student.

786 If a student is failing at midterm, he/she signs a statement indicating that he/she has been made aware  
787 of his/her standing. This statement is filed in the student's folder.

788 Students with special learning needs and/or personal problems will be referred to the University  
789 Counseling Center.

790

### 791 **Graduation Procedures**

#### 792 **Georgia Legislative & Regents' Requirements for Graduation**

##### 793 **Regents Reading and Writing Requirements**

794 Effective March 9, 2010, Georgia State students were granted an exemption by the University System  
795 of Georgia and are no longer required to take the Regents' Test. This exemption does not necessarily  
796 apply should a student transfer out of GSU to another institution in the University System of Georgia.  
797 Students should contact their new institution about its Regents' Test policy. More information can be  
798 found at the [University System of Georgia website](#). 08/2014  
799

800 The State of Georgia and the Board of Regents have made it a legal requirement for each student  
801 attending a college or university in the state to pass examinations in the areas of history of the United  
802 States and Georgia, and the provisions and principals of the constitutions of the United States and  
803 Georgia. There are a total of four exams included under the legislative requirements: United States  
804 History, Georgia History, United States Constitution, and Georgia Constitution. The state of Georgia  
805 and the Board of Regents' requirements pertaining to Constitution and History Exams for graduation  
806 with associate and bachelor degrees are outlined on the Georgia State University website at  
807 [http://www.gsu.edu/counseling/history\\_constitution.html](http://www.gsu.edu/counseling/history_constitution.html).

808 05/2009

#### 809 **Georgia State University Graduation Requirements**

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

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

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

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

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

820

### 821 **Application for Graduation**

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

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

828 08/2007

### 829 **Traditional End of Program Completion Activities**

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

834

### 835 **Comprehensive Predictor Exam**

836 This is a computerized exam that tests the student's basic comprehension and mastery in  
837 fundamentals of nursing, pharmacology, adult health nursing, women's health nursing, mental health  
838 nursing, child health nursing, nutrition, leadership, and community health nursing. One of the  
839 purposes of this exam is to provide students and faculty with a numeric indication of the likelihood of  
840 passing the NCLEX - RN on the first attempt at the student's current level of readiness. The second  
841 purpose is to guide the student in remediation efforts based on the exam content missed.

842

843 11/29/12

844

### 845 **End of Program Survey**

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

849 07/2011

## School of Nursing Undergraduate Handbook

### 850 **Application for Licensure Examination for the Registered Professional Nurse**

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

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

862 There is a cost for taking the NCLEX which can be found on the NCSBN website. The current  
863 National Council Licensure Examination for Registered Nursing outline is available from the  
864 National Council of State Boards of Nursing (NCSBN) at  
865 [www.ncsbn.org/testing/development\\_dev\\_current.asp](http://www.ncsbn.org/testing/development_dev_current.asp). Additional information about the testing  
866 center may be found at the address below.

867 [http://www.ncsbn.org/testing/candidates\\_candidate\\_pre.asp](http://www.ncsbn.org/testing/candidates_candidate_pre.asp).

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

870 07/2009

### 871 **Student Life**

872

#### 873 **Student Committee Participation**

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

878 05/2009

879

### 880 **University Committees**

#### 881 **Student Senate**

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

887

888 Student Senators are elected from each college, including the Byrdine F. Lewis College of Nursing  
889 and Health Professions. There is one senator for each one-thousand (1000) students or a minimum of  
890 two senators. All students in good standing are encouraged to run for student senator and must be  
891 enrolled in Fall and Spring semester during the term of office and maintain a 2.2 GPA. Any student  
892 may apply to be a candidate. Elections are held in February. The three who receive the greatest

## School of Nursing Undergraduate Handbook

893 number of votes become members of the student senate. If there is a tie there is a runoff. For more  
894 details see the web site <http://www.gsu.edu/senate/49311.html>.

895 08/2007

### 896 **Faculty Senate**

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

901  
902 Student Representation on Faculty Senate Committees:

- 903 • Committee on Statutes and Bylaws - 1 student senator
- 904 • Library Advisory Committee - 2 student senators
- 905 • Committee on Academic Affairs - 4 student senators
- 906 • Committee on Planning and Development - 3 senators
- 907 • Committee on Student Life and Development - 9 senators plus 3 recommended by the Dean  
908 of Students
- 909 • Committee on Athletics - 3 senators
- 910 • Committee on Commencement - 2 senators
- 911 • Nominations Committee - 1 student--President of SGA

### 912 913 **Byrdine F. Lewis College of Nursing and Health Professions Committees**

#### 914 **Student Services Committee**

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

#### 918 919 **Academic Affairs Committee**

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

#### 922 **School of Nursing Committees**

- 923 Bylaws, Policies & Procedures Committee
- 924 Student Affairs Committee
- 925 Promotion and Tenure Committee
- 926 Non-Tenure Track Committee
- 927 Undergraduate Program Committees
- 928 Graduate Program Committees
- 929 Nominating Committee

## School of Nursing Undergraduate Handbook

930 Executive Committee

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

934 08/2007

### 935 **Organizations**

#### 936 **Nursing Students at Georgia State**

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

944 05/2009

945

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

947 Sigma Theta Tau International, the only honor society for nursing, was founded in 1922 at the  
948 Indiana Training School of Nurses, now Indiana University School of Nursing, in Indianapolis,  
949 Indiana. The Honor Society name comes from the Greek words, storga, tharos and tima, meaning  
950 love, courage and honor. Among the purposes of Sigma Theta Tau are encouraging and recognizing  
951 superior nursing scholarship and leadership; fostering high professional standards; encouraging  
952 creative work and strengthening commitment to the ideal and purposes of nursing. Sigma Theta Tau  
953 is the second largest U.S. nursing organization with more than 100,000 members and chapters at 230  
954 colleges and universities. The Epsilon Alpha Chapter, which was chartered at Georgia State in 1980,  
955 is active and growing. Membership in Sigma Theta Tau is by invitation only and is considered an  
956 honor.

#### 957 **Scholarships**

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

#### 962 **Nursing Scholarships**

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

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

## School of Nursing Undergraduate Handbook

### 972 **Additional Scholarships / Loan Forgiveness Programs**

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

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

### 980 **Grady Scholars Program**

981 The Grady Scholars Program is a collaboration between Georgia State University's Byrdine F. Lewis  
982 School of Nursing and Grady Hospital. The GSU students who receive this award receive \$2000 per  
983 semester for 4 semesters. Grady Hospital is looking for nursing students who have a passion to  
984 provide excellence in healthcare while working at Grady Hospital. Students who are already in other  
985 hospital scholar programs or have restrictions after graduation are not eligible

### 986 **Northside Scholars Program**

987 Students will pre-selected based on a two-part interview process, begin clinical rotations at the start  
988 of their junior year. All rotation's (except pediatrics, geriatrics and psychic) will be performed, under  
989 clinical instruction at the facility. Once they reach the last semester of school the goal is to assign  
990 them a senior practicum spot in which they have expressed interest or excelled in. (Hospital may have  
991 specific target areas.) Thus, allowing the student to gain experience in the targeted area they would  
992 ideally like to be hired into once they graduate. The end goal being to hire these students into the  
993 new nurse internship program by having:

- 994 1) Already "interviewed" and gained experience performing in clinical rotations.
- 995 2) Pre-selecting students that are dedicated to the facility, culture and the internship in the areas of  
996 need.
- 997 3) Trained students in hospital vision, goals and sense of community which will increase retention.

998

### 999 **Service Cancelable Loans**

1000 The State of Georgia offers the Service Cancelable Loan for nursing students. This loan is applicable  
1001 to students who are willing to live and work in Georgia after graduation. Part B of the Service  
1002 Cancelable Loan Program Enrollment Certification is completed by the Academic Advisement  
1003 Coordinator. Information is available at <https://secure.gacollege411.org>.

1004

07/2008

### 1005 **University Honors**

1006 Criteria for graduating from a university's honors program can be found in the General Catalog.  
1007 Specifics on the types of recognition and related activities are available in the University Honors  
1008 Program Office. Call 404-413-5577.

1009

### 1010 **School of Nursing Honors**

#### 1011 **Evangeline Lane Founders Award**

1012 Criteria include a **3.8 overall GPA** for all non-nursing courses used toward the B.S. in Nursing and a

## School of Nursing Undergraduate Handbook

1013 **3.8 GPA** average for all nursing courses in the major.

1014 Recipients of the Evangeline Lane Founders Award will receive a certificate suitable for framing.

1015 This award is not noted on their transcript or diploma.

### 1016 **Sigma Theta Tau Undergraduate Academic Achievement Award**

1017 The School of Nursing is a member school in the nursing honor society Sigma Theta Tau

1018 International. Georgia State University is the home of the Epsilon Alpha Chapter.

1019 The Sigma Theta Tau Academic Achievement Award is presented annually by the Epsilon Alpha

1020 Chapter to the graduating generic and registered nurse nursing student who has maintained the

1021 highest scholastic average upon completion of the baccalaureate program.

### 1022 **SON Undergraduate Leadership Award**

1023

1024 BSN graduate who demonstrates scholastic achievement, leadership ability and exemplifies an

1025 enthusiastic commitment to professional nursing.

1026 Criteria:

1027 1. Minimum of **3.7** overall academic GPA

1028 2. Participation and leadership clearly demonstrated throughout the nursing program as

1029 evidenced by class, community and social activities.

1030 3. Exemplifies an enthusiastic commitment to professional nursing

1031 4. Demonstrates behavior consistent with the Byrdine F. Lewis School of Nursing core values of

1032 honesty/integrity, professional excellence, collegiality/collaboration, cultural

1033 sensitivity/diversity, and creativity/innovation.

1034

8/2019

## School of Nursing Undergraduate Handbook

### APPENDICES

#### 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 15<sup>th</sup>. 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 1	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**  
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**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:**

\_\_\_\_\_

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**Georgia State University**  
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**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.



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**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"><li>1. Specify an area of interest from a broad topic in Nursing.</li><li>2. Report on the state of the art or history or clinical relevance of a selected topic.</li><li>3. Establish guidelines for own independent study.</li></ol>
<b><u>Methods of Instruction:</u></b>	Independent study with expert guidance <ul style="list-style-type: none"><li>-- Readings</li><li>-- Discussion</li><li>-- Literature Review</li><li>-- Interviews</li><li>-- Observation/Reporting</li></ul>
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.

## **School of Nursing Undergraduate Handbook**

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

**School of Nursing Undergraduate Handbook**

**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 <b>OR</b> _____ Hepatitis B titer (provide lab test results)
2.	#1 _____ Measles-Mumps-Rubella (MMR) vaccine #1 #2 _____ Measles-Mumps-Rubella (MMR) vaccine #2 <b>OR</b> _____ 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) <b>Answer →</b> Had a BCG Vaccine? No ___ Yes ___ Date _____ <b>Answer →</b> Had INH treatment? No ___ Yes ___ Dates: _____ to _____ <b>Answer →</b> Any other treatment? No ___ Yes ___ What: _____ When: _____
5.	#1 _____ Varicella vaccine #1 #2 _____ Varicella vaccine #2 <b>OR</b> _____ Varicella titer (provide lab test results) <b>OR</b> _____ Evidenced by doctor's records (attach documentation)
6.	_____ Last physical examination? (must be within one year)
7.	_____ Flu Shot
8.	<b>Answer →</b> Any known allergies, esp. latex, soaps or chemicals? No ___ Yes ___ List: _____
9.	<b>Answer →</b> 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:

## School of Nursing Undergraduate Handbook

### Satisfactory:

- Behavior performance with assistance/supervision required validates
- Demonstration of expected knowledge base
  - Consistent improvement in application of expected knowledge base
  - Consistent improvement in performance of psychomotor skills
  - Integration of learning experience

### Unsatisfactory:

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

- Deficit in expected knowledge base
- Consistent difficulty in application of expected knowledge base
- Minimal or no improvement in performance of psychomotor skills
- Difficulty with integration of learning experience
- 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.



## School of Nursing Undergraduate Handbook

### 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.

## School of Nursing Undergraduate Handbook

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.

## School of Nursing Undergraduate Handbook

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.

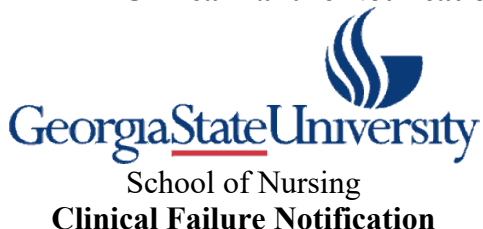
Examples of situations which might result in failure in the area of communication include; repeated errors in documentation on the medical record, failure to document relevant information, or constant problems in communicating effectively during clinical experiences; using demeaning terms such as calling 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.**

## School of Nursing Undergraduate Handbook

### 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

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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

#### **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



## **School of Nursing Undergraduate Handbook**

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](http://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.

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- 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.
    - 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.

## School of Nursing Undergraduate Handbook

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.
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.

### School of Nursing Undergraduate Handbook

- 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.
  - 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.

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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.

1<sup>st</sup> warning

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

2<sup>nd</sup> 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.

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

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**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.**

<b>Complete Practice Assessment A</b>	<b>Complete Practice Assessment B</b>
<b>Focused Review Guided Remediation:</b>  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.	<b>Focused Review Guided Remediation:</b>  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.
<b>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.</b>	

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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.

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<b>Proctored End of Semester Assessment Scoring and Possible Points</b>			
<b>Scored at Level 3 Earn 5 Points</b>	<b>Scored at Level 2 Earn 4 Points</b>	<b>Scored at Level 1 Earn 1 Point</b>	<b>Scored Below Level 1 Earn 0 Points</b>
Students will complete handwritten Active Learning Templates on at least 3 of the lowest scored areas. Five points are awarded when the assessment is completed at Level 3 and two points are awarded if the 3 handwritten Active Learning Templates are submitted on time and complete per faculty direction.  2 points for remediation	Students will complete handwritten Active Learning Templates on at least 3 of the lowest scored areas. Four points are awarded when the assessment is completed at Level 2 and two points are awarded if the 3 handwritten Active Learning Templates are submitted on time and complete per faculty direction.  2 points for remediation	Students will complete handwritten Active Learning Templates on at least 3 of the lowest scored areas. One point is awarded when the assessment is completed at Level 1 and one point is awarded if the 3 handwritten Active Learning Templates are submitted on time and complete per faculty direction.  1 point for remediation	Students will complete Active Learning Templates on at least 3 of the lowest scored areas. No points are awarded when the assessment is completed but one point is awarded if the 3 handwritten Active Learning Templates are submitted on time and complete per faculty direction.  1 point for remediation
<b>Proctored Assessment Retake</b>			
<b>No Retake Needed</b>	<b>No Retake Needed</b>	<b>Retake Required for Level 1</b>	<b>Retake Required for below Level 1</b>
		One point is awarded when the proctored retake is completed and one point is awarded when 3 handwritten	One point is awarded when the proctored retake is completed and one point is awarded when 3 handwritten Active Learning Templates are submitted per faculty direction. If Level 2 is earned on the retake, the student earns an additional 0.5 point or if a Level 3, 1

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		Active Learning Templates are submitted per faculty direction. If Level 2 is earned on the retake, the student earns an additional 0.5 point or if a Level 3, 1 point added.	point added.
<b>Total Possible Points Earned</b>			
Proctored Test: Total Possible Points Earned= 7/6  <b>(Plus one Bonus Point)</b>	Proctored Test: Total Points Earned= 6/6	Proctored Test: Maximum Total Possible Points Earned= 2/6 Retake Proctored: Maximum 3	Proctored Test: Maximum Total Possible Points Earned= 1/6 Retake Proctored: Maximum 3
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
<b>Total Possible Points Earned=</b>  11/10  <b>(Bonus Point)</b>	<b>Total Possible Points Earned=</b>  10/10	Total Possible Points Earned=  9/10	Total Possible Points Earned=  8/10

ATI Policy passed Jan. 2023 by UPC; updated April 2023

## School of Nursing Undergraduate Handbook

### 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.

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All student possessions (backpacks, hats, cell-phones, computer watches, blue tooth transmitters, 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](mailto: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.

## **School of Nursing Undergraduate Handbook**

- Students take the test and submit an individual scoring sheet for paper/pencil exams.
- 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

**School of Nursing Undergraduate Handbook**  
**APPENDIX Q – Selected Administrative Resources**  
**SELECTED ADMINISTRATIVE RESOURCES**

**Kyungeh An Ph.D, RN, FAAN, FAHA**  
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

**Nursing Admissions and Advising**  
College of Nursing and Health Professions  
Office of Academic Assistance  
8<sup>th</sup> Floor, Urban Life Building  
404-413-1000

**Wanda Little, BS**  
Clinical Coordinator  
College of Nursing and Health Professions  
811 Urban Life Building  
404-413-1181

**Ayanna Alleyne**  
Administrative Specialist-Academic  
Urban Life  
404-413-1169



