

**SCHOOL OF NURSING
GEORGIA STATE UNIVERSITY**



**NURSING
UNDERGRADUATE STUDENT HANDBOOK
2024-2025**

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**School of Nursing
Undergraduate Handbook**

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1 **Note to the Student:**

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

4
5 The policies, guidelines and resources outlined herein are generally applicable to the Baccalaureate
6 Nursing Programs and are consistent with those of Georgia State University. Policies of the
7 University and a list of students' rights and responsibilities are outlined in the **GEORGIA STATE**
8 **UNIVERSITY CATALOG**: All specific course policies will be found in each course syllabus.
9 Inherent in all policies of the University and the School of Nursing is the student's right to due
10 process. (See page 24 or go to www.gsu.edu/appeals)

11
12 Every effort is made to ensure that each student is aware of and has access to the contents of this
13 handbook. Each semester the handbook is updated and reviewed to ensure consistency and accuracy.
14 A copy of the most recent handbook is available on the web site under current students and the
15 subsection Policies and Procedures (<http://nursing.gsu.edu/25.html>)

16
17 If you have questions please contact:

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

23
24 The Faculty and Staff wish you an enjoyable and successful learning experience as you complete the
25 nursing curriculum.

26
27

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28 **Introduction**

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

36

37 **Vision Statement**

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

43 8/2021

44 **Mission Statement**

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

52 8/2021

53 **Values**

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

55 8/2021

56 **Philosophy Statement**

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

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

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

69

70

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71 **UG Program Outcomes**

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

- 73 1. Integrate knowledge of self, nursing, and other disciplines, including a foundation in liberal arts
- 74 and natural and social sciences into the care of diverse populations.
- 75 2. Deliver care that is person-centered, holistic, individualized, just, respectful, compassionate,
- 76 coordinated, culturally congruent, evidence-based, and developmentally appropriate.
- 77 3. Participate in evidence-based care that spans the healthcare delivery continuum from public health
- 78 prevention to disease management to impact health policy and global influences that improve
- 79 equitable population health outcomes.
- 80 4. Utilize nursing research and evidence to improve health and transform health care.
- 81 5. Employ principles of safety and improvement science to enhance quality and minimize risk of
- 82 harm to patients and providers through both system effectiveness and individual performance.
- 83 6. Collaborate with individuals, families, populations, and interprofessional team members to
- 84 optimize care, enhance the healthcare experience, and improve outcomes.
- 85 7. Coordinate care and resources within complex systems of healthcare to promote safe, cost-
- 86 effective, and equitable care for diverse populations.
- 87 8. Use information and communication technologies to gather pertinent data and drive decision
- 88 making to deliver safe, high quality and efficient care in accordance with best practice and
- 89 professional and regulatory standards.
- 90 9. Demonstrate progressive development of a professional identity exercising accountability, a
- 91 collaborative disposition, and comportment reflective of nursing's characteristics and values.
- 92 10. Engages in activities and self-reflection that foster personal health, resilience, and well-being;
- 93 contribute to lifelong learning; and support the acquisition of nursing expertise and the cultivation of
- 94 an effective leadership style.

95
96 Approved November 13, 2023

97 98 **Program Approval and Accreditation**

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

101

102 **Degree Awarded**

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

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

106 **General Information**

107

108 **Locations**

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

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

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- 112
- 113 **Assistance**
- 114 Before being accepted into the Nursing program, students may contact the Office of Academic
115 Assistance on the eighth floor of the Urban Life Building by telephoning 404/413-1000.
- 116 After being accepted into the Nursing program, students will be assigned a faculty advisor. Students
117 may seek guidance through their faculty advisor as needed.
- 118 **Undergraduate Curriculum**
- 119 **Undergraduate Nursing Major Courses**
- | 120 | Course Number and Description | Semester |
|-----|--|----------|
| 121 | Hours | |
| 122 | NURS 2010 Health and Human Lifespan Development | 3 |
| 123 | NURS 2060/3060 Pathophysiology | 3 |
| 124 | NURS 2061/3066 Pharmacology | 3 |
| 125 | NURS 2080/3080 Basic Concepts of Nursing Care | 3 |
| 126 | NURS 3161 Health Assessment | 2 |
| 127 | NURS 3162 Medical Surgical I (clinical) | 5 |
| 128 | NURS 3001- Special Topics in Cardiac Nursing | 1 |
| 129 | NURS 3300 Human Services: Policy, Planning & Trends | 3 |
| 130 | NURS 3500 Research Methods (CNHP 3500) | 3 |
| 131 | NURS 3510/3530 Caring for Adult Populations (clinical) | 6 |
| 132 | NURS 3610/4110 Caring for Childbearing Families (clinical) | 5 |
| 133 | NURS 3710/4115 Caring for Children and Adolescents (clinical) | 5 |
| 134 | NURS 3810 Psychiatric/Mental Health Care for Populations (clinical) | 5 |
| 135 | NURS 4510 Caring for Families and Communities (clinical) | 5 |
| 136 | NURS 4040 Directed Readings (elective) | 1-3 |
| 137 | NURS 4600 Leadership and Management in Nursing | 3 |
| 138 | NURS 4610 Senior Practicum | 4 |
| 139 | NURS 4620 Complex Health Care Problems Across the Lifespan | 3 |
| 140 | | |
| 141 | Note: Credit hour ratio for clinical hours in nursing: 1 semester hour of credit = 3 clock hours
142 of clinical/laboratory experience. | |
| 143 | | 05/2009 |
- 144 See the current GSU undergraduate catalog for a course description of each of the above courses.
- 145 Program plans for fall/spring traditional tracks are located in the Appendix AI-AIV.
- 146 **Electives and Special Courses**
- 147 **Undergraduate Clinical Experiences**
- 148 An undergraduate clinical course is composed of two distinct components: the theoretical (didactic)
149 and the clinical component. In order to pass the course, students must pass both components. A
150 grade of C or higher is required to pass the theoretical component. A weighted exam score of 74
151 must be achieved before any other related course requirements are added when computing the final
152 course grade. The clinical component is graded on a Satisfactory/Pass or Unsatisfactory/Fail basis
153 according to the course Clinical Evaluation Form. Students will be evaluated at the mid-point and at

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154 the end of their clinical rotation. Students must receive a satisfactory in order to pass the clinical
155 component. Students must pass both components to pass the course and progress. **Failing a clinical**
156 **component results in a course grade of “F” regardless of the grade in any other component of**
157 **the course.**

158 01/2008

159 **Course Syllabi:**

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

162

163 **Suggested Program Plans**

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

165

166 **Directed Readings (NURS 4040)**

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

171

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

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

179

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

183

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

- 187 • *Medication administration
- 188 • Medication calculation test with score of 100%
- 189 • *Urinary catheter insertion
- 190 • *Vital signs
- 191 • *Set-up for an IV administration
- 192 • *Complete health assessment

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

- 197 • *All of the items delineated above for NURS 3161/3162 as well as
- 198 • *IV tubing change, piggyback or INT

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- 199 • Narrative analysis – based on case scenario appropriate to course being validated (if
200 both courses are being validated then two case scenarios would be written up).
- 201 • Care plan based on a case study relevant to course being validated (if both courses are
202 being validated then two care plans would be required).
- 203 • Medication calculation test with score of 100%

204
205 Students who have completed the equivalent of NURS 3610 Caring for Childbearing Families, either
206 in the SON or another accredited nursing program, will need to correctly perform the following items
207 for successful completion of this course:

- 208 • All of the items delineated above for NURS 3161/3162, NURS 3510, and NURS
209 3810, in addition to:
- 210 • Tube feeding
- 211 • Newborn assessment
- 212 • Complex dressing change

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

- 216 • *All of the items delineated above for NURS 3161/3162, NURS 3510/3530, and
217 NURS 3810, in addition to:
- 218 • *Medication administration (pediatric: oral)
- 219 • *Pediatric assessment
- 220 • Complex sterile dressing change

221 08/2017

222 **Clinical Information and Policies**

223 **Statement of Release:**

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

229

230 Each student must have a signed STATEMENT OF UNDERSTANDING CONCERNING
231 CLINICAL SCHEDULES (Appendix C) on file.

232

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

239 Clinical schedules and/or placements are developed to give each student a comprehensive and varied
240 clinical experience. To that end, a clinical rotation can be scheduled on every day of the week and on
241 any shift. Child care, employment, nor transportation issues can be considered when deciding
242 clinical placements. Students will be expected to attend and participate in the class and clinical
243 experiences as assigned. By request, the SON will make a reasonable attempt to accommodate

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244 students that cannot participate in clinical practice due to religious or military conflicts. Appropriate
245 military documentation, or verification, from the commanding officer, has to be submitted to the
246 applicable course administrator. Such requests should be provided to the course administrator two
247 weeks prior to the date of the clinical assignment forms are due. (See form Important Due Dates
248 located on iCollege Nursing Students Resource Center Course)

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

251 **Infection Control/Bloodborne Pathogens**

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

257 06/2009

258 **Health Forms and Other Clinical Documentation**

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

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

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

273 08/2007

274

275 **Assignment of Clinical Placement**

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

279
280 Upon acceptance to the School of Nursing, each student is responsible for declaring his/her
281 employment status in any health care agency to the Undergraduate Program Director. Any changes
282 and employment should also be reported.
283

284 **Medication Calculation Test**

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

289 08/2022

290 **Attendance**

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

292
293 Attendance is required at all scheduled clinical/laboratory experiences. If a student is unable to
294 attend the clinical and/or laboratory experience, she/he is to notify her/his instructor and clinical
295 agency prior to the scheduled clinical/laboratory experience. Failure to follow the notification
296 procedure could result in a clinical failure.

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

303
304 **NOTE:** This policy may vary with individual courses; carefully note attendance statements in each
305 course syllabus.

306
307 05/2017

308 **Tardiness**

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

313

314 **Uniform/Dress Policy**

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

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

322 10/26/10

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

325

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

327 **Top:** Navy blue v-neck scrub top from supplier. A solid, long sleeve navy blue t-shirt may be worn

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328 underneath the uniform top. The t-shirt can be purchased from any supplier.

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

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

332 **Undergarments:** Undergarments should be white or skin tone and may not be visible either outside
333 of clothing or through clothing. A short-sleeved white undershirt may be worn. No turtlenecks may
334 be worn.

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

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

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

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

349 **Hygiene/Personal Grooming**

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

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

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

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

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

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

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

364 **Chewing Gum:** Chewing gum is not permitted in the clinical area.

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

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

371

372 **Incident/Accident Reporting**

373 All incidents occurring in the clinical laboratory setting, i.e. needle sticks, should be reported to the
374 clinical instructor immediately. An incident form may be required at the discretion of faculty. Forms
375 and information on completing them can be found at the web site
376 http://www2.gsu.edu/~wwsaf/RiskMgmt/rm_studentaccidents.htm

377 08/2017

378 **Student Evaluation of Clinical Faculty**

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

383 08/2008

384 **Evaluation of Student Clinical Performance**

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

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

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

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

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

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

405

406 **Grading Policy**

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

408

School of Nursing Undergraduate Handbook

409 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>
410 A+	97 – 100	4.3
411 A	90 – 96	4.0
412 B+	85 – 89	3.3
413 B	80 – 84	3.0
414 C+	77 – 79	2.3
415 C	74 – 76	2.0
416 D*	65 – 73	1.0
417 F*	Below 65	0.0
418		
419		
420 S	Satisfactory	
421 U*	Unsatisfactory	
422		
423	<i>*Each of these grades indicates failure in a nursing</i>	
424	<i>course.</i>	

425
426 The assignment of grades is the responsibility of the course faculty.

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

428 06/2009

429 **Minimum Computer Requirements**

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

431 Minimum computer requirements include: Operating System-Windows XP or higher; Mac 10.4 or
432 higher; PC Processor-Pentium IV or higher; Memory (RAM): 512 MB or more; Hard Disk Drive:
433 200 GB or larger.

434 12/09/2012

435 **Standardized Tests**

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

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

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

442 5/2009

443 **Retention Policies**

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

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

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

457 08/2007

458 **Professional Behaviors Policy**

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

463 05/2005

464

465 **Assessment Technologies Institute (ATI)**

466
467 Assessment Technologies Institute® (ATI) provides an assessment driven review program designed to
468 enhance student NCLEX-RN success. The review program includes learning and assessment activities,
469 such as case studies, math modules, quizzes, tutorials, practice exams, focus reviews, and proctored
470 assessments. ATI products are incorporated into the Undergraduate Nursing Program to improve
471 students' clinical judgment, critical thinking, and performance on assessments.

472
473 Courses that contain a content mastery series proctored exam will use the ATI Content Mastery Series
474 Assessment Grading Rubric for all ATI practice and proctored assessments. All assignments are
475 expected to be completed individually and without the use of outside materials. The grade for ATI will
476 include practice assessments, proctored assessment, and required remediation. Additional ATI activities
477 may be required at the discretion of course faculty. See ATI Policy in Appendix O.

478

479 8/2022

480 **Meeting of First Class**

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

483

484 **Class Attendance**

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

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

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

497

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

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

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

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

509

510 **Policy on Academic Honesty**

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

513

514 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/)
515 [academic-honesty/?wpdmdl=4950/](https://deanofstudents.gsu.edu/document/policy-on-academic-honesty/?wpdmdl=4950/)

516 **GSU Policy Prohibiting Students from Posting Instructor-Generated Materials on External** 517 **Sites**

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

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

526

527 **Diversity Statement**

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

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

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

544 2/2021

545

546 **Electronic Equipment**

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

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

554 **Announcements and Communications via Electronic Sources**

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

560 8/2017

561 **The Impaired Student**

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

568

569 **Students on Medication**

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

575

576 **Students with Health Problems**

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

581 **Program Plan Progression**

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

587

588 **Progression Policy**

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

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

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

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

597

08/2017

598 **Repeat to Replace Policy**

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

Effective Fall 2011

606

607

608 **Termination Policy**

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

611

07/2008

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

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

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

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

621 Skills and health assessment validation must occur between the time of approval for re-entry and no
622 later than the end of drop-add week. For a detailed list of the skills required for the skills and health
623 assessment validation, see the “Nursing Knowledge and Nursing Health Assessment Skill (NURS
624 2220) of this handbook.” If the student is unsuccessful in re-entry validation, the student must drop
625 from the clinical courses and enroll in Nursing 2220 Skills and Health Assessment Course.

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

627 10/26/10

628 **Transfer Policy:**

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

634 05/2009

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

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

639 Students with two or more nursing course failures, who have completed course work up to and
640 including the second semester of the traditional track will have their applications considered with all
641 other new applicants. Students with two or more nursing course failures, who have completed course
642 work beyond the second semester of the traditional track, will have their applications considered
643 separately.

644 **Conditions of Admissions**

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

649

650 **Validation Process**

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

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

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

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

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

705 07/2008

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

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

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

718 **Procedure for Change of Faculty Advisor**

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

723 07/2008

724 **Mentoring Program**

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

731 To address this issue, Dr. Cheru Atraga in consultation with the School of Nursing at Georgia State
732 University (GSU) launched an innovative mentoring program to support minority. Dr. Atraga
733 implemented a similar successful mentoring program in another post-secondary institution before
734 joining Georgia State University. The mentorship project implemented in prior post-secondary
735 institution has been published in a peer reviewed journal. The project has been initiated at GSU in
736 2020. Through the mentoring program, students are provided individualized academic support,
737 tailored mentoring sessions, and referrals as needed. The program utilizes a blended approach (face
738 to face and E-mentoring). E-mentoring connects mentors-mentees across geographic and time
739 barriers and augments opportunities for support among diverse students and professionals. More
740 importantly, studies indicated that if E-mentoring is blended with face-to-face mentoring there is an
741 increase in positive outcomes. Providing mini-iPads for academically at-risk students will enable
742 them to study and download relevant documents wherever there is Wi-Fi on and off campus. The

School of Nursing Undergraduate Handbook

743 students who enrolled in the mentorship program have successfully passed their semesters and
744 NCLEX exam so far. The mentoring program is still underway. (Please contact Dr. Cheru Atraga,
745 regarding further details at catraga@gsu.edu)

746 08/2020

747

748 **Student Employment**

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

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

755 08/2007

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

759

760 **Class Cancellation/School Closure**

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

765 08/2007

766 **Communications/Information Sharing**

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

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

771 07/2009

772 **Evaluation**

773 **Faculty and Course**

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

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

780 This process is strictly anonymous and confidential.

781 05/2009

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782 **Program**

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

786 05/2009

787 **Students**

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

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

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

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

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

797

798 **Graduation Procedures**

799 **Georgia Legislative & Regents' Requirements for Graduation**

800 **Regents Reading and Writing Requirements**

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

806

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

815 05/2009

816 **Georgia State University Graduation Requirements**

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

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

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

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

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

827

828 **Application for Graduation**

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

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

835 08/2007

836 **Traditional End of Program Completion Activities**

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

841

842 **Comprehensive Predictor Exam**

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

849

850 11/29/12

851

852 **End of Program Survey**

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

856 07/2011

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

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

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

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

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

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

877 07/2009

878 **Student Life**

879

880 **Student Committee Participation**

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

885 05/2009

886

887 **University Committees**

888 **Student Senate**

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

894

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

School of Nursing Undergraduate Handbook

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

902 08/2007

903 **Faculty Senate**

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

908
909 Student Representation on Faculty Senate Committees:

- 910 • Committee on Statutes and Bylaws - 1 student senator
- 911 • Library Advisory Committee - 2 student senators
- 912 • Committee on Academic Affairs - 4 student senators
- 913 • Committee on Planning and Development - 3 senators
- 914 • Committee on Student Life and Development - 9 senators plus 3 recommended by the Dean
915 of Students
- 916 • Committee on Athletics - 3 senators
- 917 • Committee on Commencement - 2 senators
- 918 • Nominations Committee - 1 student--President of SGA

919 920 **Byrdine F. Lewis College of Nursing and Health Professions Committees**

921 **Student Services Committee**

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

925 926 **Academic Affairs Committee**

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

929 **School of Nursing Committees**

- 930 Bylaws, Policies & Procedures Committee
- 931 Student Affairs Committee
- 932 Promotion and Tenure Committee
- 933 Non-Tenure Track Committee
- 934 Undergraduate Program Committees
- 935 Graduate Program Committees
- 936 Nominating Committee

School of Nursing Undergraduate Handbook

937 Executive Committee

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

941 08/2007

942 **Organizations**

943 **Nursing Students at Georgia State**

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

951 05/2009

952

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

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

964 **Scholarships**

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

969 **Nursing Scholarships**

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

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

School of Nursing Undergraduate Handbook

979 **Additional Scholarships / Loan Forgiveness Programs**

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

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

987 **Grady Scholars Program**

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

993 **Northside Scholars Program**

994 Students will pre-selected based on a two-part interview process, begin clinical rotations at the start
995 of their junior year. All rotation's (except pediatrics, geriatrics and psychic) will be performed, under
996 clinical instruction at the facility. Once they reach the last semester of school the goal is to assign
997 them a senior practicum spot in which they have expressed interest or excelled in. (Hospital may have
998 specific target areas.) Thus, allowing the student to gain experience in the targeted area they would
999 ideally like to be hired into once they graduate. The end goal being to hire these students into the
1000 new nurse internship program by having:

- 1001 1) Already "interviewed" and gained experience performing in clinical rotations.
- 1002 2) Pre-selecting students that are dedicated to the facility, culture and the internship in the areas of
1003 need.
- 1004 3) Trained students in hospital vision, goals and sense of community which will increase retention.

1005

1006 **Service Cancelable Loans**

1007 The State of Georgia offers the Service Cancelable Loan for nursing students. This loan is applicable
1008 to students who are willing to live and work in Georgia after graduation. Part B of the Service
1009 Cancelable Loan Program Enrollment Certification is completed by the Academic Advisement
1010 Coordinator. Information is available at <https://secure.gacollege411.org>.

1011 07/2008

1012 **University Honors**

1013 Criteria for graduating from a university's honors program can be found in the General Catalog.
1014 Specifics on the types of recognition and related activities are available in the University Honors
1015 Program Office. Call 404-413-5577.

1016

1017 **School of Nursing Honors**

1018 **Evangeline Lane Founders Award**

1019 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

1020 **3.8 GPA** average for all nursing courses in the major.

1021 Recipients of the Evangeline Lane Founders Award will receive a certificate suitable for framing.

1022 This award is not noted on their transcript or diploma.

1023 **Sigma Theta Tau Undergraduate Academic Achievement Award**

1024 The School of Nursing is a member school in the nursing honor society Sigma Theta Tau

1025 International. Georgia State University is the home of the Epsilon Alpha Chapter.

1026 The Sigma Theta Tau Academic Achievement Award is presented annually by the Epsilon Alpha

1027 Chapter to the graduating generic and registered nurse nursing student who has maintained the

1028 highest scholastic average upon completion of the baccalaureate program.

1029 **SON Undergraduate Leadership Award**

1030

1031 BSN graduate who demonstrates scholastic achievement, leadership ability and exemplifies an

1032 enthusiastic commitment to professional nursing.

1033 Criteria:

1034 1. Minimum of **3.7** overall academic GPA

1035 2. Participation and leadership clearly demonstrated throughout the nursing program as

1036 evidenced by class, community and social activities.

1037 3. Exemplifies an enthusiastic commitment to professional nursing

1038 4. Demonstrates behavior consistent with the Byrdine F. Lewis School of Nursing core values of

1039 honesty/integrity, professional excellence, collegiality/collaboration, cultural

1040 sensitivity/diversity, and creativity/innovation.

1041

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 Nursing Elective (3 hrs)

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."

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

PREREQUISITE COURSES

Area A: Engl 1101-1102 (Composition I and II)
 Area A: Math 1101 (Math Modeling) OR Math 1111 (College Algebra)
 Area B: Phil 1010, SCOM 1000, Pers 2001, 2002 or 2003 (2 courses)
 Area C: Humanities (1 course) and Fine Arts (1 course)
 Area D: Chem 1151K-1152K (Survey of Chemistry I and II w/labs) **strongly recommended** OR
 Biol 1103K-1104K (Introductory Biology I and II w/labs) OR
 Phys 1111K-1112K (Introductory Physics I and II w/labs)
 Area D2: Math 1401 Elementary Statistics
 Area E: Hist 2110, Pols 1101, World History and PSYC 1101
 Area F: Biol 2110K-2120K (Human Anatomy and Physiology I and II) **must be completed within 5 years prior to beginning the nursing sequence**
 Biol 2300 (Microbiology and Public Health)
 Biol 2310 (Microbiology and Public Health Lab)
 NURS 2010 Health and Human Lifespan Development
 NURS 2200 Clinical Nutrition
 Area H: PSYC 3140 Abnormal Psychology

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

TRADITIONAL YEAR 3

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

TRADITIONAL YEAR 4

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

* Requires a minimum grade of "C."

School of Nursing Undergraduate Handbook

Appendix B - Permission to Release Education Record Information Form

Permission to Release Education Record Information

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

(education record information to be released)

to _____

(name, address)

for (purpose) _____

Signed _____ Date _____

Action taken _____

(date) (by whom)

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

School of Nursing
Georgia State University

**Statement of Understanding Concerning
Clinical Schedules**

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

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

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

Student Signature

Administrative Director, Undergraduate Programs

Updated 03/2017

School of Nursing Undergraduate Handbook

APPENDIX D – Statement of Release

**School of Nursing
Georgia State University**

Statement of Release

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

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

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

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

Student Name (printed)

Student Signature

Date

Administrative Director, Undergraduate Programs

Date

School of Nursing Undergraduate Handbook

APPENDIX E – Directed Reading

Georgia State University School of Nursing Nursing 4040/Nursing 7060

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

GENERAL GUIDELINES AND PROCEDURES (NURS 4040/NURS 7060)

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

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

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

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

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

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

Student Course Request Form

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

NAME OF STUDENT:

COURSE:

NUMBER OF HOURS OF CREDIT:

TITLE OR PROPOSED AREA OF STUDY:

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

OBJECTIVES:

LEARNING ACTIVITIES:

METHODS OF EVALUATION:

Signature of
Faculty:

Department:

Date:

Signature of Student:

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

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

Course Number:

Course Name:

Credit Hours:

Placement (Semester and year):

Class Schedule:

Faculty:

Textbook: None

Learning Activities:

Class/Meeting Schedule:

Evaluation:

School of Nursing Undergraduate Handbook

Sample Syllabus Form

Course Number: Nursing 4040/Nursing 7060

Course Name: Directed Reading

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

Placement:

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

Faculty:

Textbook: None

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

Class/Meeting Schedule:

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

Evaluation

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

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

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

School of Nursing Undergraduate Handbook

APPENDIX F

Infection Control Guidelines

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

Physician/Nurse Practitioner Signature/Date

Address/Telephone

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

School of Nursing Undergraduate Handbook
APPENDIX H – 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

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

Unsatisfactory:

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

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

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

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

End of Clinical Assignment Evaluation

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

Summative Component:

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

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

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

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

Formative Component:

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

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

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

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APPENDIX I – Clinical Behaviors

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

A. SAFETY

Definition:

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

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

Expected Behaviors:

In the clinical setting, the student will:

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

B. UNIVERSAL PRECAUTIONS

Definition:

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

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

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Expected Behaviors:

In the clinical setting, the student will:

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

C. PROFESSIONAL ACCOUNTABILITY

Definition:

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

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

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Expected Behaviors:

In the clinical setting the student will:

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

D. COMMUNICATION

Definition:

The verbal and nonverbal transmission of information.

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

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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).

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APPENDIX J—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 K – Essential Functions Policy
ESSENTIAL FUNCTIONS POLICY

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

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

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

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

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

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

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Essential Functions

1. **OBSERVATION:**

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

Examples:

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

2. **COMMUNICATIONS:**

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

Examples:

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

3. **SENSORIMOTOR:**

The student must be able to:

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

Examples:

Respond to a timer, emergency alarms
Discern auscultatory sounds (i.e. heart sounds, breath sounds)
Perform tests of vital signs, pain, strength, coordination, cranial and peripheral nerves, balance, movement patterns, posture, sensation, endurance, skin integrity, joint motion, wound status, cognitive/mental status, soft tissue, assistive devices, reflexes, developmental stages

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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

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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.

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**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 L – Professional Behaviors Policy

School of Nursing

Professional Behaviors Policy

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

1. Abides by the ANA Code of Ethics for Nurses (See website <http://www.nursingworld.org/>)
2. Knows and follows state practice as described in the State Practice Act
3. Demonstrates professional demeanor by supporting the institution in positive ways to peers, staff, and others.
 - a. Expresses confidence in people and institution.
 - b. Supports via encouragement, feedback, and reinforces the goals of the person or institution.
4. Abides by institutional policies and procedures.
 - a. Adheres to the rules and regulations of the clinical setting.
 - b. Follows the schedule of the clinical setting.
 - c. Completes all paper work in the time frames established by the practice or academic institution.
 - d. Abides by Georgia State University, On Campus Student Handbook (See the GSU web site - www.gsu.edu).
 - e. Abides by School of Nursing Student Handbook. (See School of Nursing web site – <http://nursing.gsu.edu>)
5. Projects a professional image.
 - a. Abides by institutional policies and procedures.
 - b. Abides by School of Nursing Student Handbook specifying uniform dress code.
6. Attends professional meetings; i.e. in attendance at NSNA, NSGS, and state chapter (GANS) meetings.

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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.

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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.

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- 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.

1st warning

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

2nd warning

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

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 M
GEORGIA STATE UNIVERSITY
School of Nursing**

RELEASE AND COVENANT NOT TO SUE AND PERMISSION TO BE PHOTOGRAPHED

(Read carefully before signing)

For and in consideration of Georgia State University and the Board of Regents of the University System of Georgia, I grant permission to be photographed and videotaped for the School of Nursing at Georgia State University. I hereby release and covenant not to sue the Board of Regents of the University System of Georgia, the employees, officers, members, servants, and agents of each from all claims, demands, rights, and causes of action.

I understand that I am participating as an uncompensated volunteer, and that I am not an employee of the Board of Regents of the University System of Georgia or Georgia State University. I understand that I will receive no benefits or compensation. I understand that the video will be used for educational purposes only. I understand that photographs taken may be used for promotional purposes and may be released in a public venue.

I hereby certify that I am 18 years of age or older and suffering under no legal disabilities, and that I have read the above carefully before signing.

Signature of participant or legal guardian if under 18

Participant's name (please print)

Address: _____

Witness: _____

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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

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 5 points with 1 point for Practice Assessments A and 1 point for Practice B and 3 points for the Proctored Assessment. See points for proctored test below. A bonus point will be given if a Level 3 is scored on the Proctored test.

ATI Content Mastery Series Assessment Grading Rubric

Complete Practice Assessment A One point is awarded when the assessment is completed per faculty direction. See dates in syllabus.	Complete Practice Assessment B One point is awarded when the assessment is completed per faculty direction. See dates in syllabus.
--	--

Proctored 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. In the Complex Cases course (NURS 4620), the Predictor Assessment will be scored per the course syllabus.

Scored at Level 3 Earn 4 Points	Scored at Level 2 Earn 3 Points	Scored at Level 1 or Below
--	--	-----------------------------------

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Four points are awarded when the assessment is completed at Level 3.	Three points are awarded when the assessment is completed at Level 2.	No points are awarded when the proctored assessment is completed at Level 1 or below.
No Retake Needed	No Retake Needed	Retake Required for Level 1 or Below
		One point is awarded when the proctored retake is completed and one point is awarded when students take a Learning Systems' course specific test per the instructor's 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.
Practice A and B taken per faculty direction – 2 points. Proctored Test scored a Level 3 – four points. Total Possible Points Earned= 6 points.	Practice A and B taken per faculty direction – 2 points. Proctored Test scored a Level 2 – three points. Total Possible Points Earned= 5/5	Practice A and B taken per faculty direction and Proctored Test 1 or below – 2 points. Total Possible Points Earned with retake and Learning System test taken = 5/5

ATI Policy passed Jan. 2023 by UPC; updated July 2024

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APPENDIX P - Testing Policy

Policy Statement:

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

Policy:

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

Procedures:

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

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

Exam Security

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

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

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

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

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

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

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

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

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

Attendance will be taken during testing.

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

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

Students will be randomly assigned to a computer.

No talking is allowed during testing.

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

No food or drink are allowed during testing.

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

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

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

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

Exam Scheduling and/or Missed Exams

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

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

Administration Procedures for Computerized Exams

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

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

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

Administering Tests

The procedure for classroom tests should be as follows:

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

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

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

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

Procedures for Class Test Review for Students

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

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

Medication Calculation Exams

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

Approved by UPC 8/2022

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APPENDIX Q – Selected Administrative Resources
SELECTED ADMINISTRATIVE RESOURCES

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
8th 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

Raven Gearing
Administrative Specialist-Academic
Urban Life
404-413-1206

