

**SCHOOL OF NURSING  
GEORGIA STATE UNIVERSITY**



**NURSING  
UNDERGRADUATE STUDENT HANDBOOK  
2019-2020**

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**School of Nursing  
Undergraduate Handbook**

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## School of Nursing Undergraduate Handbook

### 1 **Note to the Student:**

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

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

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

16  
17 If you have questions please contact:

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

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

26  
27

## School of Nursing Undergraduate Handbook

### 28 **Introduction**

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

36

### 37 **Vision Statement**

38 The School of Nursing will be nationally recognized for innovative, responsive educational  
39 nursing programs focused upon diversity, urban healthcare and vulnerable populations. The  
40 school will be noted for expert practitioners, community partnerships and leading-edge  
41 research.

42 5/7/2007

### 43 **Mission Statement**

44 The mission of the School of Nursing is to create a premier multicultural learning  
45 environment that produces leaders, clinicians, scholars and researchers who exemplify  
46 nursing excellence and enhance healthcare delivery to Georgia and beyond.

47 5/7/2007

### 48 **Philosophy Statement**

49 The philosophy of the School of Nursing is congruent with and flows from the mission of  
50 Georgia State University and the Byrdine F. Lewis College of Nursing and Health  
51 Professions. The philosophy is reflective of the faculty's belief about the concept of the  
52 nursing meta-paradigm (nursing, health, human environment) and their beliefs about teaching  
53 and learning. The philosophy is founded in and shaped by our core values: honesty/integrity,  
54 professional excellence, collegiality/collaboration, cultural sensitivity/diversity, and  
55 creativity/innovation. The faculty is dedicated to teaching, research and service and  
56 recognizes and honors the value of interdisciplinary exchange. The faculty members believe  
57 that education for nursing should be founded in the liberal arts and sciences. The  
58 baccalaureate program of study prepares the generalist for entry into professional nursing  
59 practice. Master's level education prepares the graduate for advanced practice as a clinical  
60 nurse specialist, nurse practitioner or as a leader in health care and/or informatics/technology.  
61 Education at the doctoral level prepares nurse scholars in the areas of research, practice and  
62 education.

63

### 64 **Undergraduate Program Objectives**

65 Learning objectives of the undergraduate program are to prepare graduates who:

66 1. Integrate knowledge of self, the arts and sciences when providing safe, patient-centered  
67 care to diverse and vulnerable populations in various settings.

68 2. Apply the unique knowledge and skills of nursing such as leadership, patient safety,  
69 collaboration and critical thinking in providing and promoting healthcare to clients from a  
70 diverse background in a variety of settings.

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- 71 3. Utilize strategies of communication and collaboration with individuals, families,  
72 communities, and other healthcare professionals to develop, implement, and evaluate  
73 culturally appropriate health promotion/prevention outcomes.
- 74 4. Demonstrate respect for human diversity when providing culturally congruent care to  
75 individuals, families, or communities.
- 76 5. Explore the impact of sociopolitical, economic, environmental, and global forces on  
77 healthcare policy and practice.
- 78 6. Engage in ethical and legal reasoning to promote safe, patient-centered care.
- 79 7. Integrate knowledge of evidence-based practice, informatics and quality improvement to  
80 provide safe effective care for individuals, families, and communities.
- 81 8. Demonstrate professional excellence by modeling the values and behaviors that are  
82 congruent with commitment, integrity, lifelong learning, and advocacy for the  
83 profession/practice.

84 Revised December 5, 2011

### 85 **Nursing**

86 Nursing is a humanistic discipline that is grounded in the art of caring and the application of  
87 scientific principles. The profession of nursing is accountable to the individuals, families, and  
88 communities it serves. The faculty believe that honesty, integrity, knowledge, and  
89 professional excellence are the pillars upon which nursing is anchored, each of which affects  
90 the outcome of care at every level. Nursing incorporates education, clinical practice, political  
91 awareness, research, and technology to prepare health care providers to engage in critical  
92 thinking as they interact with individuals, families and communities. Nursing emphasizes the  
93 importance of evidence-based clinical decision-making and scientific inquiry in evolving  
94 health care systems. The profession of nursing is dedicated to the restoration of health,  
95 promotion of wellness, and support throughout the lifespan for all individuals through care  
96 that is comprehensive, culturally sensitive, ethically-sound, and cost effective. Furthermore,  
97 nursing has a responsibility to advocate for individuals, families, and communities with  
98 limited health care resources as well as to minimize disparities in health care.

99

### 100 **Health**

101 Health is a dynamic state of adaptive functioning comprised of the biological,  
102 psychological, sociocultural, and spiritual wellbeing of individuals, families, and  
103 communities. Health is promoted and maintained in the context of individuals',  
104 families', and the communities' beliefs, values, and perceptions of wellness. Being  
105 culturally sensitive is essential as nurses collaborate with individuals, families and  
106 communities from diverse settings and cultures for health promotion and maintenance  
107 of wellbeing, and when health has been compromised, restoration to the individuals',  
108 families', and the communities' full potential.

109

110

111

112

## School of Nursing Undergraduate Handbook

### 113 **Humans**

114 Humans are complex biological, psychological, sociocultural, and spiritual beings.  
115 Humans are interdependent with their environment but value independence and  
116 autonomy. Humans exist as individuals and members of families, groups, and  
117 communities. Humans share commonalities but require respect for the diversity in  
118 order to grow and mature. Humans deserve care by qualified, honest nursing  
119 professionals who assist them to reach their full potential.

### 120 **Environment**

121 The environment is made up of internal and external factors that affect the health of a  
122 human being. Internal factors include biological, genetic, and psychological  
123 influences that synergistically and dynamically impact an individual's health.  
124 External factors have broad effects on the health of an individual while simultaneously  
125 contributing to the health of a population. These include such factors as family and  
126 community structure, sociocultural beliefs, spirituality, economics, health policy, and  
127 ecology. Technological advances have broadened the environment, nationally and  
128 internationally to encompass global health issues. The faculty recognizes the  
129 responsibility nurses have for advocacy to protect the environment and to promote a  
130 healthy environment for individuals, families and communities.

### 131 **Teaching and Learning**

132 The faculty believes that teaching should be conducted in an environment that  
133 enhances learning and honors diversity. Teaching is aimed at encouraging students to  
134 develop the ability to influence and support individuals, families, and communities to  
135 improve their health outcomes. Faculty use technological advances to integrate a  
136 variety of educational strategies such as didactic sessions, simulations, clinical and  
137 research mentoring in both face to face and web-enhanced environments.

138 The faculty members believe that learning is a process involving the exchange of ideas  
139 for the purpose of advancing knowledge. The faculty members believe that learning  
140 takes place in a collaborative environment aimed at challenging students to think in  
141 critical and creative ways to solve problems and generate nursing science. The  
142 learning environment encompasses coursework, clinical practice, and research.  
143 Through these scholarly pursuits, founded in the core values of the School of Nursing,  
144 students develop in appreciation of the multifaceted determinants of health.

145 12/1/2008

### 146 **Program Approval and Accreditation**

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

149

### 150 **Degree Awarded**

151 The Program leads to a Bachelor of Science Degree with a major in Nursing (Designation B.S.).

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

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### 154 **General Information**

155

### 156 **Locations**

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

159 The School of Nursing Simulation and Skills Laboratories are located in the Petit Science Center.  
160

### 161 **Assistance**

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

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

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166 Undergraduate Curriculum

### 167 Undergraduate Nursing Major Courses

168	Course Number and Description	Semester
169	Hours	
170	NURS 2010 Health and Human Lifespan Development	3
171	NURS 2040 Conceptual Foundations of Nursing and Trends	1
172	NURS 2060 Pathophysiology	3
173	NURS 2061 Pharmacology	3
174	NURS 2080 Basic Concepts of Nursing Care	3
175	NURS 2160 Basic Health Assessment and Nursing Skills (clinical)	6
176	NURS 3300 Human Services: Policy, Planning & Trends	3
177	NURS 3500, (or SNHP 3500) Research Methods	3
178	NURS 3510 Caring for Adult Populations (clinical)	6
179	NURS 3610 Caring for Childbearing Families (clinical)	5
180	NURS 3710 Caring for Children and Adolescents (clinical)	5
181	NURS 3810 Psychiatric/Mental Health Care for Populations (clinical)	5
182	NURS 4510 Caring for Families and Communities (clinical)	5
183	NURS 4040 Directed Readings (elective)	1-3
184	NURS 4210 Introduction to Critical Care Nursing (elective)	3
185	NURS 4600 Leadership and Management in Nursing	3
186	NURS 4610 Senior Practicum	4
187	NURS 4620 Complex Health Care Problems Across the Lifespan	3

188  
189 Note: Credit hour ratio for clinical hours in nursing: 1 semester hour of credit = 3 clock hours  
190 of clinical/laboratory experience.

191 05/2009

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

193 Program plans for both traditional and ACE tracks are located in the Appendix AI-AIV.

### 194 Electives and Special Courses

#### 195 Undergraduate Clinical Experiences

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

206 01/2008

#### 207 Course Syllabi:

208 Course syllabi provide a general plan for the course. Deviations from the plan set forth in any

## School of Nursing Undergraduate Handbook

209 syllabus may be necessary.

210

### 211 **Suggested Program Plans**

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

213

### 214 **Critical Care Nursing Course (NURS 4210)**

215 NURS 4210 Introduction to Critical Care Nursing is an elective course. NURS 3510  
216 (Medical/Surgical Nursing) is a pre-requisite to this course. This course can be taken with NURS  
217 3610 (Mother/Baby Nursing), NURS 3710 (Nursing Care of Children and Adolescents), NURS 4510  
218 (Community Health Nursing), or NURS 4610 (Senior Practicum). Audit of the course is allowed but  
219 requires approval of the course faculty. Successful completion of this course requires a passing  
220 grade.

221 08/201

222 4

223

224

225

### 226 **Directed Readings (NURS 4040)**

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

231

### 232 **Nursing Knowledge and Nursing and Health Assessment Skill (NURS 2220)**

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

239

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

243

244 Students who have completed the equivalent of NURS 2160 Basic Health Assessment and Nursing  
245 Skills either in the SON or another accredited nursing program, will need to correctly perform the  
246 following items for successful completion of this course:

- 247 • \*Medication administration
- 248 • Medication calculation test with score of 100%
- 249 • \*Urinary catheter insertion
- 250 • \*Vital signs
- 251 • \*Set-up for an IV administration
- 252 • \*Complete health assessment

253 Students who have completed the equivalent of NURS 3510 Caring for Adult Populations and/or

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254 NURS 3810 Psychiatric/Mental Health Care for Populations Nursing, either in the BFLSON or  
255 another accredited nursing program, will need to correctly perform the following items for successful  
256 completion of this course:

- 257 • \*All of the items delineated above for NURS 2160 as well as
- 258 • \*IV tubing change, piggyback or INT
- 259 • Narrative analysis – based on case scenario appropriate to course being validated (if  
260 both courses are being validated then two case scenarios would be written up).
- 261 • Care plan based on a case study relevant to course being validated (if both courses are  
262 being validated then two care plans would be required).
- 263 • Medication calculation test with score of 100%

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

- 268 • All of the items delineated above for NURS 2160, NURS 3510, and NURS 3810, in  
269 addition to:
- 270 • Tube feeding
- 271 • Newborn assessment
- 272 • Complex dressing change

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

- 276 • \*All of the items delineated above for NURS 2160, NURS 3510, and NURS 3810, in  
277 addition to:
- 278 • \*Medication administration (pediatric: oral)
- 279 • \*Pediatric assessment
- 280 • Complex sterile dressing change

281 08/2017

## 282 **Clinical Information and Policies**

### 283 **Statement of Release:**

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

289  
290 Each student must have a signed STATEMENT OF UNDERSTANDING CONCERNING  
291 CLINICAL SCHEDULES (Appendix C) on file.

292  
293 As part of the degree completion requirements for the School of Nursing and Georgia State  
294 University, the student will be placed in a clinical setting which requires the student to care for and/or  
295 be exposed to individuals of all ages with a variety of diagnoses and symptoms, some of which are  
296 communicable and infectious. However, unless otherwise required by law, the School of Nursing  
297 and Georgia State University does not grant special consideration or a waiver of any degree  
298 completion requirements, including placement in a clinical setting.

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

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300 clinical experience. To that end, a clinical rotation can be scheduled on every day of the week and on  
301 any shift. Child care, employment, nor transportation issues can be considered when deciding  
302 clinical placements. Students will be expected to attend and participate in the class and clinical  
303 experiences as assigned. By request, the SON will make a reasonable attempt to accommodate  
304 students that cannot participate in clinical practice due to religious or military conflicts. Appropriate  
305 military documentation, or verification, from the commanding officer, has to be submitted to the  
306 applicable course administrator. Such requests should be provided to the course administrator two  
307 weeks prior to the date of the clinical assignment forms are due. (See form Important Due Dates  
308 located on iCollege Nursing Students Resource Center Course)

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

### 311 **Infection Control/Bloodborne Pathogens**

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

317 06/2009

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

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

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

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

333 08/2007

334

### 335 **Assignment of Clinical Placement**

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

339  
340 Upon acceptance to the School of Nursing, each student is responsible for declaring his/her  
341 employment status in any health care agency to the Undergraduate Program Director. Any changes  
342 and employment should also be reported.

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343

### 344 **Drug Calculation Policy**

345

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

351

08/2017

### 352 **Attendance**

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

354

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

359

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

365

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

368

05/2017

### 369 **Tardiness**

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

374

### 375 **Uniform/Dress Policy**

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

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

383

10/26/10

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

386

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

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- 388 **Top:** Navy blue v-neck scrub top from supplier. A solid, long sleeve navy blue t-shirt may be worn  
389 underneath the uniform top. The t-shirt can be purchased from any supplier.
- 390 **Pants:** Specified blue scrub pants from the GSU Bookstore.
- 391 **Lab Coat:** White lab coat with length which needs to be no shorter than hip length and no longer  
392 than knee length. Sleeve length can be three quarters to full. White scrub jackets may be worn.
- 393 **Undergarments:** Undergarments should be white or skin tone and may not be visible either outside  
394 of clothing or through clothing. A short-sleeved white undershirt may be worn. No turtle necks may  
395 be worn.
- 396 **Patch:** Uniform tops and lab coats must have a GSU Byrdine F. Lewis College of Nursing & Health  
397 Professions patch on the upper left arm. The patch will be present on the tops purchased from the  
398 GSU Bookstore. You will need to purchase an extra patch for your lab coat.
- 399 **Shoes:** White shoes with closed toes must be worn. (No openings are allowed on the toe section of  
400 the shoe.) If the shoes have laces, the laces must be white and be kept clean. Clogs and jogging  
401 sneakers are acceptable. Shoe must be constructed of heavy synthetic material or leather. Canvas is  
402 not acceptable.
- 403 **Nametag:** Each student will wear their Georgia State University identification card as their  
404 identification badge, if an ID card is not issued by the clinical facility. This must be worn whenever  
405 the student is in a clinical experience. The identification card is worn on the front of the clothing in  
406 the area of the front upper chest.
- 407 **Street Clothes:** When street clothes are worn in the clinical area, they must be neat, clean and non-  
408 wrinkled. Clothing that allows exposure of shoulders, midriff or toes is not acceptable. Shorts are not  
409 acceptable.
- 410 **Hygiene/Personal Grooming**
- 411 **Personal Hygiene:** Students are expected to maintain personal hygiene and be free of odors.
- 412 **Hair:** Hair style should not interfere with providing safe patient care and should be appropriate to the  
413 profession you are representing. If hair is past shoulder length, then it must be pulled back away from  
414 the face.
- 415 **Fingernails:** Nails should be clean and neat and cut short enough to assure safe patient care.  
416 Artificial nails, nail tips and polish are not to be worn.
- 417 **Watch:** A watch with a second hand is required.
- 418 **Jewelry:** Two or less plain stud/post earrings may be worn in the lower part of each ear. No other  
419 visible piercing jewelry may be worn (including tongue, eyebrow, nose, upper ear). Each student may  
420 wear a maximum of two finger rings, but these must not interfere with safe patient care. No bracelets  
421 are to be worn. If a necklace is worn, it must be inside the uniform top.
- 422 **Body art:** Tattoos or other body art must not be visible.
- 423 **Perfume/aftershave:** Scented items may not be worn in the clinical area as they may interfere with  
424 safe patient care.
- 425 **Chewing Gum:** The chewing of gum is not permitted in the clinical area.
- 426 **Smoking:** All students must adhere to the smoking policy of the clinical agency. In addition, no  
427 smoking is permitted at any time while in uniform, which includes prior to or during any clinical  
428 visits or rotations. Smokers should attempt to reduce the smell of smoke on clothing and person in

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429 order to provide safe and effective client care.

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

### 432 **Community Health Clinical**

433 The designated uniform for Community Health is: Navy blue or black pants/skirt and white  
434 blouse/shirt. Black scrub pants are also acceptable. Sweater: Navy blue, black, or white if desired. No  
435 lettering, words, or print may be on pants, scrub pants, shirts or sweaters. Shoes: Dark closed toe, low  
436 heeled shoes. Different attire may be required for specific clinical experiences or by clinical  
437 agencies. The clinical instructors will provide guidance in these situations.

438

### 439 **Incident/Accident Reporting**

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

444

08/2017

### 445 **Student Evaluation of Clinical Faculty**

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

450

08/2008

### 451 **Evaluation of Student Clinical Performance**

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

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

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

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

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

470 The current "Clinical Failure Notification" form is located in Appendix K of the SON undergraduate

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471 handbook.

472

### 473 **Grading Policy**

474 A “C” or above must be achieved in each required NURSING course.

475

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

477

<u>Letter</u>	<u>Numeric</u>	<u>Quality Points</u>
A+	97 – 100	4.3
A	90 – 96	4.0
B+	85 – 89	3.3
B	80 – 84	3.0
C+	77 – 79	2.3
C	74 – 76	2.0
D*	65 – 73	1.0
F*	Below 65	0.0
S	Satisfactory	
U*	Unsatisfactory	

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

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

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

495

06/2009

### 496 **Minimum Computer Requirements**

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

498 Minimum computer requirements include: Operating System-Windows XP or higher; Mac 10.4 or  
499 higher; PC Processor-Pentium IV or higher; Memory (RAM): 512 MB or more; Hard Disk Drive:

500 200 GB or larger.

501

12/09/2012

### 502 **Standardized Tests**

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

504 Information about the required examinations and how they contribute to the course grade will be

505 clearly delineated in the course syllabus. Students failing to complete the required standardized

506 comprehensive examinations may receive a grade of incomplete (“I”) in the associated course until

507 the examination is completed.

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

509

5/2009

### 510 **Retention Policies**

511 Students will be evaluated on their clinical practice based upon course objectives and upon their

512 capability to perform necessary nursing skills and functions.

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513 Students who come to a nursing class and/or a clinical laboratory session exhibiting questionable  
514 professional behavior and/or clinical practice may be subject to dismissal from that course. The  
515 faculty member will document the occurrence and refer to the Undergraduate Program Director. The  
516 Director will call a special committee into session. This committee will include a member of the  
517 Undergraduate Program Committee, Undergraduate Program Director, the Course Administrator and  
518 the faculty member who made the report. This committee will specify the criteria the student must  
519 meet in order to be eligible to reenter the program. The student will be informed of the decision of  
520 this special committee by the Undergraduate Program Director. The student is granted due process  
521 and may evoke the grievance process.

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

524 08/2007

### 525 **Professional Behaviors Policy**

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

530 05/2005

### 531 **Meeting of First Class**

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

534

### 535 **Class Attendance**

536 Class attendance is expected. All matters related to student absences including the makeup of missed  
537 work are to be arranged between the student and the faculty. All faculty will, at the beginning of  
538 each semester, make a clear statement in the course syllabus to each of their classes describing their  
539 policies for handling absences. Faculty will also be responsible for counseling their students  
540 regarding the academic consequences of absences from their classes or labs. Students are obligated  
541 to adhere to the requirements of each course. Students should understand that they are responsible  
542 for announcements and materials covered in their absences and that they are responsible for academic  
543 consequences of their absences. Students attending classes under Veterans' Benefits must attend  
544 regularly as absences are required to be reported by faculty. Course faculty members have the option  
545 of recording class attendance.

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

548

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

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

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

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557 University.

558 This policy is consistent with the university policy on Disruptive Behavior as it appears in the  
559 Georgia State University catalog at [http://www.gsu.edu/es/catalogs\\_courses.html](http://www.gsu.edu/es/catalogs_courses.html).

560

### 561 **Electronic Equipment**

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

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

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

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

575 8/2017

### 576 **The Impaired Student**

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

583

### 584 **Students on Medication**

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

590 05/2005

### 591 **Students with Health Problems**

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

### 596 **Program Plan Progression**

597 If a student's program plan changes, they will ONLY be allowed to register for subsequent courses if  
598 there is space in the course and/or clinical rotation. Such program plan changes include, but are not

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599 limited to: withdrawal from a course, or courses, a course failure, a personal decision to defer taking  
600 courses for any reason, re-instatement into the nursing program, or receiving an emergency hardship  
601 withdrawal. In such circumstances, the student will be placed on a wait list for course registration.

### 602 **Change of Program of Study**

603 A change in the program plan can be requested by a student due to individual circumstances.  
604

605 Students desiring to alter their program plan should begin the process by discussing their situation  
606 with their faculty advisor. Following the meeting with their faculty advisor, the student should submit  
607 a request to the Chair of the Admissions and Progression Subcommittee (APS) of the Undergraduate  
608 Program Committee (UPC). The documents submitted for the request are listed below and depend  
609 upon whether it is a request for a general program plan change or a consolidation of T5 and T6  
610 semesters program plan change. The request is due by the sixth week of the Spring semester for  
611 program plan changes that begin in the Summer and Fall semesters and by the sixth week of the Fall  
612 semester for program plan changes beginning in the Spring semester.  
613

614 All requests are considered during the first APS meeting following mid-semester. All requests that  
615 are granted are contingent upon space availability in the respective courses. There is no guarantee  
616 that space will be available for any course. The student will be notified via email by the APS Chair of  
617 the decision. Possible decisions include approval, denial, or deferment pending further information as  
618 requested by the APS.  
619

### 620 **General Program Plan Change Request**

621 The student requesting a general program plan change must email the following two documents to the  
622 Chair of the APS by the deadline listed above.  
623

#### 624 1. A letter of request including:

- 625 a. Student's full name, student ID number, mailing address, phone number, and  
626 Georgia State email address
- 627 b. Description of requested change
- 628 c. Reason student is requesting a program plan change
- 629 d. Faculty advisor's name
- 630 d. Date that student discussed requesting a program plan change with their faculty  
631 advisor
- 632 e. Nursing clinical courses completed and final grade in each course
- 633 f. Current nursing clinical courses enrolled in and first exam score in each of those  
634 courses.

#### 635 2. A copy of the student's Degree Works Academic Evaluation contained in GoSolar 636

### 637 **Consolidation of T5 and T6 Semesters Program Plan Change**

638 The eligibility requirements for traditional students desiring a program plan change to consolidate or  
639 combine their T5 and T6 semester courses are:

- 640 1. Successful completion of all previous nursing courses on the first attempt.
- 641 2. Scored 74% or higher on the first exam in the current clinical courses.
- 642 3. Completed all non-course requirements listed on their Degree Works Academic Evaluation
- 643 4. Completed all NS Area A-E core curriculum requirements
- 644 5. Completed all BSN Area F course requirements  
645

646 If the traditional student meets these requirements, then the student may request this program plan

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647 change by emailing the following two documents to the Chair of the APS by the deadline listed  
648 above.

- 649 1. A letter of request including:
- 650 a. Student's full name, student ID number, mailing address, phone number, and Georgia  
651 State email address
  - 652 b. Reason student is requesting a program plan change
  - 653 c. Faculty advisor's name
  - 654 d. Date that student discussed requesting a program plan change with their faculty advisor
  - 655 e. Nursing clinical courses completed and final grade in each course
  - 656 f. Current nursing clinical courses enrolled in and first exam score in each of those courses.

### 657 **Progression Policy**

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

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

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

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

667 In the event that an A.C.E student is unsuccessful in a single nursing course, the student will be  
668 moved to the traditional program.

669 08/2017

### 670 **Repeat to Replace Policy**

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

678 Effective Fall 2011

679

### 680 **Termination Policy**

681 Failure of more than one NURS designated course because of a grade of "D, F, U or WF" results in  
682 termination from the Nursing program.

683 07/2008

### 684 **Re-entry Policy – After Absence**

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

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

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

693 Skills and health assessment validation must occur between the time of approval for re-entry and no  
694 later than the end of drop-add week. For a detailed list of the skills required for the skills and health  
695 assessment validation, see the “Nursing Knowledge and Nursing Health Assessment Skill (NURS  
696 2220) of this handbook.” If the student is unsuccessful in re-entry validation, the student must drop  
697 from the clinical courses, and enroll in Nursing 2220 Skills and Health Assessment Course.

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

699 10/26/10

### 700 **Transfer Policy:**

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

706 05/2009

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

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

711 Students with two or more nursing course failures, who have completed course work up to and  
712 including the second semester of the traditional track or the first semester of the ACE track, will have  
713 their applications considered with all other new applicants. Students with two or more nursing course  
714 failures, who have completed course work beyond the second semester of the traditional track, will  
715 have their applications considered separately.

### 716 **Conditions of Admissions**

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

721

### 722 **Validation Process**

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

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

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730

### 731 **Failure Policy for Re-admitted Students**

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

734 12/2008

### 735 **Students Rights and Responsibilities**

### 736 **References/Recommendations**

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

740

### 741 **Privacy**

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

746

### 747 **Conferences**

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

750

### 751 **Student Progress**

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

754

### 755 **Due Process**

756 **Student Grievance Process:** School of Nursing follows the process set forth in the Byrdine F. Lewis  
757 College of Nursing and Health Professions Student Appeals Policy and Procedure for grievances  
758 involving grades and evaluation. Please note the process to file a grievance for the School of Nursing  
759 is as follows: Student must contact the instructor and course administrator to initiate the appeals  
760 process. If not successfully resolved, the student should contact the program director for resolution.  
761 If the grievance is not successfully resolved at that level, the appeal may then be forwarded to the  
762 Associate Dean for Nursing. If not resolved at this level, the student should contact the Dean of the  
763 Byrdine F. Lewis College of Nursing and Health Professions. All documentation must follow the  
764 policies and procedures of the Lewis College. Additionally, a request for a waiver of established  
765 policy and procedure from curricular and/or programmatic requirements is covered in the Student  
766 Petition for Waiver, Policy and Procedures. Both of these documents can be found on the web at  
767 [snhp.gsu.edu/docs/appeals.pdf](http://snhp.gsu.edu/docs/appeals.pdf). Additionally, students may obtain assistance with these processes in  
768 the Lewis College Office of Academic Assistance.

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

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

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

777 07/2008

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

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

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

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

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

795 07/2008

### 796 **Student Employment**

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

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

803 08/2007

804 Students who choose to enter under the ACE option have additional employment considerations, due  
805 to the rigorous nature of the curriculum plan. Additional information is in Appendix O.

806

### 807 **Class Cancellation/School Closure**

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

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- 812 08/2007
- 813 **Communications/Information Sharing**
- 814 **Announcements:** Official announcements for all nursing students are posted on the Student Resource  
815 Center web page. Students are expected to check the announcements daily.
- 816 **GSU Email:** The official GSU email will be used exclusively by faculty and staff to communicate to  
817 students. Personal email addresses will not be utilized. Emails should be checked daily.
- 818 07/2009
- 819 **Evaluation**
- 820 **Faculty and Course**
- 821 Students are expected to participate in the University evaluation process via PAWS. This process  
822 allows the student the important opportunity to provide constructive feedback to the faculty and  
823 university administration about the instruction received in courses.
- 824 Online student evaluations are submitted through PAWS. The evaluations are available by logging  
825 into the student's PAWS/GoSOLAR account and clicking the "Enter Student Evaluation of  
826 Instructor". Evaluations can be completed at any time during the evaluation period.
- 827 This process is strictly anonymous and confidential.
- 828 05/2009
- 829 **Program**
- 830 Students participate in overall program evaluation through undergraduate committee participation  
831 and through the systematic program evaluation process. At the completion of the program students  
832 will be required to complete the end of the program survey.
- 833 05/2009
- 834 **Students**
- 835 The process of evaluation in all courses is provided through the grading process designated on the  
836 course syllabus.
- 837 Students who are failing or in jeopardy of failing a course are encouraged to make an appointment  
838 with the course administrator and/or their faculty advisor.
- 839 If a student's clinical performance is unsatisfactory, the clinical instructor counsels the student.
- 840 If a student is failing at midterm, he/she signs a statement indicating that he/she has been made aware  
841 of his/her standing. This statement is filed in the student's folder.
- 842 Students with special learning needs and/or personal problems will be referred to the University  
843 Counseling Center.
- 844
- 845 **Graduation Procedures**
- 846 **Georgia Legislative & Regents' Requirements for Graduation**
- 847 **Regents Reading and Writing Requirements**
- 848 Effective March 9, 2010, Georgia State students were granted an exemption by the University System  
849 of Georgia and are no longer required to take the Regents' Test. This exemption does not necessarily  
850 apply should a student transfer out of GSU to another institution in the University System of Georgia.

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851 Students should contact their new institution about its Regents' Test policy. More information can be  
852 found at the [University System of Georgia website](#). 08/2014  
853

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

862 05/2009

### 863 **Georgia State University Graduation Requirements**

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

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

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

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

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

874

### 875 **Application for Graduation**

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

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

882 08/2007

### 883 **Traditional and ACE End of Program Completion Activities**

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

888

### 889 **Comprehensive Predictor Exam**

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

## School of Nursing Undergraduate Handbook

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

896

897 11/29/12

### 898 **Critical Thinking Exam – Exit**

899

900 This is a computerized test administered to assess the student's critical thinking skills. The results  
901 from this exam will be compared with the Critical Thinking Exam – Entrance that was given during  
902 the student's the first semester in the nursing program.

903 The Critical Thinking Exam – Exit is a proctored exam that is administered as a part of the NURS  
904 4620 course requirements. If the student does not complete the exam, then the student will receive an  
905 "Incomplete" for the course grade.

906

### 907 **End of Program Survey**

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

911 07/2011

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

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

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

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

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

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

932 07/2009

### 933 **Student Life**

934

## School of Nursing Undergraduate Handbook

### 935 **Student Committee Participation**

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

05/2009

### 941 942 **University Committees**

#### 943 **Student Senate**

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

949  
950 Student Senators are elected from each college, including the Byrdine F. Lewis College of Nursing  
951 and Health Professions. There is one senator for each one-thousand (1000) students or a minimum of  
952 two senators. All students in good standing are encouraged to run for student senator and must be  
953 enrolled in Fall and Spring semester during the term of office and maintain a 2.2 GPA. Any student  
954 may apply to be a candidate. Elections are held in February. The three who receive the greatest  
955 number of votes become members of the student senate. If there is a tie there is a runoff. For more  
956 details see the web site <http://www.gsu.edu/senate/49311.html>.

08/2007

#### 958 **Faculty Senate**

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

963  
964 Student Representation on Faculty Senate Committees:

- 965 • Committee on Statutes and Bylaws - 1 student senator
- 966 • Library Advisory Committee - 2 student senators
- 967 • Committee on Academic Affairs - 4 student senators
- 968 • Committee on Planning and Development - 3 senators
- 969 • Committee on Student Life and Development - 9 senators plus 3 recommended by the Dean  
970 of Students
- 971 • Committee on Athletics - 3 senators
- 972 • Committee on Commencement - 2 senators
- 973 • Nominations Committee - 1 student--President of SGA

974

## School of Nursing Undergraduate Handbook

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

#### 976 **Student Services Committee**

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

980

#### 981 **Academic Affairs Committee**

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

#### 984 **School of Nursing Committees**

985 Bylaws, Policies & Procedures Committee

986 Student Affairs Committee

987 Promotion and Tenure Committee

988 Non-Tenure Track Committee

989 Undergraduate Program Committees

990 Graduate Program Committees

991 Nominating Committee

992 Executive Committee

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

996 08/2007

#### 997 **Organizations**

##### 998 **Nursing Students at Georgia State**

999 Nursing Students of Georgia State (NSGS) is the university chapter of the national organization for  
1000 nursing students. NSGS sponsors a number of campus and off-campus activities aimed at providing  
1001 community service opportunities for students while also enhancing their clinical skills. NSGS also  
1002 actively participates in both the state (Georgia Association of Nursing Students) and national  
1003 (National Student Nurses Association) organizations. NSGS offers scholarships to attend state and  
1004 national conventions to eligible members. All students enrolled are automatically members of the  
1005 NSGS in the SON.

1006  
1007 05/2009  
1008

##### 1009 **Sigma Theta Tau International Honor Society of Nursing - Epsilon Alpha Chapter**

1010 Sigma Theta Tau International, the only honor society for nursing, was founded in 1922 at the  
1011 Indiana Training School of Nurses, now Indiana University School of Nursing, in Indianapolis,  
1012 Indiana. The Honor Society name comes from the Greek words, storga, tharos and tima, meaning  
1013 love, courage and honor. Among the purposes of Sigma Theta Tau are encouraging and recognizing  
1014 superior nursing scholarship and leadership; fostering high professional standards; encouraging

## School of Nursing Undergraduate Handbook

1015 creative work and strengthening commitment to the ideal and purposes of nursing. Sigma Theta Tau  
1016 is the second largest U.S. nursing organization with more than 100,000 members and chapters at 230  
1017 colleges and universities. The Epsilon Alpha Chapter, which was chartered at Georgia State in 1980,  
1018 is active and growing. Membership in Sigma Theta Tau is by invitation only and is considered an  
1019 honor.

1020

### 1021 **Scholarships**

1022 Throughout the year, scholarships are available through the University and through the Byrdine F.  
1023 Lewis College of Nursing and Health Professions. The number and amount of the scholarships will  
1024 vary based upon the availability of funds for each scholarship. Applicants who are seeking federal or  
1025 state assistance must be a U.S. citizen or an eligible non-citizen.

1026

### 1027 **Nursing Scholarships**

1028 The School of Nursing awards various scholarships to students enrolled in the school of nursing. The  
1029 scholarships are available to both the traditional and the ACE students. They can be used for tuition,  
1030 student fees, books and living expenses. Applicants must be enrolled and in good standing as a full-  
1031 time student in the School of Nursing and must be seeking a Bachelor of Science degree in Nursing.  
1032 Applicants must have a current FAFSA form on file with the Office of Financial Aid. Information  
1033 about nursing scholarships in the Byrdine F. Lewis College of Nursing and Health Professions is  
1034 available at <http://nursing.gsu.edu/scholarships>.

1035 Other information about scholarships and the FAFSA forms can be found on the GSU web site  
1036 (Financing Your Education).

### 1037 **Additional Scholarships / Loan Forgiveness Programs**

1038 Periodically professional organizations, families and individuals express their support of the nursing  
1039 profession by offering a one-time scholarship to a Georgia State nursing student. The availability of  
1040 such scholarships and/or financial awards will be posted on the website for the Byrdine F. Lewis  
1041 College of Nursing and Health Professions.

1042 Students of nursing are eligible for various types of financial aid. Students who wish to be  
1043 considered for financial aid should contact the GSU Office of Student Financial Aid in Sparks Hall.  
1044 Information is available at <http://www.gsu.edu/financialaid>.

1045

### 1046 **Service Cancelable Loans**

1047 The State of Georgia offers the Service Cancelable Loan for nursing students. This loan is applicable  
1048 to students who are willing to live and work in Georgia after graduation. Part B of the Service  
1049 Cancelable Loan Program Enrollment Certification is completed by the Academic Advisement  
1050 Coordinator. Information is available at <https://secure.gacollege411.org>.

1051

07/200

1052 8

### 1053 **University Honors**

1054 Criteria for graduating from a university's honors program can be found in the General Catalog.  
1055 Specifics on the types of recognition and related activities are available in the University Honors  
1056 Program Office. Call 404-413-5577.

## School of Nursing Undergraduate Handbook

- 1057  
1058 **School of Nursing Honors**
- 1059 **Honors in Nursing**
- 1060 Criteria for graduating with Honors in Nursing can be found in the General Undergraduate Catalog  
1061 under School of Nursing Honors. Graduating with Honors in Nursing requires a career-related  
1062 project. Final GPA eligibility is determined at the end of the semester immediately before a student's  
1063 last semester. If student is presently eligible or may become eligible, the student should contact the  
1064 Undergraduate Program Coordinator to schedule an appointment during the semester prior to  
1065 student's last semester. At that time, further project requirements will be discussed. 08/2007
- 1066 **Evangeline Lane Founders Award**
- 1067 Criteria include a 3.5 overall GPA for all non-nursing courses used toward the B.S. in Nursing and a  
1068 3.67 GPA average for all nursing courses in the major.
- 1069 Recipients of the Evangeline Lane Founders Award will receive a certificate suitable for framing.  
1070 This award is not noted on their transcript or diploma.
- 1071 **Sigma Theta Tau Undergraduate Academic Achievement Award**
- 1072 The School of Nursing is a member school in the nursing honor society Sigma Theta Tau  
1073 International. Georgia State University is the home of the Epsilon Alpha Chapter.
- 1074 The Sigma Theta Tau Academic Achievement Award is presented annually by the Epsilon Alpha  
1075 Chapter to the graduating generic and registered nurse nursing student who has maintained the  
1076 highest scholastic average upon completion of the baccalaureate program.
- 1077 **SON Undergraduate Leadership Award**
- 1078
- 1079 BSN graduate who demonstrates scholastic achievement, leadership ability and exemplifies an  
1080 enthusiastic commitment to professional nursing.
- 1081 Criteria:
- 1082 1. Minimum of **3.7** overall academic GPA  
1083 2. Participation and leadership clearly demonstrated throughout the nursing program as  
1084 evidenced by class, community and social activities.  
1085 3. Exemplifies an enthusiastic commitment to professional nursing  
1086 4. Demonstrates behavior consistent with the Byrdine F. Lewis School of Nursing core values of  
1087 honesty/integrity, professional excellence, collegiality/collaboration, cultural  
1088 sensitivity/diversity, and creativity/innovation.  
1089 8/2017

## School of Nursing Undergraduate Handbook

### APPENDICES

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

##### FALL ADMISSION

#### ***PREREQUISITE COURSES***

Engl 1101-1102 (Composition I and II)

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

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

Biol 2300 (Microbiology and Public Health)

Biol 2310 (Microbiology and Public Health Lab)

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

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

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

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

#### TRADITIONAL YEAR 1

Fall Semester (T1)■	Spring Semester (T2)■
Nurs 2060* (3 hrs)/Pathophysiology SNHP 3000* (3 hrs) Math 1401* (3 hrs)/Statistics Nurs 2010* (3 hrs)/ Growth and Development Core curriculum area E elective (3 hrs)	Nurs 2061* (3 hrs)/Pharmacology Nurs 2160* (6 hrs)/Basic Health Assessment & Nursing Skills Nurs 2080* (3 hrs)/Basic Concepts of Nursing Care Psyc 3140* (3 hrs)/Abnormal Psychology Core curriculum area B elective (2 hrs)

#### TRADITIONAL YEAR 2

Fall Semester (T3)■	Spring Semester (T4)■
Nurs 3510* (6 hrs)/Caring for Adult Populations Nurs 3810* (5 hrs)/Psychiatric/Mental Health Care for Populations Nutr 3200* (2 hrs)/Clinical Nutrition Core curriculum area C elective (3 hrs) Core curriculum area B elective (2 hrs)	Nurs 3610* (5 hrs)/Caring for Childbearing Families Nurs 3710* (5 hrs)/Caring for Children & Adolescents Nurs 3500*/SNHP3500* (3 hrs)/Research Methods Core curriculum area E elective (3 hrs)

#### TRADITIONAL YEAR 3

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

\* Requires a minimum grade of "C."

■ Traditional option semesters are coded T1 through T6. "T" denotes the Traditional option, with the subsequent number indicating the position of that semester within the Traditional program option sequence.

## School of Nursing Undergraduate Handbook

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

#### ***PREREQUISITE COURSES***

Engl 1101-1102 (Composition I and II)

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

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

Biol 2300 (Microbiology and Public Health)

Biol 2310 (Microbiology and Public Health Lab)

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

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

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

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

#### TRADITIONAL YEAR 1

Spring Semester (T1)■	Fall Semester (T2)■
Nurs 2060* (3 hrs)/Pathophysiology SNHP 3000* (3 hrs) Math 1401* (3 hrs)/Statistics Nurs 2010* (3 hrs)/ Growth and Development Core curriculum area E elective (3 hrs)	Nurs 2061* (3 hrs)/Pharmacology Nurs 2160* (6 hrs)/Basic Health Assessment & Nursing Skills Nurs 2080* (3 hrs)/Basic Concepts of Nursing Care Psyc 3140* (3 hrs)/Abnormal Psychology Core curriculum area B elective (2 hrs)

#### TRADITIONAL YEAR 2

Spring Semester (T3)■	Fall Semester (T4)■
Nurs 3510* (6 hrs)/Caring for Adult Populations Nurs 3810* (5 hrs)/Psychiatric/Mental Health Care for Populations Nutr 3200* (2 hrs)/Clinical Nutrition Core curriculum area C elective (3 hrs) Core curriculum area B elective (2 hrs)	Nurs 3610* (5 hrs)/Caring for Childbearing Families Nurs 3710* (5 hrs)/Caring for Children & Adolescents Nurs 3500*/SNHP3500* (3 hrs)/Research Methods Core curriculum area E elective (3 hrs)

#### TRADITIONAL YEAR 3

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

\* Requires a minimum grade of "C."

■ Traditional option semesters are coded T1 through T6. "T" denotes the Traditional option, with the subsequent number indicating the position of that semester within the Traditional program option sequence.

## School of Nursing Undergraduate Handbook

### Appendix A-III: Program Plans Suggested Curriculum Plan – B.S. Degree with a Major in Nursing ACE OPTION FALL ADMISSION

#### PREREQUISITE COURSES

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

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

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

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

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

Information on the legislative requirements is available from the Georgia State University Counseling Center, located on the web at [www.gsu.edu/counseling](http://www.gsu.edu/counseling).

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

Fall - Semester 1 (A1)■	Spring - Semester 2 (A2)■
Nurs 2060* (3 hrs)/Pathophysiology Nurs 2061* (3 hrs)/Pharmacology Nurs 2160* (6 hrs)/Basic Health Assessment and Nursing Skills Nurs 2080* (3 hrs)/Basic Concepts of Nursing Care Nutr 3200* (2 hrs)/Clinical Nutrition	Nurs 3510* (6 hrs)/Caring for Adult Populations Nurs 3810* (5 hrs)/Psychiatric/Mental Health Care for Populations Nurs 3300* (3 hrs)/Human Services: Policy, Planning and Trends Nurs 3500*/SNHP3500* (3 hrs)/Research Methods
Summer - Semester 3 (A3)■	Fall - Semester 4 (A4)■
Nurs 3610* (5 hrs)/Caring for Childbearing Families Nurs 3710* (5 hrs)/Caring for Children & Adolescents	Nurs 4510* (5 hrs)/Caring for Families & Communities Nurs 4600* (3 hrs)/Leadership & Management in Nursing Nurs 4610* (4 hrs)/Senior Practicum Nurs 4620* (3 hrs)/Complex Health Care Problems Across the Lifespan

\* Requires a minimum grade of "C."

■ ACE option semesters are coded A1 through A4. "A" denotes the ACE option, with the subsequent number indicating the position of that semester within the ACE program option sequence.

### Appendix A-IV: Program Plans Suggested Curriculum Plan – B.S. Degree with a Major in Nursing

## School of Nursing Undergraduate Handbook

### ACE OPTION SPRING ADMISSION

#### **PREREQUISITE COURSES**

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

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

C. Completion of a previous bachelor's degree

OR

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

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

C. A reading and writing competency examination (Regents' Test)

AND

D. Examinations or comparable courses in United States history, Georgia history, the United States Constitution and the Georgia Constitution.

Information on the legislative requirements is available from the Georgia State University

Counseling Center, located on the web at [www.gsu.edu/counseling](http://www.gsu.edu/counseling).

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

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

\* Requires a minimum grade of "C".

■ ACE option semesters are coded A1 through A4. "A" denotes the ACE option, with the subsequent number indicating the position of that semester within the ACE program option sequence.

**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

**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.

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**NURS 4040/NURS 7060 Directed Readings**

**Student Course Request Form**

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

NAME OF STUDENT:

COURSE:

NUMBER OF HOURS OF CREDIT:

TITLE OR PROPOSED AREA OF STUDY:  
(Include a brief description of what you would like to study.)

OBJECTIVES:

LEARNING ACTIVITIES:

METHODS OF EVALUATION:

Signature of  
Faculty: \_\_\_\_\_

Department: \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature of Student:** \_\_\_\_\_

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**Course Syllabus Form - Directed Readings (NURS 4040/NURS 7060)**

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

Course Number:

Course Name:

Credit Hours:

Placement (Semester and year):

Class Schedule:

Faculty:

Textbook: None

Learning Activities:

Class/Meeting Schedule:

Evaluation:

## School of Nursing Undergraduate Handbook

### Sample Syllabus Form

Course Number: Nursing 4040/Nursing 7060

Course Name: Directed Reading

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

Placement:

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

Faculty:

Textbook: None

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

Class/Meeting Schedule:

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

Evaluation

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

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**Course Outline - Directed Readings (NURS 4040/NURS 7060)**

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

**School of Nursing Undergraduate Handbook**  
**APPENDIX F – Infection Control Guidelines**

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

**GEORGIA STATE UNIVERSITY STUDENT**  
**HEPATITIS B VACCINE POLICY STATEMENT**

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

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

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

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

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

August 2005

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

GEORGIA STATE UNIVERSITY STUDENT  
HEPATITIS B VACCINE ELECTION FORM

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

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

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

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

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

\_\_\_\_\_  
\_\_\_\_\_ (initial).

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

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

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
ADMINISTRATIVE DIRECTOR,  
UNDERGRADUATE PROGRAMS

NAME: \_\_\_\_\_  
PLEASE PRINT

NAME: \_\_\_\_\_  
PLEASE PRINT

8/05

## School of Nursing Undergraduate Handbook

### APPENDIX H – Health Forms and Other Clinical Requirements Policy

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

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

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

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

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

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

## **School of Nursing Undergraduate Handbook**

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

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

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

### **Drug Screens & Criminal Background Check**

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

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

03/17/2017

## School of Nursing Undergraduate Handbook

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

Date \_\_\_\_\_

**Georgia State University**

Faculty

**School of Nursing**

Original

Student

**Health Form Verification of Immunizations/Disease**

Update

Name \_\_\_\_\_

GSU Student ID \_\_\_\_\_

**PROVIDE DATES BELOW**



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

Physician/Nurse Practitioner Signature/Date \_\_\_\_\_

Address/Telephone \_\_\_\_\_

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

**School of Nursing Undergraduate Handbook**  
**APPENDIX I – Clinical Evaluation Process**

**GEORGIA STATE UNIVERSITY**  
**SCHOOL OF NURSING**

**UNDERGRADUATE CURRICULUM**

**Clinical Evaluation Process**

The clinical evaluation tool:

- Contains critical behaviors which override every clinical course in the baccalaureate curriculum.
- 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 overriding 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 overriding behavior area, any behaviors designated at competency level, or clinical rotation competencies, 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 overriding 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 overriding behavior areas, behaviors designated at competency level, or clinical rotation competencies, the final clinical grade will be Unsatisfactory.

#### Formative Component:

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

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

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

## School of Nursing Undergraduate Handbook

### APPENDIX J – Overriding 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.

## School of Nursing Undergraduate Handbook

Expected Behaviors:

In the clinical setting the student will:

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

### D. COMMUNICATION

Definition:

The verbal and nonverbal transmission of information.

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

## School of Nursing Undergraduate Handbook

In the clinical setting the student will:

1. Use client records to communicate effectively with other health care team members:
  - A. Indicate the time and date of entries
  - B. Enter all appropriate information
  - C. Describe nursing actions taken
  - D. Record evaluation of client responses
  - E. Resource computers in the clinical area
  
2. Communicate effectively with clients, peers, faculty and health care team members:
  - A. Assess potential barriers to communication
  - B. Intervene appropriately to minimize identified barriers
  - C. Evaluate the interaction process between self and client, peers, faculty, and health care members
  - D. Use correct abbreviations and medical terminology
  - E. Use objective terminology
  - F. Indicate errors correctly
  - G. Complete charting promptly
  
3. Develop basic computer skills
  - A. Use computer skills to enhance learning through Computer Assistance Instruction (CAI).



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: \_\_\_\_\_

**APPENDIX L – Essential Functions Policy**

**ESSENTIAL FUNCTIONS POLICY**

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

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

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

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

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

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

## School of Nursing Undergraduate Handbook

### Essential Functions

#### 1. **OBSERVATION:**

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

##### Examples:

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

#### 2. **COMMUNICATIONS:**

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

##### Examples:

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

#### 3. **SENSORIMOTOR:**

The student must be able to:

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

##### Examples:

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

## School of Nursing Undergraduate Handbook

### 4. INTELLECTUAL/CONCEPTUAL:

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

#### Examples:

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

### 5. JUDGMENT:

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

#### Examples:

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

### 6. BEHAVIORAL/SOCIAL:

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

#### Examples

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

**School of Nursing Undergraduate Handbook**

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

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

The undersigned declares that s/he:

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

OR

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

\_\_\_\_\_  
Signature of Accepted Applicant

\_\_\_\_\_  
Print name of Accepted Applicant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Print name of Witness

\_\_\_\_\_  
Date

## School of Nursing Undergraduate Handbook

### APPENDIX M – Professional Behaviors Policy

#### School of Nursing

#### Professional Behaviors Policy

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

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

## School of Nursing Undergraduate Handbook

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

## School of Nursing Undergraduate Handbook

16. Utilizes feedback to modify behavior for self-improvement; applies concepts from feedback to make positive changes.
17. Meets external deadlines.
  - a. Clarifies or establishes expected-outcome, time, and date.
  - b. Responds in a timely manner with expected outcome.
18. Focuses on tasks at hand, building on previous learning experience.
  - a. Adapts based on judgment rather than emotion.
19. Coordinates schedule with others.
  - a. Identifies necessary task(s) to be accomplished.
  - b. Works in a logical sequence to accomplish task(s).
  - c. Adapts to unclear situations.
  - d. Is willing to make alternative plans in a changing environment.
20. Collaborates with others.
  - a. Is willing to listen to others.
  - b. Contributes to a positive work environment.
  - c. Demonstrates effective conflict resolution.
  - d. Modifies one's own behavioral style to meet the needs of others.
21. Takes initiative.
  - a. Assumes self-direction in the absence of direction.
  - b. Proposes ideas and leads actions.
22. Keeps commitments.
  - a. Accepts responsibility for obligations.
  - b. Maintains confidentiality as outlined by ANA Code of Ethics.
23. Demonstrates understanding of basic English (verbal and written).
  - a. Makes clear and confident presentations that are consistent with learner's needs and learner's level of knowledge.
  - b. Utilizes visuals, demonstrations and appropriate examples.
  - c. Edits written documents for accuracy and organization.
  - d. Uses APA format for required papers.
  - e. Writes legibly; writes so that others can read.
  - f. Summarizes verbal messages clearly and concisely.
24. Speaks in a clear and understandable manner.
25. Respects personal space of patients and others considering cultural differences.
26. Respects individual and cultural differences.
27. Recognizes worth and dignity of each person as demonstrated in the following manner:
  - a. Exhibits caring.
  - b. Maintains confidentiality.
  - c. Modifies response when appropriate.
  - d. Exhibits courtesy by using polite language, listening without interruption.

## School of Nursing Undergraduate Handbook

28. Identifies and addresses potential and actual safety hazards.
  - a. Recognizes factors that can compromise positive outcomes.
  - b. Suggests changes of policy to prevent accident or injury to self and/or others.
  - c. Reports unsafe conditions to appropriate personnel; follows facility's policy for reporting unsafe conditions.
  - d. Determines safety and operational status of equipment. Assesses that equipment is operational for the safe delivery of treatment.
  - e. Selects treatment interventions considering physician's orders and the safety of patient/self/others at all times. Does not perform therapeutic intervention when safety is compromised.
  
29. Utilizing nursing process, modifies patient care and treatment based on patient's signs, symptoms, and response to treatment.
  - a. Collaborates with the physician and other health team providers to modify patient's treatment as indicated.
  
30. Is able to problem-solve using an analysis of the problem and evaluation of alternate solutions.
  - a. Identifies the problem.
  - b. Analyzes causes of the problem.
  - c. Identifies various solutions for the problem.
  - d. Provides rationale for alternatives.
  - e. Prioritizes course of action.
  - f. Implements course of action to achieve outcomes, alleviate, or remediate problem.
  - g. Assesses the course of action and modifies, as appropriate.

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

### 1<sup>st</sup> warning

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

### 2<sup>nd</sup> warning

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

I have read and understood the 2017-2018 School of Nursing Professional Behaviors Policy and the above statement regarding the expectations of the School of Nursing about professional behaviors.

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Student Signature

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Date

**School of Nursing Undergraduate Handbook**

Print Student Name

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Witness Name

**School of Nursing Undergraduate Handbook**  
**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>

**School of Nursing Undergraduate Handbook**

**APPENDIX O – Student Agreement for ACE Option**

**Georgia State University  
School of Nursing  
Student Agreement for ACE Option**

I, \_\_\_\_\_, am requesting admission to the ACE option track of the Georgia State University School of Nursing program. I have had the opportunity to review the curriculum plan for this option. I understand that the curriculum plan for the ACE option is rigorous and demands my dedicated attention to meeting course requirements. I am aware that course scheduling for this option is concentrated, thus demanding intense effort to satisfactorily complete course requirements. I am also aware that employment could have a negative effect on my academic performance and jeopardize my success in the nursing program.

I understand that my faculty advisor and other members of the faculty will make themselves available to support and guide me throughout the program. It is my responsibility, however, to seek their support and guidance as soon as it becomes clear to me that I have a need.

I understand that as an ACE student, I will be moved to the Traditional program if I am unsuccessful in a single nursing course.

I have had the opportunity to have my questions regarding the ACE option answered. I am very committed to successfully completing the courses as outlined in the ACE curriculum option. I am committed to work diligently to satisfactorily complete all requirements for a Bachelors of Sciences with a major in Nursing.

---

Printed Name

Date

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Signature

August 2005

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

**Regena Spratling, RN, PhD, APRN, CPNP**  
Associate Dean and Chief Academic Officer  
of Nursing  
Urban Life Building  
404-413-1159

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

**Traci Sims, MS, BS, RN**  
Undergraduate Nursing Program Director  
Urban Life Building  
404-413-1173

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

**Urban Life Building Academic Advisor,**  
Undergraduate Nursing Program  
Office of Academic Assistance  
8<sup>th</sup> Floor, Urban Life Building  
404-413-1000

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

