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Note to the Student:

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

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

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

If you have questions please contact:

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

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

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

Vision Statement

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

5/7/2007

Mission Statement

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

5/7/2007

Philosophy Statement

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

Undergraduate Program Objectives

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

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

2. Apply the unique knowledge and skills of nursing such as leadership, patient safety, collaboration and critical thinking in providing and promoting healthcare to clients from a diverse background in a variety of settings.
3. Utilize strategies of communication and collaboration with individuals, families, communities, and other healthcare professionals to develop, implement, and evaluate culturally appropriate health promotion/prevention outcomes.

4. Demonstrate respect for human diversity when providing culturally congruent care to individuals, families, or communities.

5. Explore the impact of sociopolitical, economic, environmental, and global forces on healthcare policy and practice.

6. Engage in ethical and legal reasoning to promote safe, patient-centered care.

7. Integrate knowledge of evidenced-base practice, informatics and quality improvement to provide safe effective care for individuals, families, and communities.

8. Demonstrate professional excellence by modeling the values and behaviors that are congruent with commitment, integrity, lifelong learning, and advocacy for the profession/practice.

Nursing

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

Health

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

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

Environment

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

Teaching and Learning

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

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

Program Approval and Accreditation

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

Degree Awarded

The Program leads to a Bachelor of Science Degree with a major in Nursing (Designation B.S.). Upon satisfying the degree requirements, graduates are eligible to take the National Council Licensure Examination (NCLEX-RN), required for becoming a Registered Professional Nurse.
General Information

Locations

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

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

Assistance

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

After being accepted into the Nursing program, students may seek guidance through the Records and Information office (900 Urban Life, Undergraduate Programs) on the ninth floor of the Urban Life Building or by telephoning 404-413-1200.
### Undergraduate Curriculum

#### Undergraduate Nursing Major Courses

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<td>NURS 2040 Conceptual Foundations of Nursing and Trends</td>
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<td>NURS 3300 Human Services: Policy, Planning &amp; Trends</td>
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<td>NURS 3610 Caring for Childbearing Families (clinical)</td>
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<td>NURS 3710 Caring for Children and Adolescents (clinical)</td>
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<td>NURS 3810 Psychiatric/Mental Health Care for Populations (clinical)</td>
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<td>NURS 4600 Leadership and Management in Nursing</td>
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<td>NURS 4620 Complex Health Care Problems Across the Lifespan</td>
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Note: Credit hour ratio for clinical hours in nursing: 1 semester hour of credit = 3 clock hours of clinical/laboratory experience.

05/2009

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

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

#### Electives and Special Courses

##### Undergraduate Clinical Experiences

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

01/2008

##### Course Syllabi:

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

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

Critical Care Nursing Course (NURS 4210)

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

Directed Readings (NURS 4040)

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

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

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

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

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

- Medication administration
- Medication calculation test with score of 100%
- Urinary catheter insertion
- Vital signs
- Set-up for an IV administration
- Complete health assessment
- Score at or better than the school average on a standardized test for Basic Skills, Pathophysiology, and Pharmacology

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

- All of the items delineated above for NURS 2160 as well as
- IV tubing change, piggyback or heplock
School of Nursing Undergraduate Handbook

- Narrative analysis – based on case scenario appropriate to course being validated (if both courses are being validated then two case scenarios would be written up).
- Care plan based on a case study relevant to course being validated (if both courses are being validated then two care plans would be required).
- Medication calculation test with score of 100%
- Score at or better than the school average on standardized tests for Adult Health/Medical Surgical Nursing and/or Psychiatric Mental Health Nursing

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

- All of the items delineated above for NURS 2160, NURS 3510, and NURS 3810, in addition to:
  - Tube feeding
  - Newborn assessment
  - Complex dressing change
  - Score equal to or better than the school average on standardized tests for Maternal Child Health Nursing.

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

- *All of the items delineated above for NURS 2160, NURS 3510, and NURS 3810, in addition to:
  - *Medication administration (pediatric: oral)
  - *Pediatric nasogastric tube insertion
  - *Pediatric nasogastric tube feeding
  - *Pediatric assessment
  - Complex sterile dressing change Score equal to or better than the school average on standardized tests for Pediatric Nursing.

If the student has completed NURS 4510, Community Health, either in the SON or another accredited nursing program, they should score at or better than the school average on the standardized test for Community Health Nursing and all of the items delineated above for NURS 2160, NURS 3510, NURS 3610, NURS 3710, and NURS 3810.

Clinical Information and Policies

Statement of Release:

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

Each student must have a signed STATEMENT OF UNDERSTANDING CONCERNING CLINICAL SCHEDULES (Appendix C) on file.
As part of the degree completion requirements for the School of Nursing and Georgia State University, the student will be placed in a clinical setting which requires the student to care for and/or be exposed to individuals of all ages with a variety of diagnoses and symptoms, some of which are communicable and infectious. However, unless otherwise required by law, the School of Nursing and Georgia State University does not grant special consideration or a waiver of any degree completion requirements, including placement in a clinical setting.

Clinical schedules and/or placements are developed to give each student a comprehensive and varied clinical experience. To that end, a clinical rotation can be scheduled on every day of the week and on any shift. Child care, employment, nor transportation issues can be considered when deciding clinical placements. Students will be expected to attend and participate in the class and clinical experiences as assigned. By request, the SON will make a reasonable attempt to accommodate students that cannot participate in clinical practice due to religious, or military, conflicts. Appropriate documentation, or verification, from the commanding officer, or religious leader, has to be submitted to the applicable course administrator. Such requests should be provided to the course administrator two weeks prior to the date of the clinical assignment forms are due. (See form Important Due Dates located on Desire2Learn Nursing Students Resource Center Course)

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

**Infection Control/Bloodborne Pathogens**

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

**Health Forms and Other Clinical Documentation**

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

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

It is desirable for each student to have current personal health insurance. Participation in a group health plan is available through the University Dean of Students office; the costs are the responsibility of the individual student. The website is [http://www2.gsu.edu/~wwwdos/healthinsurance.html](http://www2.gsu.edu/~wwwdos/healthinsurance.html)
Assignment of Clinical Placement

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

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

Attendance

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

Attendance is required at all scheduled clinical/laboratory experiences. If a student is unable to attend the clinical and/or laboratory experience, s/he is to notify her/his instructor and clinical agency prior to the scheduled clinical/laboratory experience. Failure to follow the notification procedure could result in one, or two, clinical failures.

The student that misses a scheduled clinical/laboratory experience may be required to make up the experience at the discretion of the instructor. The focus and content of the makeup experience will be at the discretion of the clinical instructor, based on individual student learning needs and desired course outcomes.

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

Tardiness

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

Uniform/Dress Policy

All students must wear the designated uniform during clinical and laboratory experiences. Students visiting the hospital for preclinical assessment must wear the designated lab coat over their street clothes. The lab coat may also be worn over the uniform during clinical experiences.

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

The designated uniform top and pants must be purchased online from www.meridys.com. At least one top and one pair of pants must be purchased for clinical experiences.
The standards for uniform apparel follow:

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

Pants: Specified white scrub pants from the supplier.

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

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

Patch: Uniform tops and lab coats must have a GSU Byrdine F. Lewis School of Nursing & Health Professions patch on the upper left arm. The patch will be present on the tops ordered from meridys.com. You will need to purchase an extra patch for your lab coat.

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

Nametag: Each student will wear their Georgia State University identification card as their identification badge. This must be worn whenever the student is in a clinical experience. The identification card is worn on the front of the clothing in the area of the front upper chest.

Official nursing pins: Pins from professional organizations such as NSGS and Sigma Theta Tau may be worn.

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

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

Community health clinical

Uniform: Navy blue pants/skirt and white blouse/shirt or a navy blue suit. Students doing clinical in Fulton County Health Department will wear a light blue blouse/shirt rather than white.

Sweater: Navy blue or white if desired.

Shoes: Dark brown, navy or black closed toe, low heeled shoes.

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

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

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

Watch: A watch with a second hand is required.

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

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

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

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

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

**Incident/Accident Reporting**

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

08/2007

**Student Evaluation of Clinical Faculty**

At the end of each course and clinical component, students will have the opportunity to evaluate their instructor(s). The evaluations are on the Desire2Learn site for each clinical course. Honest and constructive evaluations of faculty are very important for course development. The evaluations are submitted anonymously.

08/2008

**Evaluation of Student Clinical Performance**

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

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

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

Course specific performance criteria are included in the course syllabus.

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

The current “Clinical Failure Notification” form is located in Appendix K of the SON undergraduate handbook.

**Grading Policy**

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

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

<table>
<thead>
<tr>
<th>Letter</th>
<th>Numeric</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 – 100</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>90 – 96</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>85 – 89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>80 – 84</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>74 – 76</td>
<td>2.0</td>
</tr>
<tr>
<td>D*</td>
<td>65 – 73</td>
<td>1.0</td>
</tr>
<tr>
<td>F*</td>
<td>Below 65</td>
<td>0.0</td>
</tr>
</tbody>
</table>

S Satisfactory
U* Unsatisfactory

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

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

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

**Minimum Computer Requirements**

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

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

**Standardized Tests**

Selected, standardized comprehensive examinations may be used at the completion of each course. Information about the required examinations and how they contribute to the course grade will be clearly delineated in the course syllabus. Students failing to complete the required standardized comprehensive examinations may receive a grade of incomplete (“I”) in the associated course until the examination is completed.

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

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

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

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

Professional Behaviors Policy

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

Meeting of First Class

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

Class Attendance

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

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

Disruptive Behavior in Classroom and/or Clinical Setting Policy

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

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

This policy is consistent with the university policy on Disruptive Behavior as it appears in the Georgia State University catalog at http://www.gsu.edu/es/catalogs_courses.html.

Electronic Equipment

All electronic equipment should be on silent during class and clinical experiences. Students may have access to their cell phones at all times except during exams. Students are expected to refrain from using cell phones in the classroom or at 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.

Use of any photographic equipment (including cell phones) is prohibited in class and at clinical sites except with faculty approval and written permission of subjects.

Announcements and Communications via Electronic Sources

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

The Impaired Student

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

Students on Medication

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

Students with Health Problems

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

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

Change of Program of Study

A change in the program plan can be requested due to individual circumstances. Below are general guidelines for all students. Guidelines for traditional students requesting to consolidate the T5 and T6 semesters are also included.

Students wishing to alter their program plan should begin the process by discussing their situation with their faculty advisor. Following the meeting with their faculty advisor, the student should initiate a request to the Chair of the Admissions and Progression Sub-committee of the Undergraduate Program Committee (UPC). The letter is to be initiated after the first exams in currently enrolled clinical courses and includes test grade results. The letter and supporting documentation should be submitted to the Admissions and Progression Sub-committee no later than the sixth week of the Spring semester for Summer and Fall requests and no later than the sixth week of the Fall semester for the Spring requests.

All requests are considered during the first meeting following mid-semester.

All requests that are granted will be contingent on space availability in the respective courses; there is no guarantee that there will be space available for any course. The student will be notified via email by the Chair of the Admissions and Progression Sub-committee’s decision. Possible decisions include approval, denial, or deferment pending further information specified by the UPC.

General Guidelines to Request a Program Plan Change

The Student shall:

1. Address the request to chair of Admissions and Progression Sub-committee; and,
2. Include
   a. Student’s full name, Student ID, and contact information including current mailing address, telephone number, and email address
   b. Statement describing why the appeal is being made
   c. A statement verifying that the student has discussed the request with their faculty advisor
   d. GPA
   e. Copy of CAPP or academic evaluation from GoSOLAR
   f. Nursing clinical courses taken and outcome (grade) include exam first exam scores in currently enrolled clinical courses.
   g. Number of hours employed, and indication of intent to work or not during the time for which the change is requested.

Guidelines for traditional students to take T5 and T6 level courses in one semester

1. The student must wait to initiate the request until after the first exams in the T4 semester.
2. The formal letter requesting to combine T5 and T6 courses must include:
School of Nursing Undergraduate Handbook

a. Student’s full name, Student ID, and contact information including current mailing address, telephone number, and email address

b. Confirmation that the student has met with their faculty advisor and discussed the request

c. A copy of unofficial transcript (CAPP) from GoSOLAR

d. A written program plan for the remaining courses

e. Rationale for the request

f. Indication of intent to be or not be employed during this final semester

3. The student must have been successful in all other nursing courses on the first attempt.

4. The student must have a program GPA of 3.0 or above

5. The student must have only Nursing courses remaining for graduation and must have successfully completed all of the Regent’s Exams.

6. All students requesting to take the T5 and T6 courses in one semester will be considered on an individual basis. The APSC, a sub-committee of the UPC, will make the final decision.

Progression Policy

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

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

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

Course specific progression policies will appear on the course syllabus.

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

Repeat to Replace Policy

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

Effective Fall 2011

Termination Policy

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

07/2008
Re-entry Policy – After Absence

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

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

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

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

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

Transfer Policy:

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

Re-application to the Nursing Program Following Termination

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

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

Conditions of Admissions

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

Validation Process

1. For all previously passed nursing courses the student will validate retention of theoretical content by completing a standardized course exam with a score at the national average or better or by completing a comprehensive final exam with a 74 percent or better when no
standardized exam is available.

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

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

Failure Policy for Re-admitted Students

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

Students Rights and Responsibilities

References/Recommendations

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

Privacy

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

Conferences

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

Student Progress

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

Due Process

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

Satisfactory Academic Progress: For students in the nursing program pursuing a second degree or having accumulated the number of credit hours equivalent to the pursuit of a second degree, the Office of Financial Aid may contact you indicating that you are not making satisfactory academic progress. There is an appeals process. Generally, 90 additional hours can be pursued.

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

Student/Faculty Advisor Program (SFAP)

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

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

Procedure for Change of Faculty Advisor

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

Student Employment

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

This policy is consistent with the specified rules and regulations of the Board of Nursing of the State of Georgia which can be found on the Board of Nursing of the State of Georgia web site: http://sos.georgia.gov/plb/rn/
Students who choose to enter under the ACE option have additional employment considerations, due to the rigorous nature of the curriculum plan. Additional information is in Appendix O.

**Class Cancellation/School Closure**

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

**Communications/Information Sharing**

**Announcements:** Official announcements for all nursing students are posted on the internet web site http://chhs.gsu.edu/nursing/undergradnews_view_reddot.asp – Undergraduate Announcements.

Students are expected to check the announcements daily.

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

**Evaluation**

**Faculty and Course**

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

Online student evaluations are submitted at PAWS. The evaluations are available by logging into the student’s GoSOLAR account and clicking the “Enter Student Evaluation of Instructor”. Evaluations can be completed at any time during the evaluation period.

This process is strictly anonymous and confidential.

**Program**

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

**Students**

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

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

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

If a student is failing at midterm, he/she signs a statement indicating that he/she has been made aware of his/her standing. This statement is filed in the student’s folder.
Students with special learning needs and/or personal problems will be referred to the University Counseling Center.

Graduation Procedures

Georgia Legislative & Regents’ Requirements for Graduation

Regents Reading and Writing Requirements

Effective March 9, 2010, Georgia State students were granted an exemption by the University System of Georgia and are no longer required to take the Regents’ Test. This exemption does not necessarily apply should a student transfer out of GSU to another institution in the University System of Georgia. Students should contact their new institution about its Regents’ Test policy. More information can be found at the University System of Georgia website.

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

Georgia State University Graduation Requirements

A total of 123 semester hours with a minimum GPA of 2.0 is required for graduation from the nursing program. See the General Catalog for other University graduation requirements. It is the student's responsibility to see that incomplete grades, transfer of credits, etc., have been submitted to the appropriate office. Academic credit for a nursing course is valid for a five-year period from the completion date of that course unless otherwise specified. Students will complete an end-of-program activity as described in evaluation. A student will normally satisfy the degree requirements of the catalog in effect at the time of entrance. Although students’ degree requirements are not changed ordinarily it must be recognized that revisions may be required to provide a more effective program.

Application for Graduation

All candidates for the Baccalaureate Degree must file a formal application for graduation with the Office of the Registrar. The forms are available in the Registrar's office. The degree candidate must apply in their 90th semester hour, or in the third semester preceding their expected graduation date, whichever comes first. The deadline for graduation application is published each semester on the Georgia State University web site at: http://www.gsu.edu/registrar/graduation.html.
Traditional and ACE End of Program Completion Activities

During the last semester, all non-RN graduating students must complete the following requirements:

1) Comprehensive Predictor Exam, 2) Critical Thinking Exam – Exit, and 3) End of Program Survey. These activities are incorporated into NURS 4620. Further details will be provided in the course syllabus and through classroom instruction.

Comprehensive Predictor Exam

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

The Undergraduate Program Committee determined the passing score for the Comprehensive Predictor Exam and this score impacts the student’s course grade in NURS 4620. Based on the student’s “Adjusted Individual Score” and “Predicted Probably to Pass NCLEX Score” that are generated from the exam, the student is assigned a numeric score that counts toward a certain percentage toward the final course grade in NURS 4620. Students are given two opportunities to take the Comprehensive Predictor Exam. If the student achieves a passing score on the first attempt, then the student is not required to take the second exam. If the student takes both exams, then the highest score achieved on the exams will count toward the student’s course grade. Since these exams are proctored, they must be taken during the dates and times offered. If a student misses one of the exams, then the student’s score for that exam will be recorded as zero.

Critical Thinking Exam – Exit

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

The Critical Thinking Exam – Exit is a proctored exam that is administered as a part of the NURS 4620 course requirements. The student’s score on this exam will not be counted toward the course grade in NURS 4620. However, if the student does not complete the exam, then the student will receive an “Incomplete” for the course grade.

End of Program Survey

This is an anonymous questionnaire to obtain student feedback regarding the overall experience at the School of Nursing. This survey is posted on Desire2Learn and can be completed at the student’s convenience any time prior to the last day of class in NURS 4620.

The student will not receive a score for this survey. However, if the student does not complete the survey, then the student will receive an “Incomplete” for the course grade.
Application for Licensure Examination for the Registered Professional Nurse

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

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

Costs for taking the NCLEX are approximately $310. The current National Council Licensure Examination for Registered Nursing outline is available from the National Council of State Boards of Nursing (NCSBN) at www.ncsbn.org/testing/development_dev_current.asp. Additional information about the testing center may be found at the address below.

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

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

Student Life

Student Committee Participation

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

Student Senate

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

Student Senators are elected from each college, including the Byrdine F. Lewis School of Nursing and Health Professions. There is one senator for each one-thousand (1000) students or a minimum of two senators. All students in good standing are encouraged to run for student senator and must be enrolled in Fall and Spring semester during the term of office and maintain a 2.2 GPA. Any student may apply to be a candidate. Elections are held in February. The three who receive the greatest number of votes become members of the student senate. If there is a tie there is a runoff. For more
Faculty Senate

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

Student Representation on Faculty Senate Committees:

- Committee on Statutes and Bylaws - 1 student senator
- Library Advisory Committee - 2 student senators
- Committee on Academic Affairs - 4 student senators
- Committee on Planning and Development - 3 senators
- Committee on Student Life and Development - 9 senators plus 3 recommended by the Dean of Students
- Committee on Athletics - 3 senators
- Committee on Commencement - 2 senators
- Nominations Committee - 1 student--President of SGA

Byrdine F. Lewis School of Nursing and Health Professions Committees

Student Services Committee

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

Academic Affairs Committee

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

School of Nursing Committees

Bylaws, Policies & Procedures Committee
Student Affairs Committee
Promotion and Tenure Committee
Non-Tenure Track Committee
Undergraduate Program Committee
Graduate Program Committee
Nominating Committee
Executive Committee
School of Nursing Undergraduate Handbook

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

08/2007

Organizations

Nursing Students at Georgia State

Nursing Students of Georgia State (NSGS) is the university chapter of the national organization for nursing students. NSGS sponsors a number of campus and off-campus activities aimed at providing community service opportunities for students while also enhancing their clinical skills. NSGS also actively participates in both the state (Georgia Association of Nursing Students) and national (National Student Nurses Association) organizations. NSGS offers scholarships to attend state and national conventions to eligible members. Membership applications are available in the NSGS office on the Ninth Floor of the Urban Life Building. Membership for all students is strongly encouraged.

05/2009

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

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

Scholarships

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

Nursing Scholarships

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

Other information about scholarships and the FAFSA forms can be found on the GSU web site (Financing Your Education).
**Additional Scholarships / Loan Forgiveness Programs**

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

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

**Service Cancelable Loans**

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

**University Honors**

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

**School of Nursing Honors**

**Honors in Nursing**

Criteria for graduating with Honors in Nursing can be found in the General Undergraduate Catalog under School of Nursing Honors. Graduating with Honors in Nursing requires a career-related project. Final GPA eligibility is determined at the end of the semester immediately before a student’s last semester. If student is presently eligible or may become eligible, the student should contact the Undergraduate Program Coordinator to schedule an appointment during the semester prior to student’s last semester. At that time, further project requirements will be discussed.

**Evangeline Lane Founders Award**

Criteria include a 3.5 overall GPA for all non-nursing courses used toward the B.S. in Nursing and a 3.67 GPA average for all nursing courses in the major. Recipients of the Evangeline Lane Founders Award will receive a certificate suitable for framing. This award is not noted on your transcript or diploma.

**Sigma Theta Tau Undergraduate Academic Achievement Award**

The School of Nursing is a member school in the nursing honor society Sigma Theta Tau International. Georgia State University is the home of the Epsilon Alpha Chapter. The Sigma Theta Tau Academic Achievement Award is presented annually by the Epsilon Alpha Chapter to the graduating generic and registered nurse nursing student who has maintained the highest scholastic average upon completion of the baccalaureate program.
APPENDICES
### 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 OPTION

#### FALL ADMISSION

#### TRADITIONAL YEAR 1

<table>
<thead>
<tr>
<th>Fall Semester (T1)</th>
<th>Spring Semester (T2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 2040* (1 hr)/Conceptual Foundations of Nursing &amp; Trends</td>
<td>Nurs 2061* (3 hrs)/Pharmacology</td>
</tr>
<tr>
<td>Nurs 2060* (3 hrs)/Pathophysiology</td>
<td>Nurs 2160* (6 hrs)/Basic Health Assessment &amp; Nursing Skills</td>
</tr>
<tr>
<td>SNHP 3000* (3 hrs)</td>
<td>Nurs 2080* (3 hrs)/Basic Concepts of Nursing Care</td>
</tr>
<tr>
<td>Math 1070* (3 hrs)/Statistics</td>
<td>Psyc 3140* (3 hrs)/Abnormal Psychology</td>
</tr>
<tr>
<td>Nurs 2010* (3 hrs)/Growth and Development</td>
<td>Core curriculum area B elective (2 hrs)</td>
</tr>
<tr>
<td>Core curriculum area E elective (3 hrs)</td>
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</tbody>
</table>

#### TRADITIONAL YEAR 2

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

#### TRADITIONAL YEAR 3

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

* 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.
**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.*

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<td>SNHP 3000* (3 hrs)</td>
<td>Nurs 2080* (3 hrs)/Basic Concepts of Nursing Care</td>
</tr>
<tr>
<td>Math 1070* (3 hrs)/Statistics</td>
<td>Psy 3140* (3 hrs)/Abnormal Psychology</td>
</tr>
<tr>
<td>Nurs 2010* (3 hrs)/Growth and Development Core curriculum area E elective (3 hrs)</td>
<td>Core curriculum area B elective (2 hrs)</td>
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**TRADITIONAL YEAR 2**

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<td>Nurs 3500*/SNHP3500* (3 hrs)/Research Methods</td>
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<tr>
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*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.
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.

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.

<table>
<thead>
<tr>
<th>Fall - Semester 1 (A1)</th>
<th>Spring - Semester 2 (A2)</th>
</tr>
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<tbody>
<tr>
<td>Nurs 2040* (1 hr)/Conceptual Foundations of Nursing &amp; Trends</td>
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<td>Nutr 3200* (2 hrs)/Clinical Nutrition</td>
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<table>
<thead>
<tr>
<th>Summer - Semester 3 (A3)</th>
<th>Fall - Semester 4 (A4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 3610* (5 hrs)/Caring for Childbearing Families</td>
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* 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 A-IV: Program Plans

Suggested Curriculum Plan – B.S. Degree with a Major in Nursing

ACE OPTION

SPRING ADMISSION

PREREQUISITE COURSES
Engl 1101-1102 (Composition I and II)
Math 1101 (Math Modeling) OR Math 1111 (College Algebra)
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Math 1070 (Statistics)
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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
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   AND
D. Examinations or comparable courses in United States history, Georgia history, the United States Constitution and the Georgia Constitution.
   Information on the legislative requirements is available from the Georgia State University Counseling Center, located on the web at www.gsu.edu/counseling.

Nursing applications for 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.

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■ 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 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)
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 Desire 2Learn 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 Coordinator, Undergraduate Programs

Updated 06/2010
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 Coordinator, Undergraduate Programs  Date
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. The faculty member will request a computer number from the Assistant Dean for Nursing.) 

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.
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: ________________________________
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:
### Sample Syllabus Form

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Nursing 4040/Nursing 7060</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name:</td>
<td>Directed Reading</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>Specify (2-4)</td>
</tr>
<tr>
<td></td>
<td>2 class hours</td>
</tr>
<tr>
<td></td>
<td>0 laboratory hours</td>
</tr>
</tbody>
</table>

**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:**

1. (i.e.) Develop objective and designate topic.
2. (i.e.) Establish mutual goals, objectives & evaluation process.
3. (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.
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 Coordinator.
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:

1. Specify an area of interest from a broad topic in Nursing.
2. Report on the state of the art or history or clinical relevance of a selected topic.
3. Establish guidelines for own independent study.

Methods of Instruction: Independent study with expert guidance
-- Readings
-- Discussion
-- Literature Review
-- Interviews
-- Observation/Reporting

Evaluation: The grading is on a pass/fail scale, with the process and criteria determined by material agreement between the learner and the faculty member.
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 School 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
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:______________________________________________________________________

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 COORDINATOR, UNDERGRADUATE PROGRAMS

PLEASE PRINT  PLEASE PRINT  8/05
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 School 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 Byrdine F. Lewis 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.
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 Coordinator.

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 will submit a drug screen and criminal background check for clinical experiences as requested and specified by the clinical agency. Students are required to use Advantage Students (Info Mart) to obtain their drug screen and CBC. Please visit www.advantagestudents.com for more information.
- 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.

10/26/2010
Appendix H – Health Forms and Other Clinical Requirements Policy (continued)

Date _______________

Georgia State University

Faculty ☐ School of Nursing ☐ Original

Student ☐ Health Form Verification of Immunizations/Disease ☐ Update

Name ____________________ GSU Student ID ___________________

PROVIDE DATES BELOW

1. 

| #1    | ____________ Hepatitis B vaccine #1 |
| #2    | ____________ Hepatitis B vaccine #2 |
| #3    | ____________ Hepatitis B vaccine #3 |
| OR    | ____________ Hepatitis B titer (provide lab test results) |

2. 

| #1    | ____________ Measles-Mumps-Rubella (MMR) vaccine #1 |
| #2    | ____________ Measles-Mumps-Rubella (MMR) vaccine #2 |
| OR    | ____________ Measles titer (provide lab test results) |
|       | ____________ Mumps titer (provide lab test results) |
|       | ____________ Rubella titer (provide lab test results) |

3. 

| ____________ Diphtheria-Tetanus (DT) vaccine (must be within 10 years) |
| ____________ Tdap (one time dose) |

4. 

| ____________ Tuberculin Skin Test (PPD) (must be within 6 months) |

Results were ______ mm

If positive, you must include a radiologist’s report of chest x-ray results (must be within 3 years)

Answer → Had a BCG Vaccine? No ____ Yes ____ Date ___________

Answer → Had INH treatment? No ____ Yes ____ Dates: __________ to __________

Answer → Any other treatment? No ____ Yes ____ What: __________ When: __________

5. 

| #1    | ____________ Varicella vaccine #1 |
| #2    | ____________ Varicella vaccine #2 |
| OR    | ____________ Varicella titer (provide lab test results) |
| OR    | ____________ Evidenced by doctor’s records (attach documentation) |

6. 

| ____________ Last physical examination? (must be within one year) |

7. 

| ____________ Flu Shot |

8. 

Answer → Any known allergies, esp. latex, soaps or chemicals? No ____ Yes ____

List: ___________________________________________________________________

9. 

Answer → Is there any health problem that will prevent this individual from participating in any health sciences program at Georgia State University? No ____ Yes ____

List: ___________________________________________________________________

Physician/Nurse Practitioner Signature/Date ____________________ Address/Telephone ____________________

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

In the clinical setting, the student will:

1. Wash hands before and after implementing patient care or procedures preparatory for client care.

   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.
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 Byrdine F. Lewis School of Nursing/clinical facility.
6. Maintain a professional appearance.
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.
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).
Clinical Failure Notification

Date of Failure/Occurrence: ______________________________________________________
Student Name: ________________________________________________________________
Semester: ______________________ Course Number: _____________________________
Clinical Instructor: ____________________________________________________________

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

Description of Behavior:

Recommendations:

Student Response:

Student Signature: __________________________ Date of Signature: ________________

Faculty Signature: __________________________ Date of Signature: ________________

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

cc: Course Coordinator: _______________ Faculty Advisor: _______________

Undergraduate Program Coordinator: __________________________________________
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.
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 caregivers.

   **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
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. **JUDGEMENT:**
   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.
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 paperwork in the time frames established by the practice or academic institution.
   d. Abides by Georgia State University, On Campus Student Handbook (See the GSU web site - www.gsu.edu).
   e. Abides by School of Nursing Student Handbook. (See School of Nursing web site – http://nursing.gsu.edu)

5. Projects a professional image.
   a. Abides by institutional policies and procedures.
   b. Abides by School of Nursing Student Handbook specifying uniform dress code.

6. Attends professional meetings; i.e. in attendance at NSNA, NSGS, and state chapter (GANS) meetings.
   a. Participates in committees at University, School of Nursing and Health Professions level as appropriate.

7. Accepts responsibility for actions and outcomes.
   a. Takes ownership for mistakes and completes appropriate documentation as stipulated by institutional policies and procedures and/or School of Nursing.
   b. Apologizes without admitting wrongdoing in instances that may have legal ramifications.
   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.

   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.

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.

   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.
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.

   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\textsuperscript{st} warning
   1. Behavior in question will be brought to the student’s attention by faculty. Counseling will be given as needed.

2\textsuperscript{nd} 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 Coordinator 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 2014-2015 School of Nursing Professional Behaviors Policy and the above statement regarding the expectations of the School of Nursing about professional behaviors.

Student Signature

Print Student Name

Witness Signature

Print Witness Name
APPENDIX N – Georgia Registered Professional Nurse Practice Act

GEORGIA REGISTERED PROFESSIONAL NURSE PRACTICE ACT

The Georgia code is located at:
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

Signature
August 2005
SELECTED ADMINISTRATIVE RESOURCES

Byrdine F. Lewis School of Nursing and Health Professions

Dr. Elaine M. Fisher, PhD, RN, CNS
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Felisha Norrington, MSW
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