



GEORGETOWN UNIVERSITY

School of Nursing & Health Studies
Department of Nursing

2013-2014
BSN Student Handbook

A supplement to the Undergraduate Bulletin

Purpose

The information in this BSN Student Handbook is intended to provide students with current policies and guidelines important to their success as an undergraduate student in the Department of Nursing. The policies and procedures and other information contained within this handbook are in compliance with and are supplements to the Georgetown University Undergraduate Bulletin and other Georgetown University Policies as specified.

The BSN Student Handbook is available to students on the School of Nursing & Health Studies website, Department of Nursing, “Forms and Student Resources.” Students are required to review the handbook and submit the signature form (Appendix B) as directed; thereby acknowledging receipt of the handbook and their accountability to its policies and guidelines. The BSN Student Handbook undergoes regular review and revision. Notice to students regarding updates will be provided. Questions or clarifications about the content of this handbook should be directed to staff in the Department of Nursing Undergraduate Program.

Every reasonable effort has been made to ensure the accuracy, reliability and completeness of the policies and guidelines found in the handbook. However, if any discrepancies exist between the information in the handbook and official University Undergraduate Bulletin or other Georgetown University policies, the information in the official policies shall take precedence.

Related Information

Undergraduate Bulletin – <http://www12.georgetown.edu/undergrad/bulletin/gsn.html>

School of Nursing & Health Studies (NHS) – <http://nhs.georgetown.edu/>

BSN Student Handbook-

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Chapter 1 - Introduction to the Program

Welcome to Georgetown University's Bachelor of Science in Nursing (BSN) degree program. We wish students a productive, enlightening, and enjoyable academic year. In this chapter, we hope to help students understand the tradition of Georgetown as a Jesuit university and the values of the Department of Nursing.

The Georgetown University Undergraduate Bulletin describes the policies, rules, regulations, and procedures. Students should familiarize themselves with the Undergraduate Bulletin, in addition to this BSN Student Handbook.

Georgetown University Mission Statement

Georgetown is a Catholic and Jesuit, student-centered research university.

Established in 1789 in the spirit of the new republic, the university was founded on the principle that serious and sustained discourse among people of different faiths, cultures, and beliefs promotes intellectual, ethical and spiritual understanding. We embody this principle in the diversity of our students, faculty and staff, our commitment to justice and the common good, our intellectual openness and our international character.

An academic community dedicated to creating and communicating knowledge, Georgetown provides excellent undergraduate, graduate and professional education in the Jesuit tradition for the glory of God and the well-being of humankind.

Georgetown educates women and men to be reflective lifelong learners, to be responsible and active participants in civic life and to live generously in service to others.

<http://www.georgetown.edu/about/governance/mission-statement/index.html>

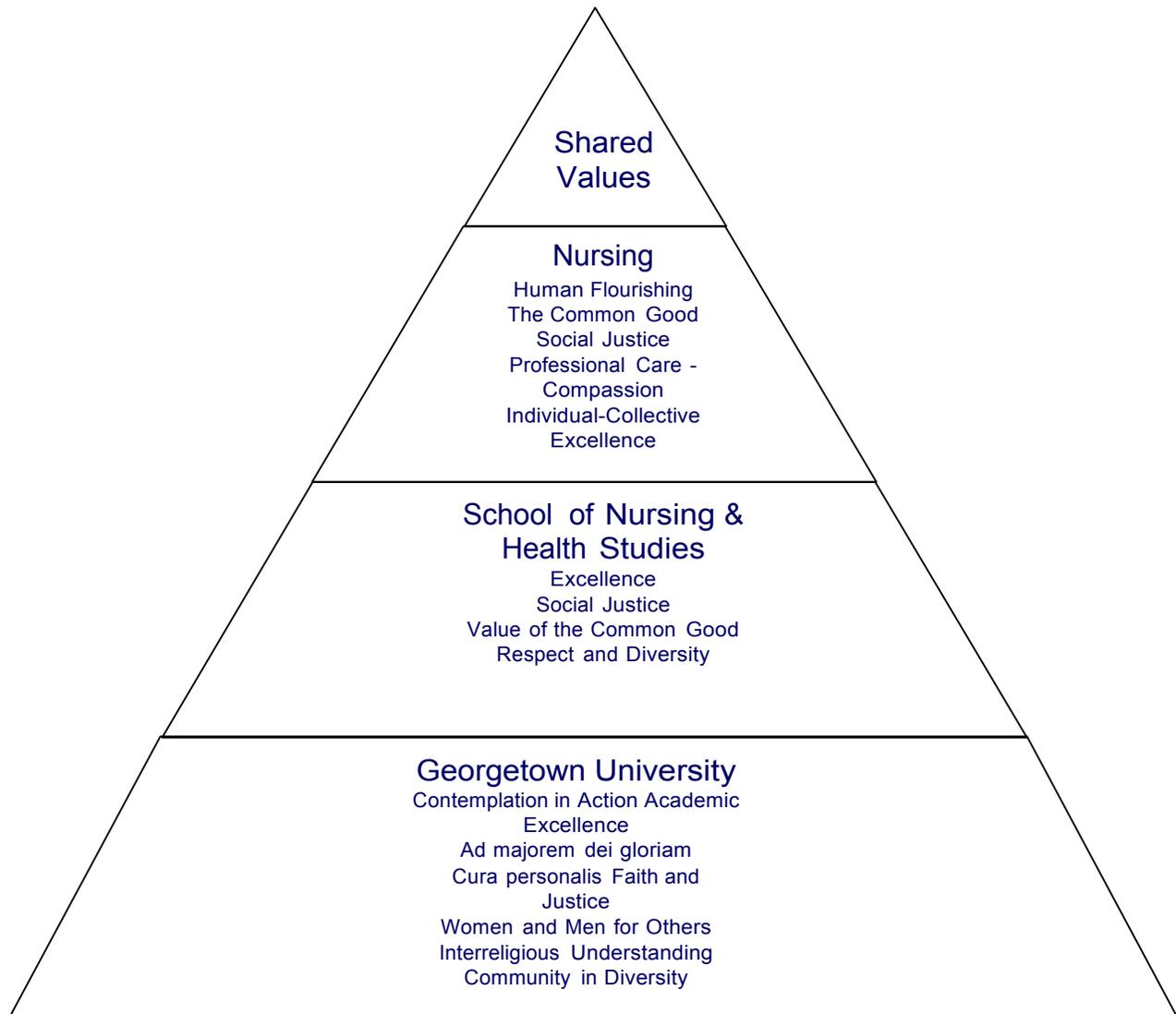
School of Nursing & Health Studies Mission Statement

The School of Nursing & Health Studies' mission is consistent with that of the University's mission to provide student-centered, excellent undergraduate and graduate professional education in the Catholic, Jesuit tradition. The School of Nursing & Health Studies continues its long tradition of preparing morally reflective health care leaders and scholars who strive to improve the health and well-being of all people with sensitivity to cultural differences and issues of justice.

<http://nhs.georgetown.edu/about/history/mission/>

Our Shared Values

The following graphic demonstrates the shared values between Georgetown University, the School of Nursing & Health Studies, and the Department of Nursing demonstrating congruence, both philosophically and programmatically.

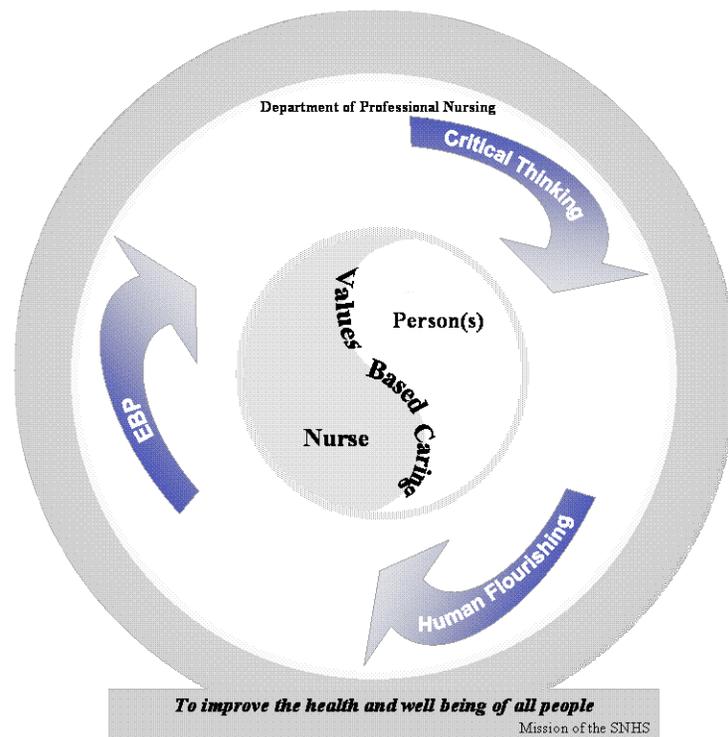


Model of Department of Nursing

The conceptual model of the Department of Nursing in the Georgetown University School of Nursing & Health Studies is a graphic representation of a paradigm that provides a “broad frame of reference for a systematic approach to the phenomena with which the discipline is concerned.” The purpose of the model is to explicitly recognize Georgetown’s vision of nursing that serves as the core of the curriculum. The model serves to guide the development of knowledge and to facilitate the understanding and application of nursing science.

The model is composed of two distinct elements - the core, represented by the circle at the center of the model, and the complementary processes, which contribute to and encourage the dynamic process. Each of these components is in dynamic motion, individually and interactively.

At the core of the model is Values Based Caring, surrounded by the nurse-patient synergistic component. At Georgetown, Values Based Caring is seen as essential to excellence in health care and practice and includes the core values of individual and collective excellence, professional care and compassion, person centered orientation and a commitment to human flourishing, commitment to the common good, and social justice. The goal of the Department of Nursing at Georgetown is to produce graduates who demonstrate great integrity and combine the highest level of scientific knowledge and technological skill with responsible, caring practice.



Definitions of the Model Components

Caring is reflective of the Department of Nursing Values-Based Framework and includes individual and collective excellence, professional care and compassion, person centered orientation and commitment to human flourishing, commitment to the common good, and social justice. The Values Based Framework is seen as the core of the model, and synergy operationalizes these

values.

1. Individual and collective excellence is the development and maintenance of a culture that challenges complacency and mediocrity. It applies lifelong commitment to learning, excellence in practice, and community and professional service.
2. Professional care and compassion are essential behaviors that embrace patients, families, and community groups (especially the most vulnerable), colleagues and external groups. These values provide a solid foundation for collaborative practice.
3. Person-centered orientation and commitment to human flourishing are qualities that address respect for all persons that is central to nursing at Georgetown. This demonstrates that confidence for better health care outcomes is placed not only in scientific and technologic advances but also in the choices humans make for themselves and their communities. This includes but is not limited to the recognition and integration of the influence of growth and development factors on health care outcomes.
4. Commitment to the common good is recognition of the sum total of those things necessary for all persons to have fulfilling lives. It includes working to create a world in which individuals and the communities in which they live and interact are empowered through the process of values, reflection, sharing, compassion, and developing partnerships.
5. Social justice is a commitment to utilizing health care education, practice, and research to address inequities in the way benefits and burdens of health care and other social goods are distributed among members of society

Integral to the core are nurse competencies and person characteristics. Adapted from the American Association of Critical-Care Nurses Synergy Model, the nurse competencies include clinical judgment, advocacy, caring practices, facilitator of learning, collaboration, systems thinking, response to diversity, and clinical inquiry. The nurse competencies include an expanded view of the professional nurse as providing health promotion, education, and primary, secondary, and tertiary care in both institutional and community settings. The nurse competencies provide a framework for the nurse to address the health and well-being of all people. The “person(s)” as recipient of nursing care may be an individual, a family, or a population. Person characteristics include stability, complexity, vulnerability, resiliency, predictability, resource availability, and participation in decision-making and care.

For more information about the Model of the Department of Nursing, please visit <http://nhs.georgetown.edu/nursing/bachelors/mission/>

Accreditation

Georgetown University is accredited by Middle States Commission on Higher Education (MSCHE) and its nursing programs at the baccalaureate and graduate degree levels offered through its School of Nursing & Health Studies (NHS) are accredited by the Commission on Collegiate Nursing Education (CCNE). For the most up-to-date information, please see <http://www.georgetown.edu/academics/accreditation>.

Chapter 2 - Curriculum

Overview of Academics

The School of Nursing & Health Studies offers a program of study leading to the Bachelor of Science in Nursing (BSN) degree. The program prepares students to meet the requirements for RN licensure. The School's mission of improving the health and well-being of all people and its core values provide the framework for the program.

Graduates are prepared to improve nursing and health care through expert practice and the advancement of nursing knowledge. The core courses encompass interdisciplinary, nursing and science requirements that provide content essential to all professional nurses.

Terminal Objectives

The Bachelor's program terminal objectives provide clear statements of expected results. The terminal objectives, derived from the mission and core values of the Georgetown University School of Nursing & Health Studies, require that the graduate be able to:

1. Practice professional nursing within the Jesuit philosophy and the Georgetown University Nursing Practice Model
2. Demonstrate the use of critical thinking in clinical decision making.
3. Formulate a personal and professional ethical framework to guide conduct and decision making in professional nursing.
4. Evaluate, apply and communicate research findings to improve professional practice.
5. Analyze and evaluate leadership and management theories in nursing practice.
6. Evaluate the health policy process for the improvement of health care for all.
7. Demonstrate a commitment to personal and professional development through continuing education and participation in professional organizations.
8. Demonstrate a commitment to humanitarian service as a component of professional nursing in a culturally diverse society.
9. Engage in communication and collaboration with members of the health care team.

Commission on Collegiate Nursing Education (CCNE) Baccalaureate Essentials

The Department of Nursing Undergraduate Program also incorporates the essential elements required for professional nursing education by the American Association of Colleges of Nursing. The Baccalaureate Essentials detail standards for preparing bachelor's-degree nurses to assume roles as care providers; as designers, managers, and coordinators of care; and as members of a profession. Within these roles, the document provides specific standards for educational components that are essential for all baccalaureate nursing programs, including liberal education, professional values, core knowledge, and role development.

(<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>) The Essentials of Baccalaureate Education for professional nurses were last revised in 2008 and include the following:

- Essentials I Liberal Arts Education for Baccalaureate Generalist Nursing Practice
- Essentials II Basic Organization and Systems Leadership for Quality Care and Patient Safety
- Essentials III Scholarship for Evidence Based Practice
- Essentials IV Information Management and Application of Patient Care Technology
- Essentials V Health Care Policy, Finance, and Regulatory Environments
- Essentials VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Essentials VII Clinical Prevention and Population Health for Improving Health
- Essentials VIII Professionalism and Professional Values
- Essentials IX Baccalaureate Generalist Nursing Practice

National Council Licensure Examination-Registered Nurse (NCLEX-RN)

The nursing courses, which vary by specialty area, expand and extend knowledge and complexity, providing an opportunity for students to develop skill in evidence-based practice. Following program completion, students are prepared to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). For further information on this exam, please see the National Council of State Boards of Nursing. <https://www.ncsbn.org/nclex.htm/>. The elements of the NCLEX-RN Blueprint are incorporated into the clinical courses and include:

- Safe and Effective Care Environment: Coordinated Care
- Safe and Effective Care Environment: Safety and Infection Control
- Health Promotion and Maintenance
- Psychosocial Integrity
- Physiological Integrity: Basic Care and Comfort
- Physiological Integrity: Pharmacological Therapies
- Physiological Integrity: Reduction of Risk Potential
- Physiological Integrity: Physiological Adaptation

Quality and Safety Education for Nurses (QSEN)

The Robert Wood Johnson Foundation (RWJF) has funded the Quality and Safety Education for Nurses (QSEN) project. The overall goal through all phases of QSEN is to address the challenge of preparing future nurses with the knowledge, skills and attitudes (KSA) necessary to continuously improve the quality and safety of the healthcare systems in which they work. The Department of Nursing Undergraduate Program incorporates the following areas as identified by QSEN:

- Patient-centered Care – Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs
- Teamwork and Collaboration - Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
- Evidence-based Practice (EBP) – Integrate best current evidence with clinical expertise and

- patient/family preferences and values for delivery of optimal health care.
- Quality Improvement (QI) – Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
- Safety – Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
- Informatics – Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Institute of Medicine (IOM)

In 2003, the Institute of Medicine published a workshop report entitled Health Professions Education: A Bridge to Quality (<http://www.iom.edu/Reports/2003/Health-Professions-Education-A-Bridge-to-Quality.aspx>) in which a set of five competencies were agreed on as essential for clinical education and in being consistent with the principles of the 21st-century health system. Educators and accreditation, licensing and certification organizations should ensure that students and working professionals develop and maintain proficiency in these five core areas. The Undergraduate Program in the Department of Nursing strives to incorporate these areas throughout the program.

- Provide Patient-Centered Care
- Work on Interdisciplinary Teams
- Employ Evidence-Based Practice
- Apply Quality Improvement
- Utilize Informatics

Bachelor of Science (BSN) Program

The basic four-year Bachelor of Science (BSN) in Nursing program is designed for high school graduates who wish to combine general education in the arts, sciences and humanities with preparation for a career in professional nursing. The curriculum includes a core of knowledge in the humanities and the behavioral, physical, and biological sciences, as well as the theory and practice of professional nursing. Coursework in bioethics and leadership prepares graduates to take their place in the current and future health care delivery system.

The nursing component of the curriculum provides for development of clinical skills as well as a strong theoretical base. The “Professional Nursing: Foundations for Practice” course takes place in the first year with students having the opportunity to hear practicing nurses describe the many facets of the nursing profession that will be available to them as graduates. Nursing coursework and clinical practice begin in the first year. The senior clinical experience allows students to request a particular clinical or professional area of interest in which to expand their knowledge and leadership skills.

After completion of the baccalaureate program, graduates are eligible to take the NCLEX-RN examination for licensure to practice as professional nurses. Students will be instructed when to begin the application process in their final semester of course work. Application instructions for the NCLEX-RN licensure examination vary by state. Costs are the responsibility of the student.

The programs offered through the Department of Nursing are accredited by the Commission on Collegiate Nursing Education and approved by the District of Columbia Board of Nursing.

The School of Nursing & Health Studies is a member of the American Association of Colleges of Nursing, the Mid-Atlantic Regional Nursing Association, the Association for Gerontology in Higher Education, and the Association of University Programs in Health Administration.

Clinical experiences are arranged within the surrounding metropolitan area including the District of Columbia, Maryland and Virginia. Students are responsible for their transportation to these clinical sites.

BSN Program

- **Traditional BSN**
- **Second Degree BSN (page 10)**

Traditional BSN: Required Courses

First Year

- Professional Nursing Foundations for Practice
- Human Biology I and II
- Biochemistry and Human Functioning
- Health Assessment I
- First Year Colloquium

Second Year

- Health Assessment II
- Human Growth and Development
- Nutrition and Disease Prevention
- Pathophysiology
- Fundamental Nursing Interventions
- Health Promotion and Disease Prevention
- Pharmacology
- Introduction to Genetics and Genomics

Third Year

- Mental Health Nursing
- Health Care of Women
- Integration Seminar
- Nursing Care of Adults with Physiological Alterations
- Introduction to Nursing Research
- Health Care Delivery Systems
- Microbiology
- Nursing Care of Children with Physiological Alterations

Fourth Year

- Public Health Nursing
- Complex Nursing Problems Across the Care Continuum I and II
- Ethics, Quality, Decision-Making in Nursing
- Nursing Care of Vulnerable Populations
- Transitions to Professional Practice
- Senior Nursing Practicum
- Scholarly Project in Nursing

General Education Requirements

- See the Undergraduate Bulletin for University General Requirements and Prerequisites

Summer Coursework

Traditional nursing students who have altered their course of study may elect to complete clinical course work in the summer semester if they meet the following criteria:

- Overall GPA of 3.2 or higher
- Successful completion of previous clinical nursing courses
- Permission from the Program Director.

Certificate/Minors

Georgetown University Nursing students are eligible to complete a variety of minors in both the NHS and the College. Specific Information and requirements are in the Undergraduate Bulletin: <http://bulletin.georgetown.edu/>. Students are encouraged to meet with their academic advisor to maximize planning of their four-year curriculum.

Nursing Honors Program

The purpose of the Nursing Honors Program is to allow those students in the traditional undergraduate program with academic potential to be challenged at the highest level. Participants in the Honors Program will address, through scholarly inquiry, a contemporary issue related to clinical nursing practice. The Honors Program is a three-semester program that requires an independent research project, policy analysis, or health/illness education project. The culmination of the student's project leads to both an oral presentation and completion of a senior honors thesis. All participants are required to pass the oral presentation and senior honors thesis as determined by the assigned review committee. Prior to graduation, participants in the Honors Program are expected to disseminate the results of their senior honors project.

Participants in the Honors Program are expected to complete all requirements for the nursing major, maintain a cumulative GPA of 3.50 or higher, and successfully complete the three Honors Seminars.

Traditional nursing students with a GPA of 3.50 or higher are eligible to apply; the application deadline is mid-October for students in their junior year. Each applicant must submit a personal statement, two letters of recommendation (one must be from a clinical instructor), a copy of his/her unofficial transcript, and schedule an interview with the Council on the Advancement of Nursing Science (CANS). All acceptances into the program are contingent on the maintenance of a GPA of 3.50 fall semester of the junior year.

Students who successfully complete the requirements of the Honors Program will graduate with a Bachelor of Science in Nursing with their specific honors designation.

For additional information and requirements, please refer to the NHS website.

Second Degree BSN Program

This program is designed for college graduates who wish to pursue a career in professional nursing. The program extends over sixteen months of full-time study. Upon completion of the program, graduates are prepared to sit for the NCLEX-RN examination so that they may be licensed to practice as registered nurses. The program matriculates students twice a year; in January to end the following May (Spring entry) and August to end the following December (Fall entry). Students who decelerate must complete all coursework and clinical experiences in no more than eight (8) semesters.

Second Degree BSN: Required Courses – see Department of Nursing website for specific pre-requisite and core requirement/electives details.

Fall Entry Progression

Fall I

- Health Assessment and Clinical Nursing Competencies
- Health Promotion/Disease Prevention
- Core Concepts of Professional Nursing
- Pathophysiology
- Remaining Group 2 Course/Elective
- Remaining Group 2 Course/Elective

Spring I

- Nursing Care of Adults with Physiological Alterations
- Mental Health Nursing **OR** Health Care of Women
- Pharmacology
- Introduction to Genetics and Genomics
- Remaining Group 2 Course/Elective

Summer I

- Nursing Care of Children with Physiological Alterations
- Mental Health Nursing **OR** Health Care of Women
- Remaining Group 2 Course/Elective

Fall II (Senior Semester)

- Public Health Nursing
- Complex Nursing Problems Across the Care Continuum I
- Complex Nursing Problems Across the Care Continuum II
- Nursing Care of Vulnerable Populations
- Transitions to Professional Practice
- Senior Nursing Practicum

Spring Entry Progression

Spring I

- Health Assessment and Clinical Nursing Competencies
- Health Promotion/Disease Prevention
- Core Concepts of Prof Nursing
- Pathophysiology
- Remaining Group 2 Course/Elective
- Remaining Group 2 Course/Elective

Summer I

- Nursing Care of Adults with Physiological Alterations
- Mental Health Nursing **OR** Health Care of Women
- Pharmacology

Fall I

- Nursing Care of Children with Physiological Alterations
- Mental Health Nursing **OR** Health Care of Women
- Introduction to Genetics and Genomics
- Remaining Group 2 Course/Elective
- Remaining Group 2 Course/Elective

Spring II (Senior Semester)

- Public Health Nursing
- Complex Nursing Problems Across the Care Continuum I
- Complex Nursing Problems Across the Care Continuum II
- Nursing Care of Vulnerable Populations
- Transitions to Professional Practice
- Senior Nursing Practicum

General Requirements

- See the Undergraduate Bulletin for University General Requirements and Prerequisites

Research and Scholarship

Faculty members conduct scholarship in specific areas within their disciplines which may afford students opportunities for further study and research. The Georgetown Undergraduate Research Opportunities Program (GUROP) specifically pairs students with faculty in active research a

minimum of 60 hours per semester. <http://gervaseprograms.georgetown.edu/guop/>

Capstone/Scholarly Project

The Undergraduate program requires the successful completion of a scholarly project. The requirements will be discussed and presented to students prior to their senior year/semester. Additionally all projects will be presented in a public forum and may be listed on the Department of Nursing website.

Honors and Awards

Upon graduation, the Department of Nursing recognizes students for their success in addition to other awards presented by the School of Nursing & Health Studies and the University. Please see the Undergraduate Bulletin for further information.

Study Abroad

Requirements may vary by location, but at minimum students' candidacy for study abroad will only be considered for a semester program if the student meets the criteria and submit the following:

- Student prepared – Statement of Purpose
- A minimum cumulative GPA requirement of a 3.20
- Grade of B or higher in all Nursing courses.
- Two strong faculty recommendations

The following opportunities may be available. Specific information, course credit and application deadlines are available from the Program Director.

1. University College, Dublin, Ireland
2. Australian Catholic University
3. Curtin University of Technology, Perth, Australia
4. Danish Institute for Study Abroad Nursing in Northern Europe

Additional opportunities for faculty led experiences are open to students who meet the criteria and submit the following:

- Student prepared – Statement of Purpose
- A minimum cumulative GPA requirement of a 3.00
- Grade of B or higher in all Nursing courses
- One strong faculty recommendation

1. South Africa – Faculty guided: January and August options
2. Nicaragua – Faculty guided: January option

Student clinical hours on these faculty-guided experiences may be credited toward clinical hours in senior level practicum at the discretion of the Program Director.

Student Organizations

Sigma Theta Tau

In addition to the activities that Georgetown University offers all of its students, the School of Nursing & Health Studies offers the opportunity for membership in Sigma Theta Tau, the International Nursing Honor Society. Sigma Theta Tau honors practitioners and students of nursing who exemplify outstanding qualities of leadership, scholarship, and service to the profession of nursing. Tau Chapter was founded at the Georgetown University School of Nursing in 1960. Criteria for membership may be found on the Tau website (<http://www.georgetownsigma.com/home>). Students who meet eligibility are invited for membership and recognized for their academic excellence at graduation.

National Students Nurses' Association

The National Student Nurses' Association (NSNA) mentors the professional role development of future registered nurses and facilitates development of standards, ethics and competencies that students will need as responsible and accountable leaders and members of the nursing profession. This mission is accomplished by chapter-led and nationwide programs that provide educational resources, leadership opportunities, and career guidance (<http://www.nsna.org>). All undergraduate nursing students at Georgetown are eligible to join.

Academic Council

The Academic Council at Georgetown University School of Nursing & Health Studies is a group of students who represent the school's four undergraduate majors.

The council acts as a liaison between the school's students, faculty, and administration and plays an active role in issues such as class and curricular changes, academic policies, and plans for the future of NHS.

In addition, the council is a conduit for students to make suggestions for improving the school and discover career paths.

The council plans signature annual events, including the Career Fair, Fall Ball, Senior Wine and Cheese, and Faculty Dinners. Members also participate on the school's curriculum and planning committee, as well as the admissions committee.

Minority Health Initiative Council

The mission of the Minority Health Initiative Council (MHIC) at Georgetown University School of Nursing & Health Studies is to facilitate access and support for minority students within the school.

The MHIC promotes the importance of optimal health to minorities through health education and training, research, and community outreach in an effort to reduce health disparities.

Peer Advisors

The Office of Student Academic Affairs houses a strong peer advising program for current students who wish to help incoming students with the college transition process.
<http://nhs.georgetown.edu/students/groups/peer/>

Peer advisors perform a number of important duties, including:

1. Contacting advisees over the summer to introduce themselves and answer questions
2. Assisting with pre-registration process during the summer and fall semester
3. Working closely with the Office of Student Academic Affairs during New Student Orientation

Student Representation

The following Department of Nursing councils/committees have opportunities for student representation. These include:

- Council on Advancement of Nursing Science (CANS)
This council meets monthly with the goal to promote the advancement of nursing science among faculty, students and community partners in order to improve health outcomes and facilitate knowledge development.
- Council on Curriculum, Instruction and Outcomes (CCIO)
This Council meets monthly to ensure curricular adherence to licensure, certifications and standards. The responsibilities of the council include on-going evaluation and refinement of curricula in collaboration with faculty, review and approval of new courses, review of new programs, evaluation of teaching-learning strategies, evaluation of technology and simulation used in curricula, and review and evaluation of outcomes of programs against licensure/certification blueprints and accreditation/regulatory requirements, established benchmarks, exit surveys, alumni surveys and employer surveys.
- Department of Nursing Monthly Faculty Meeting
The faculty of the Department of Nursing meets with the Chair of the Department monthly to discuss department business, hear reports from councils and taskforces as well as consider curriculum and program changes.
- Teaching Learning Committee (TLC)

The members of the TLC committee monitor the use of technology, current texts and resources for the undergraduate program.

Chapter 3 - Academic Integrity and Performance Expectation

Please refer to the Undergraduate Bulletin on Academic Integrity.

Academic Integrity: Honor Code

All students at Georgetown University are expected to maintain high standards of integrity in the pursuit of their educational and professional goals. Student must be aware of the rules, regulations and sanctions of the Georgetown University Honor Council pertaining to plagiarism, conduct during exams and all other issues under the jurisdiction of the Honor Council. This includes an expectation to abide by the University Honor Pledge:

“In the pursuit of the high ideals and rigorous standards of academic and professional life, I commit myself to respect and uphold the Georgetown University Honor System: to be honest in any academic endeavor, and to conduct myself honorably as a responsible member of the Georgetown community, as we live and work together.”

As a student, pay special attention to giving credit to others for their work. Faculty expect citations of references in proper APA format, unless otherwise instructed. All newly admitted students must complete the tutorial on the Honor System.

<http://gervaseprograms.georgetown.edu/honor/system/53516.html>. Pay special attention to this Honors Orientation, which addresses:

- The meaning of academic integrity and academic misconduct
- Examples of adversity students may face
- Examples of academic misconduct
- Consequences of academic misconduct

Any suspected violations of the Georgetown University Honor Code will be submitted to the Honor Council Review Board for evaluation. Any honor code violation substantiated by the Honor Council Review Board will receive, at a minimum, a grade of “0” (zero) on that respective assignment. Plagiarism is defined at

<http://gervaseprograms.georgetown.edu/honor/system/53377.html>

Some forms of academic misconduct may not seem obvious. The orientation reminds students to not copy and paste from websites, “If you think that you can plagiarize from the Internet without getting caught, consider this: If you can find it on the Web, so can we” (Schaefer, 2011, Academic Integrity and Academic Misconduct Georgetown University Video). A website should be treated in the same manner as any other reference source.

Students should be cautious regarding properly paraphrasing others’ ideas. Students can paraphrase in some circumstances and in small amounts, but give credit to the original source. Additionally, always check with the professor before collaborating with others on an assignment. If you work with another student or colleague on an assignment that is meant to be accomplished individually, then you are guilty of academic misconduct. (Schaefer, 2011, Academic Integrity and Academic Misconduct Georgetown University Video).

An example of fabrication that nursing students face during clinical would be falsifying records, including data used for clinical logs.

Prevent Plagiarism

- Manage your time – don't wait until the last minute to begin a large assignment. Proper time to prepare the assignment will prevent careless mistakes and reduce the temptation to cheat;
 - Avoid websites that allow the purchase of someone else's work;
 - Follow the professor's instructions. Find out if you are to work alone on an assignment or if you are permitted to collaborate with other students;
 - Prepare each assignment from scratch. Submitting an assignment prepared from another course, or previously submitted for grade, can be considered cheating; and
 - Remembering that Georgetown faculty use online services to help identify plagiarism.
- (Adopted from "Avoiding Plagiarism" by the Academic Resource Center)

Giving credit to others' work is a huge part of preventing plagiarism. Remember to:

- Provide citations in PowerPoint presentations, handouts, video presentations, online discussion questions, blogs, and case presentations
- Use quotation marks if cutting and pasting or quoting someone word for word; and
- Cite the source when you paraphrase

Other technologies and methods may be used to discourage acts of academic misconduct, and students will be informed of these methods.

If you have any further questions regarding the University's academic integrity policies, please contact your course faculty.

Academic Performance Expectations

The Undergraduate Grading Scale

A	100-93
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	60-66.99
F	<59.99

*** It is policy in the undergraduate nursing program that there will be no "ROUNDING" of any grades in any course. Additionally, the undergraduate nursing program does not allow EXTRA CREDIT; the final grade will reflect student work as submitted.**

Comprehensive Assessment and NCLEX-RN Pre-testing Program (ATI Program)

All nursing students are required to participate in the Comprehensive Assessment and Review Program (CARP) provided through the Assessment Technologies Institute (ATI). The program involves tutorials and content resources/review modules for independent study, testing practice, proctored examinations of nursing knowledge specific to core nursing courses and a comprehensive diagnostic predictor examination that is administered in the semester prior to graduation. Proctored examinations evaluate specific knowledge mastery as student's progress in the program and determine readiness to obtain licensure as a registered nurse. The testing is administered in a computerized format. Feedback about the test results is provided to the students as part of the overall program. Questions about the ATI program may be directed to course faculty.

At the end of each core clinical nursing courses, a proctored examination from the ATI series is administered to evaluate specific knowledge mastery of content related to the course. Each course faculty member acknowledges the value of success on these content specific examinations. Scores on the exams are divided into levels of success with the Level I score being the minimum expectation in the Department of Nursing. Students must achieve a Level I score on each proctored examination. If the student does not achieve a Level I score, the examination must be retaken by the student under the supervision of the BSN Program Director. Scores achieved on these core clinical nursing proctored examinations are considered when identifying students for academic remediation. (see Chapter 8)

In order to receive authorization from the department chair to sit for the NCLEX-RN examination, a student must earn a score on the ATI comprehensive predictor examination that equates to a 95% or higher probability of passing the NCLEX-RN. To facilitate achieving this requirement students identified to be at risk will be required to participate in the department's knowledge mastery program including but not limited to an additional one credit course in the junior and/or senior semesters (see Chapter 8).

Students unable to achieve a 98% or higher probability of passing the NCLEX-RN on the ATI comprehensive predictor examination must participate in an NCLEX-RN review course, at an additional cost, at Georgetown prior to graduation. Students not receiving the 95% probability after the review course must submit a final plan of study, which is then approved by the Program Director in order to receive authorization to sit for the NCLEX-RN examination.

It is strongly recommended that the NCLEX-RN Licensing Examination be completed within ninety days of graduation. Students who choose to take the exam after six months from the time of graduation must submit documentation of a personal NCLEX-RN study plan to the program director before receiving authorization to sit for the NCLEX-RN. The student must sit for the exam within ninety days after the authorization is given.

Academic Performance

Students enrolled in the Department of Nursing must achieve a minimum grade of C (73.00) in each nursing and science course in order to be promoted to the next level in the Department of Nursing. A course grade of C (73.00) requires that students achieve a minimum grade of C (73.00) in both the clinical (including laboratory/simulation) and didactic portions of each required nursing

and science course(s). The didactic grade is calculated based only on theory exam grades, meaning that a student must achieve a weighted exam average of at least 73.00. Graded assignments and papers may be calculated into final course grade as defined by the course syllabus. Clinical grades are based both on written assignments and skill/behaviors performed in the clinical setting. Clinical failure will result in any one of the following circumstances: one, when written assignments are not at or above the 73.00 average; two, when there are two or more undocumented absences; three, for unsatisfactory skill/behavior performance; and four, for any unethical or unsafe behavior in the clinical setting.

Students who do not receive a C (73.00) in nursing and science courses must repeat the course. A failure in either didactic or clinical portion of a nursing course is a complete course failure and both must be repeated. Students must achieve a C or better in the course before they can qualify for promotion to the next level. Students who do not achieve the minimum passing grade may be placed on academic probation and/or suspended.

In most cases, failure in a nursing or science course delays graduation by up to one academic year. Students who fail to achieve the minimum passing grade (i.e., who receive a 72.99 C- or below) in two different clinical nursing or science courses, or who fail (72.99 C- or below) the same nursing or science course twice, will be permanently dismissed from the Department of Nursing, and may be dismissed from the School of Nursing & Health Studies.

A nursing student incurring a failure/deficiency in any required course during any academic year must repeat the failed course as soon as possible before they will be permitted to proceed in the program. Students may be permitted to continue if the failed course is not a prerequisite or parallel (co-requisite) course. Non-nursing courses, except Pathophysiology and Pharmacology, can be taken elsewhere with permission of the department chair. All clinical courses must be repeated at the Georgetown University School of Nursing & Health Studies.

Admission to the Department of Nursing does not guarantee progression in the nursing program. Additionally, successful completion of the nursing program does not guarantee licensure as a registered nurse.

Please refer to the Georgetown University Undergraduate Student Bulletin for complete academic policies.

Appeals

Students shall refer to the undergraduate bulletin for the grade appeal and grade grievance processes.

Grounds for Suspension/Termination

In addition to the conditions outlined in the Academic Regulations section of the Undergraduate Bulletin and described in the Academic Requirements sections above, a student enrolled in any department of the School of Nursing & Health Studies may be subject to suspension or dismissal from the School of Nursing & Health Studies in any of the following circumstances:

(1) failure to achieve the promotional Quality Point Index designated to correct a probational status in general University courses and/or in the Department of Nursing; or

(2) earning two “failing” grades in a single semester or accumulating three “failing” grades while enrolled at Georgetown.

In addition, students enrolled in the Department of Nursing will be subject to suspension or dismissal if they:

(3) fail to achieve at least a C (73.00%) when repeating a nursing or science course;

(4) fail two different clinical nursing or science courses;

(5) demonstrate unsatisfactory performance in the clinical portion of any nursing course, due either to poor performance or unethical behavior; or

(6) fail to successfully complete prerequisite courses after four semesters.

Further, unethical behavior or professional/personal misconduct may warrant course failure/suspension/termination. These behaviors may include, but are not limited to violations of,

- a. Georgetown University’s Code of Student Conduct
- b. Professional standards of care
- c. American Nurses Association Code of Ethics for Nurses
- d. National Student Nurses’ Association Code of Academic Conduct
- e. Regulations governing nursing practice
- f. Policies in this handbook

Chapter 4 – Advising and Student Support Services

Advisement

The School of Nursing & Health Studies has three levels of advising; peer advisors, academic advisors and faculty advisors. Peer advisors (PA) are students who provide advice and insights on navigating university life. Academic advisors (AA) are professionally trained staff who work closely with students on issues such as scheduling, travel abroad, medical leave and bridging communications with faculty. The role of the faculty advisor (FA) is to provide both academic and career guidance and opportunities for students. The academic and faculty advisors work closely together, especially for students who are experiencing academic or personal challenges.

Academic Advisor (AA)

The mission of the Office of Student Academic Affairs is to help undergraduate students fulfill their educational goals, achieve academically and graduate. This office creates a vital link between the School of Nursing & Health Studies community, its faculty and its undergraduate students; articulates the institution's academic purposes; and help students understand and negotiate the institution's rules, regulations, and requirements.

The academic advisor provides student centered support services to the traditional undergraduate and second degree BSN student. This advisement includes both academic and personal issues. In addition, the advisor oversees course registration, and degree progression. This role is a collaborative one with the expert faculty to facilitate the academic success of the student.

Specific types of activities the academic advisor participates in with the student:

- Demonstration of advising tools, i.e. Degree works, Banner, and program of study worksheet
- Effective communication strategies
- Selection of appropriate classes
- Review of degree audit for progression and graduation
- Provision of information and direction to needed resources, i.e. counseling, academic resource center, writing center, library

Faculty Advisor (FA)

Faculty advisors are invaluable as mentors for students pursuing new areas of inquiry and study. Faculty members have knowledge of courses that are relevant to a student's particular interest within nursing. Faculty advisors become familiar with a student's interests, goals, and capabilities and can assist them in considering courses that can enrich them. Faculty advisors advise on career and professional development.

Peer Advisors (see Chapter 2)

Family Educational Rights and Privacy Act (FERPA)

FERPA is a Federal law that protects the privacy of student education records and information. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. **These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond high school level.** (www.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

Therefore, faculty members must secure written permission from a student before they can speak to a parent regarding their child's education record or academic progress.

Student Services and Resources

Georgetown University students are welcome to access many support services that will facilitate the successful completion of their nursing education.

Learning Resources

The Academic Resource Center (ARC) can provide services to support any academic challenges. Students should speak with their academic advisor if facing academic challenges with core classes. Faculty and staff support students to the fullest and encourage students to share any specific learning needs prior to the start of their education so that guidance and optimal resource support may be provided. ARC is responsible for determining reasonable accommodations for all students in accordance with the American Disabilities Act (ADA) and University policies. Students must have a formal accommodation plan to receive accommodations. Students will notify faculty of their accommodations and present faculty with the ARC documentation forms defining the accommodations in a timely manner. Students who believe they have a learning difference or learning or physical disability should contact the Academic Resource Center (ARC) for further information at <http://guarc.georgetown.edu/>

Georgetown University's American Disabilities Act (ADA) statement can be found at <http://ideaa.georgetown.edu/ADA/>

Library Resources

The Georgetown University Library fully utilizes online and information technologies that facilitate providing information resources and services that support the University's curricular and research activities.

GEORGE, the online catalog, is an integrated library information system used to manage the Library's collections. GEORGE includes records for books, journals, government publications, audio-visual and multimedia materials, World Wide websites, and other library resources. Researchers can also connect to other library catalogs, both local and worldwide, including the catalogs of the Georgetown University Law and Medical Centers and the catalog of the consortium of other local college and university libraries. WorldCat, the OCLC online catalog containing over 42 million records from more than 8,650 libraries, can be used to locate bibliographic information on needed material that is not locally available.

The Georgetown University Library has embraced the World Wide Web as an essential tool for

directing faculty and student researchers to the wealth of information available. The Library website (www.library.georgetown.edu) serves as a gateway to research tools and resources such as online periodical index databases, electronic journals, and information available on the web from other scholars. In addition, information about the library and its services, ways to contact the library, including online forms, simplify use of library resources. For additional information, please visit: <http://www.library.georgetown.edu>.

The Dahlgren Memorial Library: The Health Sciences Library at Georgetown University will be key to academic success: <http://dml.georgetown.edu/>. Specific courses have student guides <http://dml.georgetown.edu/students/> available as well as the general nursing student guide. <http://researchguides.dml.georgetown.edu/nursing>.

Familiarity with Refworks (a bibliography management system) to store library searches as well as to create bibliographies is highly recommended. Contact the Dahlgren Library for orientation and support.

University Writing Center

The Georgetown University Writing Center can provide useful handouts and explanations that can aid in successful scientific writing. For additional information, please visit <http://writingcenter.georgetown.edu/>

Personal and Cultural Resources

- Student Health Center (SHC) is staffed by Family Practice faculty physicians and nurse practitioners with particular training and experience in college health, and who are dedicated to providing high quality health care. The services offered at the health center include: routine office visits, preventative health care, minor outpatient procedures, immunizations, sports medicine and referrals. SHC may be a primary provider with students during an exposure incident. (see Chapter 5)
- The Center for Multicultural Equity and Access (CMEA) promotes educational excellence and racial equality at Georgetown University by serving African American, Latino, Asian American and Native American students, who were historically excluded from the university. For additional information please visit: <http://cmea.georgetown.edu/>.
- The Counseling and Psychiatric Service (CAPS) provides a multiple array of services to support emotional wellness. CAPS also provides assistance to apply for a Medical Leave of Absence (see the undergraduate bulletin). For additional information, please visit: <http://www3.georgetown.edu/student-affairs/caps/index.html>.
- GU Wellness is an additional resource support that is key to overall physical, emotional and spiritual outcomes. For additional information please visit: <http://be.georgetown.edu/>
- The Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Resource Center provides education, programming, support services, and voice to Georgetown students, faculty, staff, and alumni of all sexual orientations and gender identities. This resource is committed to promoting understanding sexual orientation and gender identity in the context

of and as it intersects with race, religion, ethnicity, nationality, ability, socio-economic status, and culture. For additional information please visit: <http://lgbtq.georgetown.edu/>.

- Faculty and staff are supportive of student success. During times of personal, physical or mental stress a leave of absence may be requested. Students may see the Undergraduate Bulletin for details or speak with their academic or faculty advisor.

Student Grievance Information

The School of Nursing & Health Studies Academic Affairs Office advises students regarding academic-related grievances (such as grade appeals) and guides students to appropriate University offices and resources for other types of concerns. As per University policy, those who file good faith grievances or reports of problems will not be subject to retaliatory action.

Chapter 5 - Clinical Experience

Clinical Rotation Placement

Students will register for clinical rotations associated with didactic courses through the online registration system. Students with extenuating circumstances or course conflicts related to clinical or lab options should seek advice from their Academic Advisor.

Senior Practicum Placement

Prior to the final senior semester students may submit in writing their request for final senior precepted practicum experience. Every effort will be made to match requests with sites and experience opportunities.

Travel Time

The undergraduate program is highly respected in the metropolitan region (District of Columbia, Maryland and Virginia) and is able to offer many excellent and varied clinical opportunities to students. While every effort is made to keep commute times to a reasonable amount, it may be necessary for students to travel up to 35 miles each way (from Georgetown University) to reach a clinical site. Quality in-patient clinical rotations that require the maximum travel distance for a student will also be recognized during future clinical placements for that student with an effort to limit these to one occurrence. Travel time is not part of clinical hours. Students are responsible for arranging transportation to and from the clinical site. In the majority of circumstances, clinical placements are accessible by public transportation.

Rest Requirements

Nursing practice requires critical thinking and competent performance of clinical skills in the clinical area. Sufficient rest and sleep are required in order to provide these skills and safe care to clients. Academic performance in classroom or lab courses also requires critical thinking and participation. To meet minimum safety expectations, students are responsible and required to have adequate sleep/rest each day when reporting for regularly assigned required courses, lab or clinical experiences. Faculty may send students home without credit if this policy is violated. Absence due to fatigue is not excused.

- Senior Practicum schedules vary with the preceptor's assigned work schedules. A six-hour rest/sleep opportunity prior to a required clinical or class is necessary. Students should not come to class/lab immediately following an overnight clinical rotation. The same is expected of students who are employed.

Tardiness

Students are expected to be on time for each academic experience. If a student is tardy, he or she may be sent home from clinical and required to make up the clinical experience. A pattern of tardiness may result in failure of the course.

Attendance Policy – Clinical hours

Students in the undergraduate nursing program are required by accrediting agencies to complete a minimum number of hours in clinical rotations. For this reason there is strict adherence to the following policy on attendance during clinical.

1. There are no exempted absences.
2. Notification of the need to be absent from clinical must be reported to the CLINICAL FACULTY MEMBER ONLY ninety minutes or more before the start of the clinical day by e-mail and/or telephone. Student documentation of the reason for the absence must be provided to the course coordinator within 72 hours of the missed clinical day. The Honor Code Policy applies to these absences. If >16 hours of consecutive clinical absence is necessary, documentation of illness must be provided by either physician's note, nurse practitioner's note, walk in clinic documentation or emergency department documentation if needed. The submitted documentation must also state when the student is medically cleared to return to clinical.
3. Acceptable activities to substitute for the missed clinical hours must be pre-approved by the course coordinator and must meet at least two clinical objectives from the course. Examples might include, but are not limited to:
 - a. Participating in 4-6 hours of simulation and a written assignment.
 - b. Joining a clinical group in the same course (in the same facility) on an alternate day can be negotiated with the course coordinator.
 - c. Attendance at a seminar lasting 4 hours or more that addresses at least two clinical objectives and is approved by the course coordinator. Verification of attendance is expected. A written assignment will follow this experience.
 - d. Attendance for at least 4 hours at a flu clinic, a health fair, or a volunteer activity (such as a shelter) that addresses 2 clinical objectives and is pre-approved by the course coordinator. Verification of attendance is expected. A written assignment will follow this experience.
4. In the case of clinical absence that interferes with course completion and is related to a faculty determined extenuating circumstance, a conference between student, clinical faculty, course coordinator, and the program director may be held for the purpose of planning completion of the course requirements.
5. One undocumented absence will result in the student receiving an academic warning. The clinical absence must still be reconciled (as per #3 above).
6. Two undocumented absences will result in a clinical failure.
7. Return to Clinical- Students who have been absent for illness, must be afebrile and without symptoms for 24 hours prior to return to clinical.

Textbooks

Recommended and required textbooks, software and supplies will be posted by course faculty. Students are able to search for textbooks by class on the university bookstore webpage: <http://www.bkstr.com/>

Required Supplies

The following are required for clinical rotations. Refer to individual course syllabi.

- Black ballpoint pen
- Watch with second hand
- Penlight
- Stethoscope (acoustic rating good or better) (Littmann Classic <\$100, rated excellent)
- Pocket-sized note pad
- EKG Calipers
- PDA (see requirement)

PDA Requirement

In clinical, students will utilize UCentral, a digital clearinghouse of electronic resources for bedside nursing and medicine. This technology allows instant access to nursing and medical references, scholarly journals and clinical guidelines.

Georgetown University has purchased the software for all nursing students, but the student must provide a PDA or Smartphone. If a student does not currently own a supported PDA or Smartphone, its purchase is mandatory. The UCentral software will require around 100 megabytes on the PDA.

The preferred platform is an iPod Touch or iPhone. iPads and other electronic tablets or readers (i.e. Nook, Kindle or Galaxy) are not currently permitted in the clinical setting. The following platforms are also supported by the software: Android, Windows, Palm, BlackBerry.

For information regarding technical support, system requirements and FAQs, please see Unbound Medicine's website: (www.unboundmedicine.com/support/ub).

Required Documentation

Clinical Clearance-

Failure to meet any of the clinical clearance requirements as described on the clinical clearance section of the NHS website (<http://nhs.georgetown.edu/nursing/resources/clearance/>) will jeopardize a student's approval to attend clinical courses. Prior to the start of each semester, students must meet clinical requirements designated by the Department of Nursing and specific clinical agencies. Failure to complete all requirements prior to the first clinical day will result in an unexcused absence. (See clinical attendance policy above for impact of an unexcused absence.)

All requirements must be current at all times in order to participate in clinical course(s). Students that are assigned to use certifiedbackground.com (a web-based service at a cost assumed by the student) for uploading and tracking clinical clearances at <https://www.certifiedbackground.com/> must maintain these records and keep them up to date online. Directions for the completion and documentation of the clinical clearance requirements are available on the clinical clearance portion of the NHS website (<http://nhs.georgetown.edu/nursing/resources/clearance/>). Additional requirements may be requested depending on the clinical agency where students complete their clinical work. This assures maximal opportunities in a variety of agencies. (See Appendix E for instructions)

Any returning students with questions regarding renewal of their account at certifiedbackground.com, please see Ms. Kinney.

Requirement Completion Dates:

- August 15 for all cohorts with Fall start
- December 15 for second degree Spring start

Human Protection Training (research)

Students who are involved in clinical research are required to take human protection training and provide documentation. Specific information and direction will be provided by course faculty or the investigation team.

Dress Code

The expectation is that, as professionals, students will be fully prepared for each clinical day. The Department of Nursing requires all undergraduates to wear the approved uniform as detailed below. (See Appendix C for purchasing information) Any changes to the student uniform requirement will be implemented with an exception for current students who may continue to wear the uniform purchased with their cohort.

In addition to the policy here, on occasion a clinical facility may have an additional requirement for nursing students' uniform. Students will be informed and must comply with additional requirements. Please contact the course coordinator, clinical faculty or preceptor with any questions. Specifically, please note that students who attend clinical rotations at INOVA hospitals will need to purchase the required red uniform. However, it is impossible to know placements until registration is complete.

Students at in-hospital clinical rotations are expected to comply with the following:

Wearing the approved uniform, including:

- Navy scrub top with gray trim and navy scrub pants: with student emblem affixed on the chest just under left shoulder
- White/navy scrub cardigan jacket, with emblem affixed emblem on the chest just under left shoulder (optional)
- Sweatshirts or sweaters may not be worn with the uniform. If additional warmth is desired, the student must wear the approved uniform cardigan jacket with the emblem and name tag

- All-white or all-black, all-leather shoes with fully closed toe and heel (Note: If clogs are worn, they must be all white or black, and all leather, with a fully enclosed heel and upper)
- All white or skin-tone socks
- White identification nametag with navy print, all capital letters, and Gothic font. Name should read FIRST NAME LAST NAME (24 point) with GEORGETOWN UNIVERSITY (12 point) underneath.

Students who are in an out-patient clinical or community setting must comply with the following:

- A professional appearance (business casual) is required at all times.
- Name tag to be worn at all times, even if an agency ID is also worn
- Professional dress is required. No sneakers, jeans, shorts, sweatshirts, t-shirts, very-short skirts, sheer or frilly blouses, low cut blouses or open shirts. No mid-drift tops.
- No open-toed shoes.
- Lab coat may be required.

Students who are in the laboratory or simulation experience must comply with the following:

- Students are expected to follow the guidelines for in-hospital clinical rotations and abide by the personal appearance standards. No exceptions.

Abiding by personal appearance standards, including:

- No acrylic nails. Nails must be neat with a plain manicure.
- No heavy make-up or perfume is to be worn
- No visible henna or tattoos
- Only one pair of stud-type earrings (no hoops or dangling earrings)
- Plain wedding band, if applicable.
- No posts/rings worn in the nose, lips, eyebrows or tongue
- Hair must be pulled back off the shoulders into a pony tail, braid or bun for infection control purposes
- Men who have facial hair should have it neatly trimmed

Laboratory

The following policies are to be adhered to while in the O'Neill Family Foundation Clinical Simulation Center:

1. No Food, No Drink, No Gum, No Ink (Pencils only). *Except in classroom areas and only when equipment is put away, no exceptions for gum at any time.
2. Clean up after yourself (place all wrappers, gloves, etc. into the appropriate waste container.) Be mindful and respectful of how you treat the space and other users.
3. Return all equipment, mannequins, skills trainers, etc. to where you found them before you leave. If unsure, ask for help.

4. If you move chairs, beds, or other furniture, please return them to where you found them before you leave the center.
5. Use **sharps** containers for syringes and needles**.
6. Do not throw trash into red biohazard receptacles.
7. Confirm room reservations with schedules posted at the door to each room before use, do not use any room to which you are not assigned without asking a member of the simulation center staff first.
8. Students (Graduate and Undergraduate) will not permitted to use the center without a faculty member present unless previously arranged with the simulation center staff.
9. If you open it - close it. If you raise it - lower it. If you turn it on - turn it off, etc.
10. If you need something please ask a member of our staff, we will be happy to help you locate the item.

****Sharps** are instruments that can puncture, cut, or scrape body parts. These include, but are not limited to syringes, needles, scalpel blades, razor blades, wires, Pasteur pipettes, lancets, and other sharp metal laboratory waste. Sharps are puncture hazards to faculty, students, and staff and therefore belong in the appropriate sharps containers. Paper, wrappers, or any NON-SHARP item should **NOT** be placed in the sharps container. Placing of non-sharp items in a sharps container will result in a mandatory 1-hour commitment to help in the Center within 7 workdays of the incident. Failure to comply, refer to Academic Integrity and Performance Expectations in this handbook.

Simulation

Clinical simulation is designed to meet the needs of current and future nurses. The O'Neill Family Foundation Clinical Simulation Center is a great location to learn and try new skills, expand existing knowledge, and practice care activities in a safe environment. Much time and effort is spent on creating an environment as real as possible, with charts, equipment, and experiences as close to a true healthcare environment as possible, and have our simulators respond like a true patient. Our patient simulators can talk, breath, have a heartbeat, bowel sounds, and have all physiologic functions depending on the patient's age and condition.

Student roles follow the nursing process of assessment, diagnosis, planning, intervening, and evaluation of care for a patient in a short time frame. Each scenario has a patient introduction, contact with the patient, and then time to debrief about the care. The experience may be videotaped to assist student's review and to enhance learning from the actions taken during simulation.

The simulated patient will be given the same consideration as any patient in a clinical setting. This includes the principles of patient privacy, confidentiality, and safety. It is the expectation that students will engage fully in the patient situation and experience.

The scenarios are **not to be discussed outside of the simulation** and debriefing sessions unless part of a course assignment. This is to protect the value of the experience for those who will eventually take part in the clinical scenarios. If the student does so, it is considered a violation of the Honor Code. If a violation of the Honor Code is determined, the student will refer to the section on Academic Integrity and Performance Expectations.

Students should approach the patient in the simulation setting using the same dress and behavior standards required for all inpatient clinical settings, consistent with the BSN Student Handbook. This includes standards of dress, communication, and preparedness for clinical experiences (including stethoscopes, watches, PDA, etc.).

Levels of student interaction are determined by the facilitator and the student's level of progress in the Nursing Program. **Students are expected to perform at their highest ability at all times, in all assigned roles.**

Exposure Policy

The following procedures should be followed if a student sustains a needle stick injury or exposure to blood or bodily fluids while working in a clinical agency or clinic:

First and foremost, take care of yourself:

- DECONTAMINATE the injury site by washing skin with soap and water for thirty seconds.
- Report the incident to the clinical preceptor immediately.
- The clinical preceptor should request that the resident or attending physician obtain permission to obtain the following specimens on the source patient, if they are not already available on the patient's medical record:
 - Hepatitis B Surface Antigen
 - Hepatitis C Antibody
 - Rapid HIV
- Follow the clinical agency's employee exposure to blood and bodily fluids' protocol for receiving immediate medical treatment.
- Make a follow-up appointment at the student's primary physician's office post initial blood specimen draw.
- Procedural Paperwork: The agency's incident report will need to be completed for full documentation and submitted to the designated office per agency policy.
- A Blood and Bodily Fluid Report must be completed by the student within 48 hours of the exposure incident.
- Once completed, submit the Blood and Bodily Fluid Report to the Office of Student Academic Affairs Office who will follow up with the GU Department of Risk Management. This allows for the University to provide financial support for the treatment of the exposure.
- The GU Risk Management Office will call for demographics and validation.
- A record of the exposure will be kept on file in the student's file.
- The exposure should be reported to the following NHS administrators:
 - Course Coordinator
 - Undergraduate Program Director
 - Faculty advisor
 - Assistant Dean for Enrollment Management

Incident Reporting (ex. medication errors, critical incidents)

Any care related problem that generates a formal quality or incident report at a health care facility or other academic setting must be reported to the Clinical Faculty, Course Coordinator and Undergraduate Program Director. Copies of the formal report are not required. It is the best judgment of students to keep the clinical and course faculty, course coordinator and program director informed when there is any deviation from standard of practice. Students must provide a written narrative of the incident within 24 hours to the Course Coordinator.

Protected Health Information

In the academic clinical setting, professional nursing students will have access to information regarding patients and clinical facilities, which must be held with the highest ethical regard. For this reason, the following policy is enforced.

Policy for Use of Protected Health Information and Other Confidential Information

Access to patient information is a privilege as such is on a need to know basis. Failure to comply with this policy violates professional standards and may result in clinical failure and/or other disciplinary action.

Policy:

A. Students and faculty are to uphold and abide by the Privacy and Security Rules outlined by The Insurance Portability and Accountability Act of 1996 (HIPAA). Violations of HIPAA are punishable by law.

B. No part of the medical record, or duplication thereof, may be removed from the clinical setting. At all times, the medical record must be secured according to the clinical setting's policy.

C. All printouts, photocopies, written and electronic information produced for use during a clinical shift must be secured at all times and destroyed prior to the end of that clinical shift. Notes, email and work products, necessary for academic requirements, that contain PHI, must use minimal identifiers.

D. Laptop computers, electronic devices, and web-based applications used in the clinical setting should be afforded the same level of protection as written information and must employ power-on passwords, timeout features, and an automatic logoff. Devices must be secured at all times. All sensitive data should be encrypted.

E. Students may not discuss or disclose PHI outside the academic setting. This includes, but is not limited to, areas of public and social gatherings, on line social networking, social media, blogs and any areas specified by the policy of the clinical setting.

F. Projects and papers, containing the name, logo, uniforms, or images of Georgetown University, The School of Nursing & Health Studies, and the proper names or images of the clinical/classroom settings, are restricted from public access.

G. Immediately report to the course faculty any incident or suspected incidents of unauthorized

access and or disclosure of protected health information.

H. If in doubt about the use or disclosure of any protected health information, contact course faculty. In the absence of course faculty, students should report suspected violations to the course coordinator, program director or department chair.

Electronic Devices

Electronic devices are those used in the academic sense for data management and academic work. These include but are not limited to personal data assistants (PDA), smart phones, lap top computers, notebooks and tablets. The following is the policy for students and faculty with respect to their use.

Policy for Professional Use of Electronic Devices

The policy requirements herein are applicable to any academic setting (classroom, clinical setting and lab) where an electronic device is a required for academic purposes. Failure to comply with this policy violates professional standards and may result in clinical failure and/or other disciplinary action.

- A. Electronic devices are intended only for clinical referencing, data collection, communication with a provider or faculty and point-of-care access to evidence based clinical information.
- B. Electronic devices may not be used for non-academic purposes while in the academic setting.
- C. The use of electronic devices must follow the clinical setting's policy concerning electronic devices, including wireless connectivity.
- D. Course faculty may further define specific guidelines for the use of electronic devices in the academic setting.

Summer Internships and Clinical Employment

Students may have an opportunity during the academic year to be employed in various internships or clinical positions for which they are qualified. While the academic program is demanding clinical employment during semester breaks is encouraged. Students are eligible to take the examination for Certified Nursing Assistant, The District of Columbia, Board of Health, after taking their Fundamentals in Nursing course. <http://doh.dc.gov/node/149322>.

Many facilities offer summer/winter break employment to students after their sophomore year. Applications and positions are competitive. Inquire at the earliest convenience.

Chapter 6 - Faculty: Roles and Responsibilities

Course Coordinator

Course Coordinators are faculty members who have the following responsibilities: annually review and update the course, add new learning objectives and current text/readings that advance the evidence base for practice, develop the concept map for online seminar content, invite guest lecturers as necessary, and develop evaluation methods for the course. Course Coordinators also hold regular course faculty meetings for feedback regarding course operations and student issues. Course Coordinators monitor clinical faculty and the clinical activities of the students in the course.

Course Faculty

Course Faculty members report to the Course Coordinator (in some cases the two roles may be performed by the same faculty) and are responsible for teaching course content to students. Course Faculty members choose the presentation style of content. They maintain office hours, provide content tutoring and remediation, monitor learners' performance, provide timely feedback, and grade assignments and examinations. Course Faculty members also keep the course coordinator/program director abreast of any student issues.

Clinical Faculty

Clinical Faculty assume overall responsibility for the teaching of the student in the clinical setting. They are responsible for student grading and evaluation, preceptor evaluation, and clinical site evaluation, and keep the Course Coordinator abreast of the student's progress.

Clinical Preceptor

Preceptors at clinical sites have the following responsibilities: provide verbal feedback to the student frequently during clinical experiences, including impromptu private meetings as necessary, guide and mentor students, provide documented feedback to students through use of the program's clinical evaluation tools, and communicate with the clinical faculty on a regular basis regarding student progress. A designated preceptor must supervise students at all times. The preceptor has the ultimate responsibility for all patient care decisions.

Faculty and Advisor Availability

Faculty members, academic advisors and clinical faculty members will be available by email, and be available to advisees on a regular basis. Office hours will be posted by individual advisors. Arrangements may be made with individual students to assure the facilitation of regular meetings. Some meetings may be in groups with other students assigned to the advisor.

Communication

All faculty hold scheduled office hours as well as offer student appointments. Faculty members will check their email inboxes during workdays intermittently to maintain contact with colleagues and students. Individual faculty members will share their preferred contact method(s) with advisees and students, including method for notification when a student will be late or absent from class or a clinical session.

Problem-solving with Faculty or Advisors

The Department of Nursing strives to provide excellent student-centered professional education that encompasses “cura personalis,” or care of the whole person. Please seek out a faculty or staff member to assist with significant problems. Resources and people are committed to helping students on a consistent basis. Please follow the guidelines below to help determine the appropriate person to speak with about a particular issue. If the situation

1. Relates to the didactic portion of a course, please contact the course faculty member, then the Course Coordinator.
2. Relates to the clinical portion of a course, please contact the Clinical Faculty or preceptor then the Course Coordinator.
3. Relates to the lab or simulation portion of a course, please contact the lab/simulation faculty, then the Course Coordinator.
4. Relates to the Course Coordinator, please contact the Program Director.
5. Is personal, please contact the Course Coordinator and the Academic Advisor.
6. Relates to the Program Director, please contact the Chair of the Department of Nursing.
7. Relates to the Academic Advisor, please contact the Director of Academic Advising.
8. Relates to the Faculty Advisor, please contact the Chair of the Department of Nursing.
9. Relates to the Chair of the Department of Nursing, please contact the Dean, School of Nursing & Health Studies.

If you are still unsure of who can help you, contact an Academic Advisor or Faculty Advisor.

Chapter 7 - Student Responsibilities

Students are responsible for reviewing, understanding and abiding by the regulations, procedures and requirements as described in all official publications of Georgetown University (<http://www12.georgetown.edu/undergrad/bulletin/index.html>), the School of Nursing & Health Studies, and the Department of Nursing. These are found specifically in the Undergraduate Bulletin as well as the Current Students Resources section of the NHS website. In addition students are required to adhere to regulations and guidelines from Health Care Settings (in use as clinical sites), Professional Licensing Boards, Federal, State and Local Health Care Authorities and Professional Nursing Organizations. Any questions about these can be directed to Course Faculty, Faculty Advisor or Academic Advisor.

It is the goal of course faculty that students will gain the necessary professional life skills to succeed after graduation. Therefore, each student must be committed to his/her individual intellectual and life-skill development.

Each student has the right to clarification of course content and mentoring by course faculty and fellow students. However, this requires the student to be an adult learner utilizing internal and external resources to facilitate personal development. For each identified problem or learning need identified by course participants, a constructive resolution will also be offered.

Students are required to be aware of academic policies as listed in the student bulletin/handbook. Students are expected to prepare for and attend class as scheduled. Please review the undergraduate policy on class attendance <http://bulletin.georgetown.edu/regulation/standards/>.

Attendance at classes is restricted to those who are validly registered or who are present at the specific invitation of the instructor.

All students are expected to attend all classes and to complete all of their assignments in a timely fashion. (See specific policy on attendance at clinical rotations in Chapter 5.) All course requirements are to be completed no later than the date of the final examination. Absences may have an adverse effect on grades in a course, up to and including failure.

“Absence” is defined as the failure of a student to be present when the class roll is checked by the professor. Lateness may be listed as absence, since students may be refused admission to any class when late. Flagrant cases of absence that affect the student’s achievement of course objectives may necessitate withdrawal from the school.

Students absent for several days because of illness should notify the Dean’s Office through their Academic Advisor. A prolonged absence may necessitate the student’s withdrawal from the University for the semester.

Class Preparation and Participation

The academic learning of students is, in the University's eyes, their most significant responsibility. Students should expect to study at a minimum of 30 hours per week outside of class. Faculty design their courses with this expectation in mind, but evaluate students on the basis of their achievement. <http://www12.georgetown.edu/undergrad/bulletin/regulations3.html>

Class preparation time does not include the time required to complete graded assignments.

The use of technologies such as laptop computers, PDAs, cell phone/texting and pagers are not allowed during class without faculty permission. Disable all audible devices during lecture and clinical.

Department of Nursing Privacy Statement

As is the expectation of persons in academic and professional relationships, all members of the Department of Nursing including staff, students and faculty are afforded an expectation of privacy. Therefore, the taking and publishing of photographs and other forms of audio-visual recordings of students, faculty, and employees of Georgetown or other affiliated healthcare settings are not permitted except as determined by course faculty and their consent. (Images of the nursing student uniform, Georgetown facilities or other official likeness are included.) In addition, students are prohibited from disclosing confidential information relating to the personal, financial, and business affairs of staff, students and faculty of Georgetown, as well as its affiliated healthcare facilities, clinical settings and their employees in any form. This includes, but is not limited to, personal disclosure, public and social gatherings, and any form of online social networking or social media (e.g. Facebook, Twitter, Instagram, blogs).

Academic and Clinical Conduct

Nursing majors are beginning a professional career. With this comes the responsibility to generate trust and confidence in the people served. In addition to being competent in nursing, a proper role image is enhanced through appropriate, mature and dignified behavior. All interactions with faculty, staff, peers and patients should demonstrate respect and dignity for all individuals. It is expected that students respect the privacy of all individuals. Students are expected to resolve interpersonal conflicts in a professional manner. Consistent with the professional workplace, all interactions, both written and oral, will be timely and respectful.

The foundation for Georgetown University nursing student professional and ethical behavior, and conduct, are found in five sources.

1. Georgetown University Code of Student Conduct:

Students are expected to familiarize themselves and act in accordance with the Georgetown University Code of Student Conduct, especially in regards to responsibility for the common good,

respect for the dignity of the person, and personal integrity. This includes mutual responsibility for the safety and welfare of others, civil behavior between students and faculty, actions that foster a positive learning environment, and a respect for university facilities. Violation of these regulations will result in disciplinary action.

Note in particular the Ethos Statement from the Georgetown University Code of Student Conduct:

Choosing to come to Georgetown University means joining a distinctive community. As a Catholic and Jesuit University, Georgetown places special emphasis on the dignity and worth of every person and the love of truth. Membership in this community carries with it high expectations regarding the ways in which each person will act both within and beyond Healy Gates. In particular, students are expected to honor the following commitments in all their actions:

- A commitment to the highest standards of honesty and personal integrity both inside and outside the classroom.
- A commitment to treat others in a respectful manner, regardless of differences such as race, religion, nationality, ethnicity, gender, or sexual orientation.
- A commitment to open discourse and the free exchange of ideas. A commitment to exercise mutual care and responsibility in all relationships.
- A commitment to an active concern for the safety, security, and well-being of each individual and a respect for individual, communal and university property.

<http://studentconduct.georgetown.edu/codeofconduct/>

2. National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct:

Preamble

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

Code for Nursing Students

As students are involved in the clinical and academic environments, ethical principles are a necessary guide to professional development. Therefore within these environments students will:

1. Advocate for the rights of all clients
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.

5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001

<http://www.nсна.org/Publications/AcademicClinicalConduct.aspx>

Reprinted in full with permission of the National Student Nurses Association

3. American Nurses Association: Code of Ethics Standards:

Provision 1:

The nurse in all professional relationships, practices with compassion for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

Provision 1.5:

Relationships with Colleagues and Others:

The principle of respect for persons extends to all individuals with whom the nurse interacts. The nurse maintains compassionate and caring relationships with colleagues and others with a commitment to the fair treatment of individuals, to integrity-preserving compromise, and to resolving conflict. Nurses function in many roles, including direct care provider, administrator, educator, researcher, and consultant. In each of these roles, the nurse treats colleagues, employees, assistants, and students with respect and compassion. This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one's actions on others. The nurse values the distinctive contribution of individuals or groups, and collaborates to meet the shared goal of providing quality health services.

American Nurses Association, 2012

<http://nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/EthicsStandards/CodeofEthics.aspx>

4. The Health and Human Services (HHS) Health Insurance Portability and Accountability Act - Standards for Privacy of Individually Identifiable Health Information (known as the Privacy Rule).

Professional nursing students are held accountable to The Health and Human Services (HHS) Health Insurance Portability and Accountability Act - Standards for Privacy of Individually Identifiable Health Information (known as the Privacy Rule). Please review this at <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

5. Georgetown University Honor Code (Please see Chapter 3)

Email Policy

Students are expected to read and, when appropriate or required, respond in a timely fashion to emails sent from University offices. Email is the standard mode of communication for University broadcast messages to the community as well as for messages to individual students about academic standing and other important administrative matters. Messages are sent to the Georgetown student's official Georgetown email address. Students who wish to use another address are responsible for setting and maintaining appropriate forwarding rules to ensure they receive University email. <http://www12.georgetown.edu/undergrad/bulletin/regulations1.html>

Technology Requirements/Recommendations

Academic referencing, information literacy and point of care technology are all areas where the

science and caring aspects of nursing meet. In regards to the required use of and fluency with the various technologies described here, all students must abide by the Georgetown University's Technical Policies and Guidelines. <http://policies.georgetown.edu/tech/>

Personal technology requirements:

- Proficient using the Internet
- Experience with word processing and MS Office products
- Experience with streaming video (ex. Quicktime)
- Hardware and Software requirements:
 - Modern computer running either Windows or Mac OSX
 - 2 GB of RAM with at least 20GB of free hard drive space
- High speed Internet connection.

Blackboard

The common platform for all courses in the Department of Nursing is Blackboard. All students are required to familiar with Blackboard. Use the Blackboard Support FAQ, Videos and Guides <https://wiki.uis.georgetown.edu/display/BBSUPPORT/Student+FAQs> as need to be fluent in the platform. Be familiar with the UIS Student Helpdesk 202-687-4949.

Many faculty utilize the Sharestream platform for online playback of films and video. mediapilot@georgetown.edu

Echo 360 is the web-based platform that faculty use to record and post course content. If required for a course, students will be provided with links to the recorded content.

Assessment Technology Institute (ATI) Technical requirements

ATI access is provided by the Department of Nursing and each student is provided a code to enter into 'My eLearning' on the ATI web site. If there are any question about this code and your access, contact the course coordinator.

- **Web browser:** ATI's system is most efficient with the following supported browsers:
 - Firefox
 - Chrome
 - Safari
 - Internet Explorer

Ensure the browser has the following enabled/installed:

- Per session and persistent cookies
 - JavaScript
 - Popup blocker MUST allow pop-ups from *.atitesting.com
- **Network Settings:** If the network uses a proxy or caching server, set it to allow (not cache) traffic from our website or enter our domain, www.atitesting.com, as an exception in the settings.

Insufficient bandwidth will cause potentially serious problems with system response.

- **Workstation Settings:** If you are using content filtering of any kind, set up ATI's website to be an exception. Nursing content can potentially trigger such software.

If you have any questions regarding workstation or network configuration, please contact ATI tech support at 1-800-667-7531 or email techsupport@atitesting.com prior to testing.

Computer Lab/ Printing

St. Mary's Hall G01 is a computer lab dedicated to School of Nursing & Health Studies students with GOCARD access. Wireless access is also available in St. Mary's Hall and across Georgetown University campus.

Students are given a credit balance equal to 500 pages of printing each semester. Printing credits may only be used in the G01 Computer Lab. Personal laptop computers may be configured to submit jobs to the G01 printers by the UIS Student Helpdesk in the basement of St. Mary's Hall.

Religious Observances

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall remain responsible for all assigned work. The list of approved religious holidays is found on the University Campus Ministry website. Students should notify professor in writing at the beginning of the semester of religious observances that conflict with this class. The Office of the Provost, in consultation with Campus Ministry and the Registrar, will publish, before classes begin for a given term, a list of major religious holidays likely to affect Georgetown students.

Adverse Event/Weather Policy

The Department of Nursing will follow the Georgetown University operating status for course cancellations or delays. Faculty will provide specific instructions should there be an altered schedule. The Georgetown University weather hotline is 202-687-7669 or the website is <http://www.georgetown.edu/operating-status/index.html>

Specifically with respect to clinical rotations at early morning or late evening hours, safety is paramount. Travel decisions must be made in collaboration with clinical faculty.

Chapter 8 - Evaluation of Student Performance

Each course will have a syllabus that clearly describes the performance expectations for the course including details on each assignment, quiz and/or examination.

Class Preparation and Active Participation

Being prepared for class and participating with classmates and faculty are essential to learning and that of others in the class. Therefore, many courses will dedicate a percentage of the overall grade to student participation in the class. This percentage will depend upon the teaching modality and time required by students to prepare for the work of classroom seminars. Faculty will determine and post the criteria for evaluation.

Written Course Assignments

Each course will describe the percentage of the overall grade that is comprised by student written and multimedia presentations. All presentations are expected to be professional using appropriate electronic handouts and PowerPoint (or equivalent) software. Both faculty and peers will evaluate student presentations.

Written assignments must demonstrate college level grammar, composition and documentation. All written work must be submitted in APA format. It is strongly recommended that each student own the most current edition of the Publication Manual of the American Psychological Association or refer to the APA website at <http://www.apastyle.org/learn/faqs/index.aspx>

A penalty of 5% per day including weekends and holidays will be applied to any graded assignment that is submitted late, including pass/fail assignments. Assignments will not be accepted if they are submitted 7 calendar days after the schedule due date and a grade of zero will be assigned. Students with excused absence must make arrangements with course faculty and submit assignments at the earliest proximate date.

Clinical Documents and Logs

Students are expected to assume responsibility for completing and maintaining current and accurate records for all clinical experiences on the appropriate designated forms. Students are accountable to the Policy for Health Protected Information. See chapter 5.

Student Athletes

Students who will be absent from class, clinical, lab/simulation or any examination as a part of their athletic schedule may be excused with official documentation from the athletic department to the faculty.

Examinations

Examinations may include multiple choice, short-answer, short essay, and/or extensive case study questions. Assistance with test taking strategies is available through the Academic Resource Center (ARC): <http://guarc.georgetown.edu/>.

Exams will be time-limited or proctored at the discretion of the instructor.

An alternate make-up examination will be given only under extreme circumstances with the approval of the academic advisor. The alternate make-up examination may be oral, multiple

completion and/or essay. When possible, students are expected to notify the course coordinator before missing a scheduled examination. The alternate make-up examination must be completed within a timeframe agreed upon between the student, academic advisor and course faculty.

Course grades will be calculated according to the syllabus and posted on Blackboard and at the registrar's office at the end of the semester.

Academic Standing

Students must maintain an overall grade point average (GPA) of no less than 2.000 to remain in good academic standing and to be eligible to graduate per the Undergraduate Bulletin.

Academic Warning

At the midpoint each semester, students will be advised in writing if their course performance is marginal or if there is threat of course failure. The student should meet with their Course faculty, Faculty Advisor and Academic advisor to develop a plan for success.

Academic Remediation

Students who are identified by course faculty as those who would benefit from increasing skills in critical thinking and content knowledge as evidenced by performance on examinations and other course evaluations may be provided additional course assistance. These students will register for Case Study Analysis for Nursing Practice, a two-semester pass/fail course. Students will earn one credit hour per semester. Additional specific criteria considered by faculty in identifying students for academic remediation include:

- ATI scores consistent or below Level One
- Final Course grade of a C or lower in a science requirement
- Final Course grades of a C+ or lower in a clinical course
- Test anxiety/difficulty with multiple choice test format
- Testing accommodations or learning differences

Once a student begins the two-semester progression in the knowledge mastery course, the student may be given permission to drop the course by the Undergraduate Program Director if the student achieves a 95% level of confidence on the Comprehensive Predictor ATI Examination.

Additionally, a student who does not meet an 80% confidence level on the first attempt at the ATI Comprehensive Predictor Examination may be registered for the second semester of the content mastery course.

Clinical Performance

As noted in Chapter 5, clinical attendance and participation is expected. In order to pass each clinical course, a final course grade of C (73.00% or higher) must be achieved in all clinical courses and the following clinical requirements must be met:

1. Completion of required clinical hours and/or clinical experiences for each clinical course,
2. Assignments as outlined in the syllabus successfully (greater than 73.00) completed and given to preceptor/faculty as appropriate,
3. Satisfactory evaluation by clinical/course faculty.

Clinical Remediation

All nursing students are required to meet the clinical standards established by program faculty. If a student experiences difficulty meeting these standards, they may be placed on a remediation plan.

Examples of instances in which remediation is likely to be appropriate include cases in which the student's performance reflects a deficit of knowledge, inability to think critically and prioritize care, a lack of psychomotor/technical skills, deficits in overall ability, or otherwise presents a serious safety threat.

The ways in which a student is failing to meet the clinical standards shall be documented in the student's record (e.g., evaluations, performance appraisals, counseling notes, anecdotal reports as appropriate), and the student shall be notified as soon as reasonably possible of any perceived difficulties.

Any student who demonstrates serious issues meeting clinical standards may be placed on a remediation plan at the discretion of the clinical faculty and course coordinator. The remediation plan shall be discussed with the student, and documented in writing. It will identify specific problems, the plan for resolution of those problems, and the time frame for resolution.

The determination of whether a student has satisfied the criteria for release from remediation will be made by the Clinical Faculty and course coordinator.

If a student is unable to satisfy the criteria of the remediation plan, the student may fail the course. While students who successfully complete a remediation program may continue in the program in good standing, the student may still fail the course requiring the student to retake of the course.

Course and Program Evaluations

Throughout each course, students will be asked for their opinions and evaluation of lectures, content, the faculty, and the overall online experience. Honest, accurate feedback is appreciated to allow for corrections or amplification of course content.

At the end of each course, the course is evaluated in a confidential online evaluation. Each evaluation is a series of standard questions with space for written comments at the end. Feedback on courses is valued and is used to continually improve the classes and offerings. Activities and lectures that enhanced learning as well as those that did not work is important feedback. The evaluations are confidential, but the faculty members are able to determine whether a student has completed the course evaluations.

Permanent Student Record

A final evaluation of overall student performance in the program will be maintained in a permanent academic file and will be the basis for future recommendations. Access to student records will be in accordance with the policy delineated in the Undergraduate Bulletin.

Appendices

Appendix A - University Officers, Board Members, NHS Administration

The following list includes the names and titles of several officers of Georgetown University; a full list of university leadership is available at: <http://www.georgetown.edu/about/georgetown-leadership/index.html>.

- John J. DeGioia, Ph.D.
President
- Howard J. Federoff, M.D., Ph.D.
Executive Vice President for Health Sciences and Executive Dean of the School of Medicine, Georgetown University Medical Center
- Robert M. Groves, Ph.D.
Executive Vice President of Main Campus and Provost
- Edward M. Quinn
Secretary

The president of Georgetown University and the Board of Directors govern according to the university's bylaws and have the power to grant "any degree in the faculties, arts, sciences, and liberal professions" under the authority of a charter passed by Congress in 1815. To view the university's bylaws, visit <http://www.georgetown.edu/content/1242662846446.html>. To view members of the Board of Directors, visit <http://www.georgetown.edu/about/board-of-directors/index.html>.

The School of Nursing & Health Studies – Administration and Staff

- | | |
|-----------------------------------|--|
| • Martin Y. Iguchi, Ph.D., | Dean |
| • Peggy Compton, Ph.D., RN, FAAN | Associate Dean, Nursing Academic Affairs |
| • Marianne Cardillo Lyons, MS, RN | Assistant Dean, Enrollment Management |
| • Doug Little, MS | Director, Academic Affairs |
| • Samuel Aronson, MA | Assistant Director, Academic Affairs |

The Department of Nursing – Administration and Staff for the BSN Program include:

- | | |
|--------------------------------------|--------------------------------|
| • Jeanne Matthews, Ph.D., RN | Chair, Department of Nursing |
| • Jane Fall-Dickson, Ph.D., RN, AOCN | Assistant Chair, Research |
| • Colleen Norton, Ph.D., RN, CCRN | Director, BSN Program |
| • Wendy Thomson, Ed.D., MSN, RN, CNE | Director, Simulation Education |
| • Sarah Kinney | Coordinator, BSN Program |
| • Yasmin Sharif | Manager, Department of Nursing |

Department of Nursing
Required BSN Student Handbook Acknowledgement
Academic year 2013-2014

I have reviewed the 2013-2014 Georgetown University School of Nursing and Health Studies, Department of Nursing, BSN Student Handbook, available on the Department of Nursing website.

By signing below, I confirm that I am familiar with all the contents of the BSN Student Handbook and I agree to abide by the policies and guidelines described therein.

I understand that all aspects of Clinical Clearance are my responsibility to keep current and failure to do so will halt my progression in the program.

Name Print

Name Signature

Date

Cohort/Graduation Date

<input type="checkbox"/> Traditional Program <ul style="list-style-type: none"><input type="radio"/> May 2014<input type="radio"/> May 2015<input type="radio"/> May 2016<input type="radio"/> May 2017<input type="radio"/> Other _____	<input type="checkbox"/> Second degree Program <ul style="list-style-type: none"><input type="radio"/> December 2013<input type="radio"/> May 2014<input type="radio"/> December 2014<input type="radio"/> May 2015<input type="radio"/> Other _____
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Students should submit this signed form no later than Friday 5pm, the end of the second full week of the semester.

- *Students assigned to the certifiedbackground.com system for clinical clearance tracking will upload this form to their immunization trackers.*
- *Students assigned to the Blackboard system for clinical clearance tracking will submit this hard copy to Sarah Kinney, BSN Program Coordinator, at St. Mary's Hall 408D.*
- *All freshmen students will bring this form to class; NURS 005: Professional Nursing.*

Appendix C – Uniform Purchasing Instructions

NHS required clinical uniforms are available for purchase online through our vendor, **Central Uniforms**.

Please carefully follow the instructions below to create an account with Central Uniforms, have access to the Georgetown University merchandise, view the items available for purchase and place an order:

- Go to www.CentralUniforms.com
- On the right hand side, under "School Uniforms," click on "Georgetown University School of Nursing and Health Studies"
- Each student must register as a new user by clicking "Customer Service" in the top right and then selecting "Register." Students will be prompted to create a username and password.
- After successfully registering, students can complete their online shopping, review their order, and check out by clicking "Continue Checkout"
- After enter their billing, shipping and payment methods, they must enter the promotional code: `hoya`
- For sizing questions, please refer to the sizing chart on the website.
- Please allow 2-3 weeks for the order to be processed and shipped.

Appendix D – Clinical Clearance

The Health Screening Form available at <http://nhs.georgetown.edu/nursing/resources/> is to be completed by the student's healthcare provider. Please note that titers and the drug screen also require a lab report. If assigned to, all clinical clearance documents must be submitted through the University's vendor: www.CertifiedBackground.com. See Appendix E for details. Otherwise submit paperwork to Ms. Kinney as indicated in Chapter 5.

Appendix E – Certifiedbackground.com

All clinical clearance documents must be submitted through the University's vendor: www.CertifiedBackground.com. This year's cost for setting up an account, which includes the required background check and the immunization tracker, is \$68.00 to be paid by credit card. Go to <http://nhs.georgetown.edu/nursing/resources/> to find instructions on how to set up an account. The university's "package code" that must be entered before creating an account may be obtained from Ms Kinney, BSN Program Coordinator, 408-D St. Mary's Hall. The system is designed to streamline the clinical clearance process, ensuring that all students are maintaining their requirements up to date and making important documents secure and available at all times.