NONDISCRIMINATION STATEMENT

Emory University is an inquiry-driven, ethically engaged, and diverse community dedicated to the ideals of free academic discourse in teaching, scholarship, and community service. Emory University abides by the values of academic freedom and is built on the assumption that contention among different views is positive and necessary for the expansion of knowledge, both for the University itself and as a training ground for society-at-large. Emory is committed to the widest possible scope for the free circulation of ideas.

The University is committed to maintaining an environment that is free of unlawful harassment and discrimination. Pursuant to the University’s commitment to a fair and open campus environment and in accordance with federal law, Emory cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran’s status, or any factor that is a prohibited consideration under applicable law. Emory University welcomes and promotes an open and genuinely diverse environment. http://policies.emory.edu/1.3
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DEAN’S WELCOME

Welcome to the Nell Hodgson Woodruff School of Nursing and congratulations on taking the next big step toward achieving your personal and professional goals in nursing. Our health care system is undergoing unprecedented change and the needs and opportunities for nurses have never been greater. With an aging and increasingly complex patient population, the nation is looking to nursing to play an increasing role in care coordination, quality improvement efforts, and team-based care. Having a nursing workforce prepared to meet the challenges of today’s rapidly-evolving health care environment begins with a commitment to continuous learning, and I am delighted that you have chosen the Nell Hodgson Woodruff School of Nursing at Emory University as your partner in this journey.

The School of Nursing is an internationally renowned institution with a more than 100-year history of preparing nurse leaders, scholars, and innovators who are ready to lead change and advance health care for all people. Emphasizing evidence-based nursing, critical thinking, ethical practice, and social responsibility, our programs develop nurses who are highly skilled and actively engaged in shaping policy and solving real world challenges in health care around the world.

Our undergraduate and graduate programs are designed to respond to your individual learning needs. U.S. News & World Report consistently ranks our programs amongst the nation’s best – this year 3rd overall for graduate nursing. As a top-ranking nursing school for National Institutes of Health research funding, students in all programs also have the opportunity to engage in game-changing research that is improving care delivery and patient health.

The greatest strength of our programs lie in its people. Our faculty are nationally and internationally recognized experts in their disciplines and provide great insight and mentoring in a wide range of specialties. Faculty work in partnership with our dedicated staff to support students’ success through every step in their School of Nursing journey. You will become an integral part of our nursing community.

Whether you are currently an undergraduate student who wishes to continue your studies or a seasoned professional who is looking to develop the additional skills, credentials or degrees necessary to advance your career, I invite you to explore what the Nell Hodgson Woodruff School of Nursing has to offer. Learn more about our community and programs through this catalog, our website, and social media.

We look forward to having you join our community.

Sincerely,

Linda McCauley

Linda McCauley, PhD, RN
Dean, Nell Hodgson Woodruff School of Nursing
Emory University
PURPOSE OF THE STUDENT HANDBOOK

This Student Handbook is electronically published by the Nell Hodgson Woodruff School of Nursing (NHWSN) and is designed for use by students, staff, and faculty. It was prepared in the summer of 2017. The School of Nursing reserves the right to revise the Student Handbook information at its discretion and to make reasonable changes in requirements to enhance programs or improve the quality of education.

Significant changes will be communicated electronically to students with updates noted in the Student Handbook. It is the student’s responsibility to review the Student Handbook.

For Emory University related policies and procedures the student should refer to the Emory University website.

OUR MISSION

At the Nell Hodgson Woodruff School of Nursing, we strive to:

• Educate visionary nurse leaders and scholars
• Generate and apply knowledge
• Transform nursing, health, and systems of health care within the local and global community

OUR VISION

To promote optimal health and wellness for all by creating, changing, and leading through innovative teaching, discovery, nursing practice, and social action in our local and global communities.

OUR VALUES

• Excellence: We achieve outcomes that are significant and distinctive with persistent commitment to high quality.
• Collaboration: We embrace community, partnerships, mentoring, and diverse perspectives.
• Social Responsibility: We treat all with respect and dignity. We engage with others to positively influence health and social justice.
• Innovation: We create, use, evaluate, and disseminate cutting-edge approaches to advance our mission and vision.
• Leadership: We shape nursing, health care, and the NHWSN through vision, courage, and optimism.
RESPECT STATEMENT

The Nell Hodgson Woodruff School of Nursing is a learning community enriched by diversity. We are committed to inclusiveness recognizing that open exchange is necessary as we learn from each other and respect different perspectives of an issue. We are committed to:

Promote Respect
We will respect the dignity and rights of students, faculty and staff regardless of position, rank or authority.

Initiate Dialogue
We will initiate thoughtful dialogue and express differences of opinion in a courteous manner, without fear of reprisal or insult.

Cultivate Reflection
We will listen respectfully while others share ideas, allow speakers to complete their thoughts and be open to considering new approaches.

Foster Equity
We will foster a safe and equitable academic environment that acknowledges the contributions and experiences of persons from unique identities and backgrounds.

Maintain Accountability
We will hold ourselves accountable for our ethical conduct and reject intolerance, harassment, or violence towards others.

OUR PHILOSOPHY

At the School of Nursing we believe that nursing occupies a unique and privileged position of influence and trust in efforts to improve human health. Our core values--excellence, collaboration, social responsibility, innovation, and leadership--provide us with the foundation to shape the future of caring and health. Faculty, students, and staff are collaborative partners in this effort. Their uniqueness and diversity enable the creation of a dynamic and creative learning environment that fosters professional development of integrity, commitment, and respect. Diversity, equity, and inclusion are vital components to the School of Nursing.

OUR COMMITMENTS

The Nell Hodgson Woodruff School of Nursing will:

- Prepare the next generation of highly competent, inquisitive, and caring nurses.
- Solve critical health issues for patient, families, and communities through discovery of new knowledge and innovations.
- Develop visionary leaders to shape the future of nursing and healthcare.
• Engage fully in ethical dialogue and abide by standards of honesty, civility, transparency, and fairness.
• Advance interprofessional collaboration and education.
• Foster a vibrant academic community that embraces wellness, cultural sensitivity, diversity, and inclusivity.
• Take bold action to cultivate systems of health care where nurses can practice to the full extent of their education and training to improve patient outcomes and advance health.
• Pursue actions that sustain the environment of the local and global community.

OUR PRIMARY STRATEGIC INITIATIVES

• Improve the student experience
• Build capacity for complex data analytics
• Streamline curricular pathways between degrees
• Lead in health promotion and wellness initiatives
• Advance health policy and advocacy activities
• Expand global health and community engagement activities

OUTCOMES BY PROGRAM

The American Association of Colleges of Nursing (AACN) has identified the Essentials for undergraduate and graduate education (The Essentials of Baccalaureate Education for Professional Nursing Practice October 20, 2008; The Essentials of Master’s Education in Nursing March 21, 2011; and The Essentials of Doctoral Education for Advanced Nursing Practice October 2006). The Essentials frame the expected outcomes of graduates from our BSN, MSN, and DNP programs. Using the Essentials as a foundation for writing our program outcomes, our mission, to educate visionary nurse leaders and scholars, generate and apply knowledge, and transform nursing, health, and systems of health care within the local and global community is threaded in our graduate outcomes. Program outcomes are leveled to transition graduates from the generalist to advanced practice professional nurse, practicing within complex healthcare systems and assuming full scope of practice to improve human health.
## BSN GRADUATE OUTCOMES

<table>
<thead>
<tr>
<th>Competency</th>
<th>BSN Graduate Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems Leadership</strong>: Systems leadership, seeks to affect change for the social good across multiple interacting and intersecting systems. Systems leadership can be characterized by two distinct and interrelated attributes. It is 1) collaborative and 2) crosses boundaries – organizational, professional and virtual, therefore extending leaders beyond the usual limits of their responsibilities and authority.</td>
<td>Demonstrate leadership in patient centered care through advocacy and team collaboration.</td>
</tr>
<tr>
<td><strong>Quality Improvement &amp; Safety</strong>: Quality improvement is the meaningful use of data and systematic methods to continuously improve the quality and safety of health care systems and minimize risk of harm to patients and providers.</td>
<td>Use data to develop, implement and evaluate safe, high quality patient care.</td>
</tr>
<tr>
<td><strong>Scholarship and Evidence Based Practice</strong>: Scholarship includes observation, analysis, synthesis, application and dissemination all of which result in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, evidence based practice is the translation of current best evidence, clinical expertise, and client values into the process for patient care.</td>
<td>Interpret current evidence and patient perspective to direct patient care.</td>
</tr>
<tr>
<td><strong>Information Management</strong>: Information management is the use of data, evidence and technology to support all aspects of nursing practice.</td>
<td>Use information technology to manage knowledge, communicate information, and facilitate decision making in nursing practice.</td>
</tr>
<tr>
<td>Competency</td>
<td>BSN Graduate Outcome</td>
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</tr>
<tr>
<td><strong>Health Policy, Finance &amp; Advocacy:</strong></td>
<td><strong>The BSN graduate will:</strong> Define the current healthcare policy, finance and regulatory environments and how these entities influence the nature and functioning of the healthcare system and consideration for practice.</td>
</tr>
<tr>
<td>Definition reflects NHWSN values</td>
<td></td>
</tr>
<tr>
<td>Healthcare policies influence the nature and functioning of healthcare systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health.</td>
<td></td>
</tr>
<tr>
<td><strong>Interprofessional Collaboration:</strong></td>
<td>Work with colleagues on the interdisciplinary healthcare team using effective interpersonal communication and collaboration to advocate for and promote patient health outcomes.</td>
</tr>
<tr>
<td>Definition reflects NHWSN values</td>
<td></td>
</tr>
<tr>
<td>Interprofessional collaboration is the process of cooperative and coordinated efforts by diverse professionals to promote high quality, individualized care to patients, families and communities.</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Prevention &amp; Population Health:</strong> In clinical prevention nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use evidence-based approaches to engage communities to reduce risk and optimize health.</td>
<td>Apply evidence based approaches to primary, secondary and tertiary prevention to optimize health outcomes for individuals, communities and populations.</td>
</tr>
<tr>
<td>Definition reflects NHWSN values</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Identity:</strong> One’s professional self-concept is based on attributes, beliefs and values. The formation of identity is grounded in values and is evidenced by role assumption and professional behaviors.</td>
<td>The exhibit the judgments and behaviors expected of the generalist nurse.</td>
</tr>
<tr>
<td>Definition reflects NHWSN values</td>
<td></td>
</tr>
<tr>
<td><strong>Nursing Practice:</strong> Professional nursing practice is the autonomous, collaborative and systematic care of people to optimize health and alleviate suffering. Professional nursing has a defined scope of practice as determined by level of education and certification.</td>
<td>Practice as a nurse generalist with patients across the lifespan and health continuum.</td>
</tr>
<tr>
<td>Definition reflects NHWSN values</td>
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</table>
### MSN GRADUATE OUTCOMES

<table>
<thead>
<tr>
<th>Competency</th>
<th>MSN Graduate Outcome</th>
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<tbody>
<tr>
<td><strong>Systems Leadership</strong>: Systems leadership, seeks to affect change for the</td>
<td>Lead interprofessional teams to design and coordinate safe, cost effective, quality care for individuals and families.</td>
</tr>
<tr>
<td>social good across multiple interacting and intersecting systems. Systems</td>
<td></td>
</tr>
<tr>
<td>leadership can be characterized by two distinct and interrelated attributes.</td>
<td>Exhibit ethical and critical decision making, effective working relationships, and a systems-perspective in the design, delivery, and evaluation of health care.</td>
</tr>
<tr>
<td>it is 1) collaborative and 2) crosses boundaries – organizational, professional and virtual, therefore extending leaders beyond the usual limits of their responsibilities and authority.</td>
<td></td>
</tr>
<tr>
<td><strong>Quality Improvement &amp; Safety</strong>: Quality improvement is the meaningful use</td>
<td>Use quality processes and systematic methods to evaluate, improve care, and insure patient safety for individuals, populations, and systems.</td>
</tr>
<tr>
<td>of data and systematic methods to continuously improve the quality and</td>
<td></td>
</tr>
<tr>
<td>safety of health care systems and minimize risk of harm to patients and providers.</td>
<td></td>
</tr>
<tr>
<td><a href="http://qsen.org/competencies/graduate-ksas/">http://qsen.org/competencies/graduate-ksas/</a></td>
<td></td>
</tr>
<tr>
<td><strong>Scholarship and Evidence Based Practice</strong>: Scholarship includes observation,</td>
<td>Integrate and communicate current evidence, clinical expertise, and patient perspective to inform practice within the clinical setting.</td>
</tr>
<tr>
<td>analysis, synthesis, application and dissemination all of which result</td>
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<tr>
<td>in a new understanding of nursing phenomena. Emanating from a spirit of</td>
<td></td>
</tr>
<tr>
<td>inquiry and a readiness for critical examination, evidence based practice is the</td>
<td></td>
</tr>
<tr>
<td>translation of current best evidence, clinical expertise, and client values into the process for patient care.</td>
<td></td>
</tr>
<tr>
<td><strong>Information Management</strong>: Information management is the use of data, evidence and technology to support all aspects of nursing practice.</td>
<td>Use patient-care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.</td>
</tr>
<tr>
<td>Competency</td>
<td>MSN Graduate Outcome</td>
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<tr>
<td><strong>Health Policy, Finance &amp; Advocacy:</strong></td>
<td>Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care at all levels, including institutional, local, state, regional, federal, and international levels.</td>
</tr>
<tr>
<td>Healthcare policies influence the nature and functioning of healthcare systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health.</td>
<td></td>
</tr>
<tr>
<td><strong>Interprofessional Collaboration:</strong></td>
<td>Collaborate with interdisciplinary healthcare team members to foster shared decision making and accountability for patient care outcomes.</td>
</tr>
<tr>
<td>Interprofessional collaboration is the process of cooperative and coordinated efforts by diverse professionals to promote high quality, individualized care to patients, families and communities.</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Prevention &amp; Population Health:</strong></td>
<td>Use data to implement actionable prevention or treatment plans to optimize health outcomes for individuals, communities and populations.</td>
</tr>
<tr>
<td>In clinical prevention nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use evidence-based approaches to engage communities to reduce risk and optimize health.</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Identity:</strong></td>
<td>Exhibit the judgement and behaviors of the advanced practice nurse.</td>
</tr>
<tr>
<td>One’s professional self-concept is based on attributes, beliefs and values. The formation of identity is grounded in values and is evidenced by role assumption and professional behaviors.</td>
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</tbody>
</table>
## DNP GRADUATE OUTCOMES

<table>
<thead>
<tr>
<th>Competency</th>
<th>DNP Graduate Outcome</th>
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</thead>
</table>
| **Systems Leadership**: Systems leadership, seeks to affect change for the social good across multiple interacting and intersecting systems. Systems leadership can be characterized by two distinct and interrelated attributes. It is 1) collaborative and 2) crosses boundaries – organizational, professional and virtual, therefore extending leaders beyond the usual limits of their responsibilities and authority. | Lead interprofessional teams in the analysis of complex practice and organizational issues.  
Lead delivery, design, and evaluation of health care that is data-based, sensitive and responsive to the ethical, cultural, and psychosocial concerns of individuals, families, communities, and populations. |
| **Quality Improvement & Safety**: Quality improvement is the meaningful use of data and systematic methods to continuously improve the quality and safety of health care systems and minimize risk of harm to patients and providers. | Develop, implement and evaluate new approaches to clinical practice and health care delivery using principles of improvement science, business, finance, economics, and policy. |
| **Scholarship and Evidence Based Practice**: Scholarship includes observation, analysis, synthesis, application and dissemination all of which result in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, evidence based practice is the translation of current best evidence, clinical expertise, and client values into the process for patient care. | Translate research into practice and participate in collaborative research to improve health systems and patient outcomes.  
Generate and disseminate evidence to guide practice. |
<p>| <strong>Information Management</strong>: Information management is the use of data, evidence and technology to support all aspects of nursing practice. | Use information systems/technology resources to evaluate health care and systems outcomes, guide quality improvement initiatives, and support practice and administrative decision-making. |</p>
<table>
<thead>
<tr>
<th>Competency</th>
<th>DNP Graduate Outcome</th>
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</thead>
<tbody>
<tr>
<td><strong>Health Policy, Finance &amp; Advocacy:</strong></td>
<td>Improve the health care system and patient care outcomes through engagement in system redesign and health care policy at all levels, including institutional, local, state, regional, federal, and international levels. Analyze the effect of health policy on the organization, financing, and delivery of healthcare and health outcomes.</td>
</tr>
<tr>
<td>Definition reflects NHWSN values</td>
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<tr>
<td>The DNP graduate will:</td>
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<tr>
<td><strong>Health Policy, Finance &amp; Advocacy:</strong></td>
<td>Improve the health care system and patient care outcomes through engagement in system redesign and health care policy at all levels, including institutional, local, state, regional, federal, and international levels. Analyze the effect of health policy on the organization, financing, and delivery of healthcare and health outcomes.</td>
</tr>
<tr>
<td>Definition reflects NHWSN values</td>
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<tr>
<td>The DNP graduate will:</td>
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<tr>
<td><strong>Interprofessional Collaboration:</strong></td>
<td>Partner with members of the healthcare team and patients/families in the delivery, design, and evaluation of health care that is data-based.</td>
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<tr>
<td>Definition reflects NHWSN values</td>
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<tr>
<td>The DNP graduate will:</td>
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<tr>
<td><strong>Clinical Prevention &amp; Population Health:</strong></td>
<td>Assess, plan and evaluate evidence for creation and evaluation of health promotion and prevention programs to optimize health outcomes for individuals, communities and populations.</td>
</tr>
<tr>
<td>Definition reflects NHWSN values</td>
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<tr>
<td>The DNP graduate will:</td>
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</tr>
<tr>
<td><strong>Professional Identity:</strong></td>
<td>Exhibit the judgment and behaviors of the nurse leader and clinical scholar.</td>
</tr>
<tr>
<td>Definition reflects NHWSN values</td>
<td></td>
</tr>
<tr>
<td>The DNP graduate will:</td>
<td></td>
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<tr>
<td><strong>Nursing Practice:</strong></td>
<td>Practice using evidence based critical reasoning, systematic inquiry, and reflection to analyze health outcomes and health care delivery phenomena to improve health care systems and patient outcomes.</td>
</tr>
<tr>
<td>Definition reflects NHWSN values</td>
<td></td>
</tr>
<tr>
<td>The DNP graduate will:</td>
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# DIRECTORY

A complete list of School of Nursing faculty and staff can be found here: [www.nursing.emory.edu/directory](http://www.nursing.emory.edu/directory).

<table>
<thead>
<tr>
<th>TITLE</th>
<th>NAME</th>
<th>PHONE</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office of the Dean</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Dr. Linda McCauley</td>
<td>404.272.7976</td>
<td><a href="mailto:linda.mccauley@emory.edu">linda.mccauley@emory.edu</a></td>
</tr>
<tr>
<td>Executive Administrative Assistant to the Dean</td>
<td>Donita Crockett</td>
<td>404.727.7975</td>
<td><a href="mailto:donita.crockett@emory.edu">donita.crockett@emory.edu</a></td>
</tr>
<tr>
<td><strong>Academic Advancement</strong></td>
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<tr>
<td>Sr. Associate Dean for Academic Advancement</td>
<td>Dr. Sandi Dunbar</td>
<td>404.727.6939</td>
<td><a href="mailto:sbdunba@emory.edu">sbdunba@emory.edu</a></td>
</tr>
<tr>
<td>Director of Faculty Administration</td>
<td>Drew Homa</td>
<td>404.727.3506</td>
<td><a href="mailto:drew.homa@emory.edu">drew.homa@emory.edu</a></td>
</tr>
<tr>
<td>Sr. Academic Advancement Program Coordinator</td>
<td>Amanda Denzer-King</td>
<td>404.712.8749</td>
<td><a href="mailto:amanda.w.denzer-king@emory.edu">amanda.w.denzer-king@emory.edu</a></td>
</tr>
<tr>
<td>Director of Clinical Partner Relations and Placement</td>
<td>Emory Kent</td>
<td>404.727.3452</td>
<td><a href="mailto:emory.kent@emory.edu">emory.kent@emory.edu</a></td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Dean of Enrollment and Communications, COO</td>
<td>Jasmine Hoffman</td>
<td>404.727.6524</td>
<td><a href="mailto:jasmine.hoffman@emory.edu">jasmine.hoffman@emory.edu</a></td>
</tr>
<tr>
<td>Communications Manager</td>
<td>Andy Goodell</td>
<td>404.727.3346</td>
<td><a href="mailto:andrew.goodell@emory.edu">andrew.goodell@emory.edu</a></td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td></td>
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</tr>
<tr>
<td>Associate Dean for Finance and Strategic Analyst</td>
<td>Gina Critchet</td>
<td>404.727.4348</td>
<td><a href="mailto:gina.m.critchet@emory.edu">gina.m.critchet@emory.edu</a></td>
</tr>
<tr>
<td><strong>Admission, Registration, Student Services, Financial Aid</strong></td>
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</tr>
<tr>
<td>Assistant Dean for Admission and Financial Aid</td>
<td>Katie Kennedy</td>
<td>404.712.8456</td>
<td><a href="mailto:khkenne@emory.edu">khkenne@emory.edu</a></td>
</tr>
<tr>
<td>Position</td>
<td>Name</td>
<td>Phone Number</td>
<td>Email</td>
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</tr>
<tr>
<td>Assistant Dean for Student Affairs and Diversity Initiatives</td>
<td>Arnita Howard</td>
<td>404.712.6826</td>
<td><a href="mailto:ahoward@emory.edu">ahoward@emory.edu</a></td>
</tr>
<tr>
<td>Director of Registration</td>
<td>Sabrena Brown</td>
<td>404.727.3500</td>
<td><a href="mailto:sbrown8@emory.edu">sbrown8@emory.edu</a></td>
</tr>
</tbody>
</table>

### Undergraduate Education

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean for Education</td>
<td>Dr. Kristy Martyn</td>
<td>404.712.6835</td>
<td><a href="mailto:kristy.k.martyn@emory.edu">kristy.k.martyn@emory.edu</a></td>
</tr>
<tr>
<td>Traditional BSN Program Director</td>
<td>Dr. Melissa Owen</td>
<td>404.727.5307</td>
<td><a href="mailto:mikenne@emory.edu">mikenne@emory.edu</a></td>
</tr>
<tr>
<td>Accelerated BSN Program Director</td>
<td>Dr. Carolyn Reilly</td>
<td>404.727.9658</td>
<td><a href="mailto:carolyn.reilly@emory.edu">carolyn.reilly@emory.edu</a></td>
</tr>
<tr>
<td>BSN Program Administrator</td>
<td>Jennifer Allen</td>
<td>404.727.9235</td>
<td><a href="mailto:jennifer.allen2@emory.edu">jennifer.allen2@emory.edu</a></td>
</tr>
<tr>
<td>Distance ABSN Program Director</td>
<td>Dr. Teresa Yambo</td>
<td>404.712.9276</td>
<td><a href="mailto:teresa.yambo@emory.edu">teresa.yambo@emory.edu</a></td>
</tr>
<tr>
<td>Distance ABSN Assistant Program Director</td>
<td>Dr. Heather Englund</td>
<td>404.712.9266</td>
<td><a href="mailto:heather.melissa.englund@emory.edu">heather.melissa.englund@emory.edu</a></td>
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### Graduate Education

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td>Associate Dean for Education</td>
<td>Dr. Kristy Martyn</td>
<td>404.712.6835</td>
<td><a href="mailto:kristy.k.martyn@emory.edu">kristy.k.martyn@emory.edu</a></td>
</tr>
<tr>
<td>Associate Director, Academic Programs</td>
<td>Ryan Lounsbery</td>
<td>404.712.6835</td>
<td><a href="mailto:ryan.m.lounsbery@emory.edu">ryan.m.lounsbery@emory.edu</a></td>
</tr>
<tr>
<td>MSN Program Director</td>
<td>Dr. Elizabeth Downes</td>
<td>404.727.1544</td>
<td><a href="mailto:edownes@emory.edu">edownes@emory.edu</a></td>
</tr>
<tr>
<td>Accelerated MSN Program Director</td>
<td>Dr. Terri Ades</td>
<td>404.727.0131</td>
<td><a href="mailto:tades@emory.edu">tades@emory.edu</a></td>
</tr>
<tr>
<td>MSN Program Administrator</td>
<td>Kandice Pampuri</td>
<td>404.712.9243</td>
<td><a href="mailto:kandice.pampuri@emory.edu">kandice.pampuri@emory.edu</a></td>
</tr>
<tr>
<td>Adult-Gero Acute Care Specialty Coordinator</td>
<td>Dr. Jennifer Adamski</td>
<td>404.727.4102</td>
<td><a href="mailto:jennifer.adamski@emory.edu">jennifer.adamski@emory.edu</a></td>
</tr>
<tr>
<td>Specialty Coordinator</td>
<td>Contact Information</td>
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<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
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<tr>
<td><strong>Adult-Gero Primary Care</strong></td>
<td>Dr. Phyllis Wright 404.727.6417 <a href="mailto:phyllis.p.wright@emory.edu">phyllis.p.wright@emory.edu</a></td>
<td></td>
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<tr>
<td><strong>Emergency</strong></td>
<td>Dr. Dian Evans 404.727.9678 <a href="mailto:ddevans@emory.edu">ddevans@emory.edu</a></td>
<td></td>
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</tr>
<tr>
<td><strong>Family</strong></td>
<td>Dr. Clint Shedd 404.727.6912 <a href="mailto:glenn.c.shedd@emory.edu">glenn.c.shedd@emory.edu</a></td>
<td></td>
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</tr>
<tr>
<td><strong>Nurse Midwife</strong></td>
<td>Dr. Kate Woeber 404.727.6936 <a href="mailto:kfranze@emory.edu">kfranze@emory.edu</a></td>
<td></td>
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<tr>
<td><strong>Neonatal</strong></td>
<td>Dr. Suzanne Staebler 404.727.8148 <a href="mailto:suzanne.staebler@emory.edu">suzanne.staebler@emory.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pediatric Acute</strong></td>
<td>Dr. Imelda Reyes 404.712.9820 <a href="mailto:imelda.reyes@emory.edu">imelda.reyes@emory.edu</a></td>
<td></td>
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</tr>
<tr>
<td><strong>Pediatric Primary</strong></td>
<td>Dr. Ann-Marie Brown 404.727.1403 <a href="mailto:ann-marie.brown@emory.edu">ann-marie.brown@emory.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Women’s Health</strong></td>
<td>Dr. Trisha Sheridan 404.727.1411 <a href="mailto:trisha.sheridan@emory.edu">trisha.sheridan@emory.edu</a></td>
<td></td>
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<tr>
<td><strong>DNP Program Director</strong></td>
<td>Dr. Corrine Abraham 404.727.6947 <a href="mailto:cabraha@emory.edu">cabraha@emory.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DNP Population Health Track Coordinator</strong></td>
<td>Dr. Imelda Reyes 404.712.9820 <a href="mailto:imelda.reyes@emory.edu">imelda.reyes@emory.edu</a></td>
<td></td>
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<tr>
<td><strong>DNP Health Systems Leadership Track Coordinator</strong></td>
<td>Dr. Suzanne Staebler 404.727.8148 <a href="mailto:suzanne.staebler@emory.edu">suzanne.staebler@emory.edu</a></td>
<td></td>
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<tr>
<td><strong>DNP Program Administrator</strong></td>
<td>Alexis Gruczkowski 404.727.6917 <a href="mailto:alexis.gruczkowski@emory.edu">alexis.gruczkowski@emory.edu</a></td>
<td></td>
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</tr>
<tr>
<td><strong>Nurse Anesthesia Program Director</strong></td>
<td>Dr. Kelly Wiltse Nicely 404.727.6946 <a href="mailto:kelly.wiltse.nicely@emory.edu">kelly.wiltse.nicely@emory.edu</a></td>
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<tr>
<td><strong>Nurse Anesthesia Assistant Program Director</strong></td>
<td>Dr. Mike Conti 404.727.6540 <a href="mailto:mconti@emory.edu">mconti@emory.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nurse Anesthesia Program Administrator</strong></td>
<td>Emalee Aparo 404.712.9719 <a href="mailto:emalee.haines@emory.edu">emalee.haines@emory.edu</a></td>
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**PhD Education**

<table>
<thead>
<tr>
<th>Program Director</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Drenna Waldrop-Valverde</td>
<td>404.712.9487 <a href="mailto:drenna.waldrop-valverde@emory.edu">drenna.waldrop-valverde@emory.edu</a></td>
</tr>
<tr>
<td>Graduate Studies Program Administrator</td>
<td>Jean Harrell</td>
</tr>
<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td><strong>Accreditation and Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>Director of Accreditation and Curriculum</td>
<td>Dr. Elaine Fisher</td>
</tr>
<tr>
<td>Accreditation and Curriculum Program Administrator</td>
<td>Emily Weil</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>Associate Dean for Research</td>
<td>Dr. Elizabeth Corwin</td>
</tr>
<tr>
<td><strong>Lillian Carter Center</strong></td>
<td></td>
</tr>
<tr>
<td>Lillian Carter Center Administrative Director</td>
<td>Dr. Kathryn Kite</td>
</tr>
</tbody>
</table>
# ACADEMIC CALENDAR

## Fall 2018 Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Aug. 20, 2018</td>
<td>Last day to register for classes without $150 late fee</td>
</tr>
<tr>
<td>Aug. 27, 2018</td>
<td>Graduate and Post-Graduate Orientation</td>
</tr>
<tr>
<td>Aug. 28, 2018</td>
<td>Undergraduate Orientation</td>
</tr>
<tr>
<td>Aug. 29, 2018</td>
<td>First official day of Fall 2018 classes. Drop/Add period begins</td>
</tr>
<tr>
<td>Sept. 3, 2018</td>
<td>Labor Day (University holiday – no classes)</td>
</tr>
<tr>
<td>Sept. 5, 2018</td>
<td>Last day for Drop/Add*</td>
</tr>
<tr>
<td></td>
<td>*Does not apply for D-ABSN Program</td>
</tr>
<tr>
<td>Sept. 14, 2018</td>
<td>Deadline for degree applications for Fall 2018 graduates without $25</td>
</tr>
<tr>
<td></td>
<td>late fee</td>
</tr>
<tr>
<td>Oct. 8-9, 2018</td>
<td>Fall 2018 break – no classes</td>
</tr>
<tr>
<td>Oct. 29, 2018</td>
<td>Pre-registration begins for Spring 2019 term</td>
</tr>
<tr>
<td>Nov. 22-23, 2018</td>
<td>Thanksgiving Break (University holiday– no classes)</td>
</tr>
<tr>
<td>Dec. 11, 2018</td>
<td>Last day of Fall 2018 classes</td>
</tr>
<tr>
<td>Dec. 12-13, 2018</td>
<td>Undergraduate reading days</td>
</tr>
<tr>
<td>Dec. 12-22, 2018</td>
<td>Final Exams</td>
</tr>
<tr>
<td>Dec. 22, 2018</td>
<td>End of Fall 2018 term</td>
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## Spring 2019 Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>TBD</td>
<td>Last day to register for Spring 2019 classes without $150 late fee</td>
</tr>
<tr>
<td>Jan. 14, 2019</td>
<td>First official day of Spring 2019 classes. Drop/Add period begins</td>
</tr>
<tr>
<td>Jan. 21, 2019</td>
<td>Dr. Martin Luther King Holiday (University holiday – no classes)</td>
</tr>
<tr>
<td>Jan. 21, 2019</td>
<td>Last for Drop/Add*</td>
</tr>
<tr>
<td></td>
<td>*Does not apply for D-ABSN Program</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Feb. 8, 2019</td>
<td>Deadline for degree applications for Spring 2019 graduates without $25 late fee</td>
</tr>
<tr>
<td>Feb. 8, 2019</td>
<td>Pre-Registration for Summer 2019 begins</td>
</tr>
<tr>
<td>Mar. 11-15, 2019</td>
<td>Spring Break – no classes</td>
</tr>
<tr>
<td>Mar. 25, 2019</td>
<td>Pre-registration begins for Fall 2019 term</td>
</tr>
<tr>
<td>April 29, 2019</td>
<td>Last day of Spring 2019 classes</td>
</tr>
<tr>
<td>April 30-May 10, 2019</td>
<td>Final Exams</td>
</tr>
<tr>
<td>May 1-2, 2019</td>
<td>Undergraduate reading days</td>
</tr>
<tr>
<td>May 13, 2019</td>
<td>End of Spring 2019 term</td>
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<tr>
<td>May 13, 2019</td>
<td>Commencement</td>
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**Summer 2018 Semester**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>TBD</td>
<td>Last day to register for Summer 2019 without $150 late fee</td>
</tr>
<tr>
<td>May 20, 2019</td>
<td>First official day of Summer 2019 classes. Drop/Add period beings</td>
</tr>
<tr>
<td>May 24, 2019</td>
<td>Last day for Drop/Add*</td>
</tr>
<tr>
<td></td>
<td>*Does not apply for D-ABSN Program</td>
</tr>
<tr>
<td>May 27, 2019</td>
<td>Memorial Day (University Holiday – no classes)</td>
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<tr>
<td>July 4, 2019</td>
<td>Independence Day (University Holiday – no classes)</td>
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<tr>
<td>July 5, 2019</td>
<td>Deadline for degree Applications for Summer 2019 graduates without $25 late fee</td>
</tr>
<tr>
<td>August 7, 2019</td>
<td>Last day of Summer 2019 classes</td>
</tr>
<tr>
<td>August 8-9, 2019</td>
<td>Final Exams</td>
</tr>
<tr>
<td>August 9, 2019</td>
<td>End of Summer 2019 term</td>
</tr>
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</table>
DNP CALENDAR: SEMESTER SATURDAY SCHEDULE

DNP on-campus sessions are an integral component of the DNP program providing a foundation for professional development, strategic engagement, role socialization, and course specific support. Sessions are structured as an interactive community of learners that integrate networking and learning opportunities reflective of the DNP Essential Competencies and Program Outcomes. All DNP students, regardless of their program of study, are required to attend each on-campus session at the School of Nursing. Refer to the DNP handbook for specific information.

The following dates are set for the DNP on-campus sessions (these dates are subject to change; students will be notified of any changes 8 weeks ahead of time):

2018-2019
- September 8, 2018 and October 13, 2018 (Fall semester)
- January 26, 2019 and March 23, 2019 (Spring semester)
- June 1, 2019 (Summer semester)

Students enrolled in the Population Health Track are also required to attend additional on-campus session for the Public Health courses. Please refer to the Rollins School of Public Health webpage for information on additional dates.
RELIGIOUS HOLIDAYS – 2019-2020

The list of religious and non-religious holidays below is not a designation of religious holidays recognized by the University; nor is it meant to be all-inclusive. The list is merely an aid for planning purposes. Students must notify their professors in writing of their desire to observe a specified religious holiday at the beginning of the semester of any religious observances that conflict with their classes/clinicals. Any student who is unable to attend classes or to participate in any examination, presentation, assignment, or clinical experience on a given day because of the observance of a major religious holiday, shall be excused and provided with the opportunity to make-up, any work that has been missed for this reason without penalty.

Below are the dates of major Christian, Jewish, and Muslim holidays. Some will occur while the University is in session. More information on religious and non-religious holidays can be found at: [http://www.religiouslife.emory.edu/faith_traditions/holidays.html](http://www.religiouslife.emory.edu/faith_traditions/holidays.html).

### RELIGIOUS HOLIDAYS – 2018-2019

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Religion</th>
<th>Date</th>
<th>Day</th>
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</thead>
<tbody>
<tr>
<td>Eid-al-Adha</td>
<td>Islamic</td>
<td>August 22, 2018</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Rosh Hashanah</td>
<td>Jewish</td>
<td>September 10-11, 2018</td>
<td>Monday-Tuesday</td>
</tr>
<tr>
<td>Yom Kippur</td>
<td>Jewish</td>
<td>September 19, 2018</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Sukkot, first two days</td>
<td>Jewish</td>
<td>September 24-25, 2018</td>
<td>Monday-Tuesday</td>
</tr>
<tr>
<td>Shemini Atzeret</td>
<td>Jewish</td>
<td>October 1, 2018</td>
<td>Monday</td>
</tr>
<tr>
<td>Simchat Torah</td>
<td>Jewish</td>
<td>October 2, 2018</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Navaratri</td>
<td>Hindu</td>
<td>October 10-18, 2018</td>
<td>Wednesday-Thursaday</td>
</tr>
<tr>
<td>Dussehra</td>
<td>Hindu</td>
<td>October 19, 2018</td>
<td>Friday</td>
</tr>
<tr>
<td>Diwali</td>
<td>Hindu</td>
<td>November 7, 2018</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Birth of the Bab</td>
<td>Bahá’í</td>
<td>November 9, 2018</td>
<td>Friday</td>
</tr>
<tr>
<td>Birth of Bahá’u’llá</td>
<td>Bahá’í</td>
<td>November 10, 2018</td>
<td>Saturday</td>
</tr>
<tr>
<td>Hanukkah</td>
<td>Jewish</td>
<td>December 3-10, 2018</td>
<td>Monday-Monday</td>
</tr>
<tr>
<td>Christmas</td>
<td>Christian</td>
<td>December 25, 2018</td>
<td>Tuesday</td>
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<tr>
<td>Christmas</td>
<td>Orthodox Ch</td>
<td>January 7, 2019</td>
<td>Monday</td>
</tr>
<tr>
<td>Ash Wednesday</td>
<td>Christian</td>
<td>March 6, 2019</td>
<td>Wednesday</td>
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<tr>
<td>Great Lent Begins</td>
<td>Orthodox Ch</td>
<td>March 11, 2019</td>
<td>Monday</td>
</tr>
<tr>
<td>Purim</td>
<td>Jewish</td>
<td>March 21, 2019</td>
<td>Thursday</td>
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<tr>
<td>Naw-Rúz</td>
<td>Bahá’í</td>
<td>March 21, 2019</td>
<td>Thursday</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Christian</td>
<td>April 19, 2019</td>
<td>Friday</td>
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<tr>
<td>Passover, first two days</td>
<td>Jewish</td>
<td>April 20-21, 2019</td>
<td>Saturday – Sunday</td>
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<tr>
<td>Easter</td>
<td>Christian</td>
<td>April 21, 2019</td>
<td>Sunday</td>
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<td>Holy Friday</td>
<td>Orthodox Ch</td>
<td>April 26, 2019</td>
<td>Friday</td>
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<tr>
<td>Passover, last two days</td>
<td>Jewish</td>
<td>April 26-27, 2019</td>
<td>Friday – Saturday</td>
</tr>
<tr>
<td>Pascha (Easter)</td>
<td>Orthodox Ch</td>
<td>April 28, 2019</td>
<td>Sunday</td>
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<tr>
<td>Ridvan</td>
<td>Bahá’í</td>
<td>April 21, 2019</td>
<td>Sunday</td>
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</table>
## RELIGIOUS HOLIDAYS – 2019-2020

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<th>Holiday</th>
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<tbody>
<tr>
<td>Rosh Hashanah</td>
<td>Jewish</td>
<td>Sept. 30 – Oct. 1, 2019</td>
<td>Monday-Tuesday</td>
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<td>Yom Kippur</td>
<td>Jewish</td>
<td>October 9, 2019</td>
<td>Wednesday</td>
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<td>Sukkot, first two days</td>
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<td>Hindu</td>
<td>Sept. 29-Oct. 7, 2019</td>
<td>Sunday-Monday</td>
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<tr>
<td>Dussehra</td>
<td>Hindu</td>
<td>October 8, 2019</td>
<td>Tuesday</td>
</tr>
<tr>
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<td>Sunday</td>
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<td>Friday</td>
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<td>Bahá'í</td>
<td>October 30, 2019</td>
<td>Saturday</td>
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<td>Hanukkah</td>
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<td>December 23-30, 2019</td>
<td>Monday-Monday</td>
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<td>December 25, 2019</td>
<td>Wednesday</td>
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<tr>
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<td>January 7, 2020</td>
<td>Tuesday</td>
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<td>February 26, 2020</td>
<td>Wednesday</td>
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<td>Orthodox Ch.</td>
<td>March 2, 2020</td>
<td>Monday</td>
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<tr>
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<td>Jewish</td>
<td>March 10, 2020</td>
<td>Tuesday</td>
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<td>April 10, 2020</td>
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<tr>
<td>Passover, first two days</td>
<td>Jewish</td>
<td>April 9-10, 2020</td>
<td>Thursday-Friday</td>
</tr>
<tr>
<td>Easter</td>
<td>Christian</td>
<td>April 12, 2020</td>
<td>Sunday</td>
</tr>
<tr>
<td>Holy Friday</td>
<td>Orthodox Ch.</td>
<td>April 17, 2020</td>
<td>Friday</td>
</tr>
<tr>
<td>Passover, last two days</td>
<td>Jewish</td>
<td>April 15-16, 2020</td>
<td>Wednesday-Thursday</td>
</tr>
<tr>
<td>Pascha (Easter)</td>
<td>Orthodox Ch.</td>
<td>April 19, 2020</td>
<td>Sunday</td>
</tr>
<tr>
<td>Ridvan</td>
<td>Bahá'í</td>
<td>April 21, 2020</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Ramadan</td>
<td>Islamic</td>
<td>April 24, 2020</td>
<td>Friday</td>
</tr>
</tbody>
</table>
# RELIGIOUS HOLIDAYS – 2019-2020

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Religion</th>
<th>Date</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosh Hashanah</td>
<td>Jewish</td>
<td>Sept. 19-20, 2020</td>
<td>Saturday-Sunday</td>
</tr>
<tr>
<td>Yom Kippur</td>
<td>Jewish</td>
<td>September 28, 2020</td>
<td>Monday</td>
</tr>
<tr>
<td>Sukkot, first two days</td>
<td>Jewish</td>
<td>October 3-4, 2020</td>
<td>Saturday-Sunday</td>
</tr>
<tr>
<td>Shemini Atzeret</td>
<td>Jewish</td>
<td>October 10, 2020</td>
<td>Saturday</td>
</tr>
<tr>
<td>Simchat Torah</td>
<td>Jewish</td>
<td>October 11, 2020</td>
<td>Sunday</td>
</tr>
<tr>
<td>Navaratri</td>
<td>Hindu</td>
<td>October 17-25, 2020</td>
<td>Saturday-Sunday</td>
</tr>
<tr>
<td>Dussehra</td>
<td>Hindu</td>
<td>October 25, 2020</td>
<td>Sunday</td>
</tr>
<tr>
<td>Diwali</td>
<td>Hindu</td>
<td>November 14, 2020</td>
<td>Saturday</td>
</tr>
<tr>
<td>Birth of the Bab</td>
<td>Baha’i</td>
<td>October 18, 2020</td>
<td>Sunday</td>
</tr>
<tr>
<td>Birth of Bahá’u’l Há</td>
<td>Baha’i</td>
<td>October 19, 2020</td>
<td>Monday</td>
</tr>
<tr>
<td>Hanukkah</td>
<td>Jewish</td>
<td>December 11-18, 2020</td>
<td>Friday-Friday</td>
</tr>
<tr>
<td>Christmas</td>
<td>Christian</td>
<td>December 25, 2020</td>
<td>Friday</td>
</tr>
<tr>
<td>Christmas</td>
<td>Orthodox Ch.</td>
<td>January 7, 2021</td>
<td>Thursday</td>
</tr>
<tr>
<td>Ash Wednesday</td>
<td>Christian</td>
<td>February 17, 2021</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Great Lent Begins</td>
<td>Orthodox Ch.</td>
<td>March 15, 2021</td>
<td>Monday</td>
</tr>
<tr>
<td>Purim</td>
<td>Jewish</td>
<td>February 26, 2021</td>
<td>Friday</td>
</tr>
<tr>
<td>Naw-Rúz</td>
<td>Baha’i</td>
<td>March 20, 2021</td>
<td>Saturday</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Christian</td>
<td>April 2, 2021</td>
<td>Friday</td>
</tr>
<tr>
<td>Passover, first two days</td>
<td>Jewish</td>
<td>March 28-29, 2021</td>
<td>Sunday-Monday</td>
</tr>
<tr>
<td>Easter</td>
<td>Christian</td>
<td>April 4, 2021</td>
<td>Sunday</td>
</tr>
<tr>
<td>Holy Friday</td>
<td>Orthodox Ch.</td>
<td>April 30, 2021</td>
<td>Friday</td>
</tr>
<tr>
<td>Passover, last two days</td>
<td>Jewish</td>
<td>April 3-4, 2021</td>
<td>Saturday-Sunday</td>
</tr>
<tr>
<td>Pascha (Easter)</td>
<td>Orthodox Ch.</td>
<td>May 2, 2021</td>
<td>Sunday</td>
</tr>
<tr>
<td>Ridvan</td>
<td>Baha’i</td>
<td>April 20, 2021</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Ramadan</td>
<td>Islamic</td>
<td>April 13, 2021</td>
<td>Tuesday</td>
</tr>
</tbody>
</table>

**KEY:**

1 Islamic holidays begin at sunset on the evening before the date given. Islamic holidays are based on a lunar calendar, and the actual dates are determined by direct observation of the moon and announced by the mosque. (The most observant Muslims will observe all days; others may observe the first day of Eid-al-Fitr and Eid-al-Adha.)

2 Jewish holidays begin at sunset on the evening before the date given.

3 Orthodox Christian holidays begin at sunset on the evening before the date given.

4 Baha’i holidays begin at sunset on the evening before the date given.
BEGINNING YOUR JOURNEY

OBTAINING YOUR EMORYCARD

http://studentfinancials.emory.edu/

One of the first and most important activities as a new student will be obtaining your official University ID. As a new student to Emory, you are encouraged to take advantage of the online photo submission option. To have your official University ID card ready for pick up upon your arrival to campus, we ask that you submit a professional color photo to https://www.onecard.emory.edu/emorycard/instructions.aspx.

Photos for the EmoryCard are to be close up, showing a full front view of your face and shoulders according to the requirements shown on the Photo Submission Guidelines. The card must provide the best photo possible for official University business. With certain exceptions for religious accommodations, you are not permitted to wear hats, sunglasses, or any other article that may obstruct the face or hair. Student photos are to be used for official University business as well as for identification at clinical sites. It is understood that by submitting a photo online for your official University ID, you agree that the photo may be used by Emory University Student Records and/or the University Health Service.

All nursing students will be required to have proxy access on the EmoryCard to access restricted areas at the hospitals during clinical rotations; your ID with proxy access will cost $28 and an additional name badge that must be worn during clinical placement is $3. For all students who upload their picture to the EmoryCard website by the designated deadline, your EmoryCard will be available for pick-up at Orientation.

Please note: If you have already obtained an Emory ID Card you will only be required to purchase the $3 name badge for hospital access. You should not be required to submit a new photo, but if you are unidentifiable from your picture you may be asked to submit a new photo.

For more information, or if you have questions about this policy, call 404.727.6095 or email EmoryCard@emory.edu. The EmoryCard Office is located on the first floor of the Boisfeuillet Jones Center.

EMORYCARD SERVICES

The EmoryCard is a debit and access identification card. You can use the EmoryCard at campus dining facilities and health services, in copy machines at campus libraries, and to access the Woodruff Physical Education Center, campus libraries, and computer labs.

ACCESSING YOUR EMAIL

Email is the primary medium for official communication with students at Emory University. You have been assigned an official Emory email address by the University. Students are expected to maintain their accounts and check their email regularly so that new mail is properly received
and read. Certain communications may be time sensitive. While students may forward email from their official Emory email address to another address (e.g., @gmail or @yahoo.com), the University is not responsible for the delivery of email by other service providers. Email aliases and forwarding addresses may be managed through your OPUS account. Please refer to http://it.emory.edu/ for the full Emory University Information Technology Conditions of Use.

PERSONAL COMPUTER SPECIFICATIONS
The computer requirements and suggested computer configurations can be found by clicking the link: http://www.nursing.emory.edu/technology/computer-requirements.html

ACCESSING CANVAS
http://canvas-support.emory.edu/index.html

Canvas is Emory’s online course delivery system. Canvas users must have both an Emory NetID and password. Students who have forgotten their passwords may contact the Help Desk at 404.727.7777 or classes@emory.edu for assistance. Directions for logging into canvas are located at http://canvas.emory.edu. How to navigate Canvas and FAQs are located at http://canvas-support.emory.edu/index.html.

ADDRESS AND TELEPHONE CHANGES
It is important that your current address and telephone number are listed accurately with Emory’s student information system, OPUS. It is your responsibility to keep this information updated through your OPUS account at www.opus.emory.edu.

WEATHER
In the event of closing or delayed opening due to inclement weather, you may call the Closing Info Hotline at 404.727.1234 or go to http://www.emory.edu for Emergency and Special Announcements. Weather-related University closing or opening delays are also broadcast on local Atlanta radio and television stations.

BOOKSTORE
https://emory.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65062&catalogId=10001&langId=-1

The Emory University Barnes and Noble Bookstore, located in the Oxford Road Building, stocks new and used textbooks for all Emory courses, as well as a broad selection of study aids, general and scholarly trade titles, School and office supplies, Emory-imprinted clothing and gifts, and many other items.
HEALTH INSURANCE

All Emory University students must obtain and maintain health insurance coverage for the duration of the program. Under this requirement, students must either purchase the Emory University Student Health Insurance Plan (offered by Aetna Student Health) or provide documentation of enrollment in a comparable United States-domiciled plan. Students wishing to waive enrollment in the Emory Student Health Insurance Plan must annually complete the form found at https://www.aetnastudenthealth.com.

Students wishing to waive enrollment in the Emory Student Health Insurance Plan will need to complete the annual waiver process via OPUS prior to the first day of Fall classes. For information about student health insurance requirements and the health insurance waiver, click https://www.aetnastudenthealth.com.

Note: Clinical agencies are not required to provide free treatment to students in the event of a needlestick or blood/body fluid exposure and will bill students for use of their emergency or employee health services. Emory University does not cover any costs associated with student accidents at clinical. It will be expected that students will submit bills to their personal insurance.

RESOURCES FOR NEW PARENTS

LACTATION ROOM
This room is restricted use for lactation purposes only. The lactation room is located on the plaza level in the locker room alcove. A refrigerator will be available.

Please contact Ms. Arnita Howard in the Office of Enrollment and Student Affairs to access the lactation room and to discuss other available resources for new parents.

Arnita Howard, Assistant Dean for Student Affairs and Diversity Initiatives
ahoward@emory.edu
404.712.6826

VERIFICATION OF LICENSURE

Every student pursuing a graduate degree in the School of Nursing and involved in clinical experiences in the state of Georgia must hold a current Georgia RN license. Students pursuing a graduate degree involved in clinical experiences in other states must hold a current RN license in that state. Students must submit a copy of their license and a picture ID via the clinical requirement credentialing system prior to enrolling. Licenses must be resubmitted when renewed.

Graduate students with expired licenses will not be allowed to participate in clinical training or enroll in courses. Students are required to report any change in the status of licensure (any encumbrances) immediately to the Assistant Director for Nursing Education and their Program Directors/Specialty Coordinators.
**PARKING**

http://transportation.emory.edu/

Parking on the Emory Campus requires the display of a valid permit. Only permits issued by Emory Transportation and Parking Services are valid. Permits are the property of Emory University. Permits are non-transferrable and are for the use by the permit holder.

Any permit purchased requires submission of vehicle information for all vehicles which will be used with the permit. Vehicle information includes the make, model, color, style, and state issued license plate number. Failure to maintain current vehicle information with Parking Services will result in a fine. Permits can be requested in person at the Parking Office or online at http://transportation.emory.edu/.

Parking at the Wesley Woods campus is currently designated for faculty and staff only. Students are requested to park in their actively assigned parking locations and use the Emory Shuttle or alternative modes of transportation at this time.

**TRANSPORTATION**

http://transportation.emory.edu

Emory Transportation Services offer shuttles on campus, for commuters, between major affiliated hospitals and other routes such as Georgia Tech, Oxford, and shopping facilities. The services to hospitals include: Emory University Hospital, Emory University Hospital–Midtown and Grady Memorial Hospital. The schedule can be found at http://transportation.emory.edu or by calling 404.727.PARK (7275).

Cliff routes and schedules can be found on the Emory Website at http://transportation.emory.edu/shuttles/index.html.

**SAFERIDE, LATE NIGHT SHUTTLE, AND WALKING ESCORTS**

http://transportation.emory.edu/shuttles/saferide/

The ultimate goal of the SafeRide service is to connect you safely to your final destination on Emory University’s campus. The program provides a safe escort to an employee or student who feels unsafe travelling to areas of campus that are not directly served by shuttle service or for those times when the shuttle service is not in operation.

Use the TransLoc’s OnDemand (http://transloc.com/rider-transit-app/) feature for the overnight SafeRide shuttle service or contact dispatch by phone at 404.727.7555 for shuttle service and walking escorts. Download the application at: https://emory.transloc.com/info/mobile for all smart devices.
The system allows you to reserve a ride from the safety of your dorm room, office, library, etc., and will provide real-time vehicle tracking. You'll receive an alert when the bus is 3-5 minutes away from picking you up. The SafeRide may be a shuttle, golf cart, vehicle or walking escort to your destination. SafeRide operates from 9:00PM – 5:00AM. Late night shuttle Thursday-Sunday from 11:00PM to 3:00AM.

*If you are traveling on campus after dark, you should always do so in groups of two or more people. If you need to walk alone and want an escort, you should call for a SafeRide escort.*

**SECURITY ESCORTS TO AND FROM PARKING DECKS**

We encourage students to request a security escort to and from the parking decks. Each campus also provides motorist assistance. Contact information for security escorts at each site are:

- Emory Main Campus: 404.727.7555
- Emory Midtown: 404.686.2597
- Grady: 404.616.4025
- Veterans Hospital: 404.728.7641 or 404.321.6111 (ext. 4911)
- Children’s Healthcare of Atlanta, Egleston – Call the Emory Main Campus escort if your car is parked on Emory’s campus or call 404.785.6142 if your car is parked in the ED parking at Egleston
- Children’s Healthcare of Atlanta, Hughes Spalding, Call Grady Escort: 404.616.4025

Emergency "blue light" phones located throughout campus link callers directly to the Emory Police Department in order to report emergencies and request security escorts. Although parking decks have restricted access, the possibility still exists for break-ins. Please remove all valuables from your vehicle and either store them in locked storage spaces provided at each site or leave them at home.

Emory University Office of Critical Event Preparedness and Response (CEPAR) coordinates campus-wide activities related to unusual events. CEPAR uses www.emory.edu website bulletins, cell phone text messages, emails and other means to notify community members about precautions and plans.

**EMORY UNIVERSITY-AFFILIATED HOSPITALS PUBLIC SAFETY DEPARTMENTS**

Officers are on duty 24 hours each day. Students are encouraged to notify the Public Safety Departments concerning any activity which may compromise an individual student’s safety and/or the safety of any other students, physicians, residents, hospital employees, patients, or visitors.

- Emory University Hospital: 404.712.5598
- Emory University Midtown Hospital: 404.686.2597
- Grady Hospital: 404.616.4024
• Veterans Hospital: 404.728.7641 (ext 7641)

Other important numbers to have include the following:
• Emory Police Department: 404.727.6111
• DeKalb County Police: 404.371.2000

In an emergency, call 911!

**CAMPUS MAP**
[http://map.emory.edu/](http://map.emory.edu/)

The Emory University campus map can be viewed on the web at [http://map.emory.edu.](http://map.emory.edu.)
UNIVERSITY RESOURCES
STUDENT HEALTH SERVICES
www.studenthealth.emory.edu

Visit this website for information about the following student resources:
- Student Health Services
- Counseling and Psychological Services (CAPS)
- Office of Health Promotion
- Emergency and After Hours

OFFICE OF EQUITY AND INCLUSION (OEI)
http://equityandinclusion.emory.edu

Emory University's School of Nursing is committed to ensuring that all University goods, services, facilities, and programs are meaningfully accessible to eligible persons with disability in accordance with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local laws.

The Office of Equity and Inclusion (OEI) ensures Emory University's compliance with Equal Opportunity/Affirmative Action, Title IX, the Vietnam Era Veterans' Readjustment Assistance Act, and the Americans with Disabilities Act federal regulations. OEI also monitors and executes the University's Equal Opportunity Policy. OEI is committed to promoting a fair and accessible campus environment for the Emory University community through collaboration with our University partners. In this role, they serve as the central clearing house for all accommodations requests from qualified individuals who meet the eligibility requirements and complete the registration process in its entirety.

Students are responsible for initiating the accommodation process by self-disclosing their disability, health, and/or chronic medical condition directly to OEI. All requests and documents are managed and maintained at the highest level of integrity. In addition, OEI may be contacted via phone 404.727.9867 office or via the general email oei@emory.edu or a dedicated/confidential email address at oadisab@emory.edu. The Office is located at 201 Dowman Drive, Administration Building, Suite 305, Atlanta, Georgia 30322.

OFFICE OF ACCESSIBILITY SERVICES (OAS)
http://www.equityandinclusion.emory.edu/access/index.html

Emory provides all persons an equal opportunity to participate in and benefit from programs and services afforded to others. The Office of Accessibility Services (OAS), part of the Office of Equity and Inclusion, assists qualified students, faculty, and staff with obtaining a variety of services and ensures that all matters of equal access, reasonable accommodation, and compliance are properly addressed. Qualified students must register with OAS and make a
request for services. Confidentiality is honored and maintained. The Office is located in the Administration Building, Suite 110. OAS may be contacted via phone at 404.727.9877 or for student-related emails: adsrstudent@emory.edu, adsrtesting@emory.edu, adsrnotetaking@emory.edu.

**STUDENT RESPONSIBILITY FOR ACCESSING OAS SERVICES**

If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations for this semester, contact the Office of Accessibility Services (OAS) to learn more about steps for requesting accommodations. **OAS website:** http://www.equityandinclusion.emory.edu/access/index.html

Students who have accommodations should contact the course faculty and provide written documentation from the OAS during the first week of the semester, to communicate specific needs for the course. All discussions with OAS and faculty concerning the nature of your disability remain confidential.

**COUNSELING AND PSYCHOLOGICAL SERVICES**

www.studenthealth.emory.edu/cs

Counseling and Psychological Services (CAPS) provides free, confidential counseling for enrolled undergraduate, graduate, and professional Emory students. CAPS is staffed by licensed professional psychologists and clinical social workers who provide individual, group, and couples counseling to assist Emory students in negotiating emotional and interpersonal difficulties and provide support as they attend Emory University. CAPS is located at 1462 Clifton Road. Students should call 404.727.7450 to schedule an appointment. Urgent care walk-in consultations are available Monday-Friday from 8:30 a.m. to 5 p.m.

**EMERGENCY AND CRISIS RESPONSE**

http://www.emory.edu/home/emergency/

**LIFE THREATENING EMERGENCIES DAY OR NIGHT:**
- Call 911 (from on or off campus)
- Emory Police Department: 404.727.6111
- Emory University Hospital Emergency Room: 1364 Clifton Road, 404.712.7100
- Emory Emergency Medical Services (EMS): 404.727.6111

**CRISIS SITUATIONS:**
- Student Intervention Services (SIS) Team: 404.430.1120
- Counseling & Psychological Services: 404.727.7450
- HelpLine (peer counseling, 8:30 pm-1:00 am) at 404.727.4357 (HELP)
• Student Health Services: 404.727.7551
• Student Health Services' on-call physician: 404.727.7551 and press "0"
• Emory Healthcare psychiatrist-on-call: 404.778.5000 (available after hours or weekends)
• Respect Program (sexual assault/interpersonal violence): 404.727.1514 (press 1) or 404.727.1514
• Georgia Crisis & Access Line: 1.800.715.4225
• Suicide Hotline: 1.800.784.2433
• Crisis Text Line: 741.741

Note: "Emergency/After-Hours" resources can also be accessed from any page on the website -- look for the red print in the top right corner.

STUDENT ORGANIZATIONS

EMORY UNIVERSITY ORGANIZATIONS
A complete listing of all Emory University organizations can be found at: https://orgsync.com/home/813.

Sign in using your Emory ID and password. On the horizontal header, select “Organizations” and you will be directed to a full and searchable list of all Emory University organizations. Emory University has over 700 organizations.

ORGANIZATIONS RELEVANT TO NURSING
Organizations that may be of particular interest to nursing students are described below. http://www.nursing.emory.edu/student-life/clubs-organization/index.html

EMORY STUDENT NURSES’ ASSOCIATION (ESNA)
The Emory Student Nurses’ Association (ESNA) is a professional undergraduate student nursing organization active in many aspects of professional development, education, community health service, and public awareness in the Emory community. ESNA participates at the state and national levels as the local representative body of the Georgia Association of Nursing Students and the National Student Nurses’ Association. The School of Nursing supports student participation in this professional organization. BSN and ABSN students are enrolled as members of ESNA.

GRADUATE NURSING COUNCIL (GNC)
The Graduate Nursing Council (GNC) is the leadership organization recognized by Emory University for graduate nursing students. GNC is the voice of students in all MSN specialties and the DNP program for change and advocacy, representing graduate nursing students in the University Senate, Graduate Student Government Association, and Student Government Association.
Emory University is committed to provide student awareness and camaraderie amongst the entire Emory community. GNC is responsible for providing enriching extracurricular and co-curricular activities for graduate nurses, using the budget allocated by the University with the graduate nurses’ student activity fees. This group sponsors academic lunch-and-learn sessions and social events throughout the year. Membership is encouraged and open to all nursing graduate students. The bylaws and other information on how to participate in GNC can be found at: https://orgsync.com/117045/chapter.

HEALTH STUDENTS TAKING ACTION TOGETHER, INC. (HEALTHSTAT)
HealthSTAT is an interdisciplinary, nonprofit, member organization run by health professional students in Georgia. HealthSTAT engages students in leadership through service, education, and advocacy, with a focus on health for all. The organization seeks to make being active in the health community a professional habit. By mobilizing students to take action on health issues confronting Georgia, they foster a civic ethic in future leaders that will benefit the state of Georgia for years to come. See chapter website for more information: http://www.hstatga.org.

THE INSTITUTE FOR HEALTHCARE IMPROVEMENT (IHI) OPEN SCHOOL
IHI is an interprofessional educational community that works to advance health care improvement and patient safety competencies in the next generation of health professionals. The chapter at Emory empowers students to develop skills and knowledge in such areas as quality improvement, patient safety, teamwork, leadership, and patient-centered care so students can ultimately be successful agents of change in healthcare improvement. Chapter members network with peers and experts from a variety of healthcare disciplines, including medicine, public health, nursing, allied health, and business, take free online courses in quality improvement, and gain confidence and skills in quality and safety to change health care. See chapter website for more information: https://sites.google.com/site/openschoolatlanta/Home.

EMERGENCY PREPAREDNESS STUDENT NURSING ALLIANCE
Emergency Preparedness Student Nursing Alliance (EPSNA) is a student group, equipping nursing students with hands-on experiences in outbreak investigation, emergency preparedness, and specialized training that contributes to improved community health. The organization’s activities are under the umbrella of the Center for Disease Control and Prevention’s Division of Emergency Operation. For more information, please contact: Erin Ferranti, 404.727.5871, epeo@emory.edu

EMORY CHAPTER OF THE AMERICAN ASSEMBLY OF MEN IN NURSING
The American Assembly of Men in Nursing (AAMN) is a national organization whose mission is to shape the practice, education, research, and leadership of men in nursing, and advance men’s health.
EMORY GLOBAL HEALTH NURSING ASSOCIATION (EGHNA)
The Emory Global Health Nursing Association (formerly EISNA) provides the School of Nursing community with internationally focused service and learning opportunities as well as opportunities to interact with the international community in metro-Atlanta and beyond through ongoing service projects, overseas study, and cross-cultural education. More information about EGHNA can be found at this website: http://www.nursing.emory.edu/student-life/clubs-organization/eghna.html.

EMORY MULTICULTURAL NURSING STUDENT ASSOCIATION (EMNSA)
The Emory Multicultural Nursing Student Association (EMNSA) was created to strengthen the role and presence of multicultural nursing students at the School of Nursing. Its purpose is to celebrate, support, and represent the unique needs of nursing students from diverse backgrounds through fostering personal, academic, and professional development; encouraging strong leadership; and striving to enhance access to opportunities offered by the School of Nursing, Emory University, and the Atlanta community. The association also focuses on domestic engagement and outreach to young adolescents and high School students from various communities throughout metro-Atlanta, along with other programming designed to attract students to the Emory School of Nursing from all backgrounds and cultures. EMNSA is open to all undergraduate and graduate nursing students. More information can be found at: http://www.nursing.emory.edu/student-life/clubs-organization/emnsa.html

NATIONAL BLACK NURSES’ ASSOCIATION – EMORY CHAPTER
The Emory Black Nurses Student Organization (EBNSO) is a student-led group that works to improve the health status of all people, with a focus on underserved minority populations. EBNSO is committed to providing healthcare education, partnering with various community groups, and advocating beyond the local level to conquer healthcare inequality. EBNSO feeds into the Emory Black Nurses Association (EBNA), the only Professional Nursing Organization committed to improving healthcare conditions for nurses and persons of color. EBNSO hosts community events, guest speakers, and many other activities for students both on campus and off campus.

NURSING STUDENT GOVERNMENT
The School of Nursing Student Government advocates for the educational process of all represented members and ensures the highest quality of nursing education, scholarship, leadership, and social responsibility. Student officers are elected.

Student Governance Class Officers and Responsibilities
Class officers are nominated and elected by the students of each nursing class. Students must remain in good academic standing to hold office in student nurse organizations or to serve on committees. In addition, the students must adhere to the University Code of Conduct and School of Nursing Honor Code. The primary responsibilities of each office vary and are determined primarily by the situations that arise during the School year and the desires of the students to have class activities.
Committee Membership
Student representatives have the opportunity to serve on several committees and the Honor Council. Students will be notified of openings on committees in accordance with the School of Nursing Bylaws. Students may also serve on selected University committees, including the University Senate. Student appointments to committees are made by the Dean or the Dean's designee.
NURSING ALUMNI ASSOCIATION BOARD
The Nurses’ Alumni Association Board (NAA) functions as an advisory board with working committees in matters relating to the activities, services, communication, and policies of the Nurses’ Alumni Association. The mission of the NAA Board is to represent the alumni body, serve as ambassadors, and collaborate with the School to lead efforts through engagement and philanthropy with students and alumni. In addition to alumni members, a faculty representative and two student representatives – undergraduate and graduate serve as ex officio members of the NAA Board to ensure faculty and student representation.

SpeakOUT AT NHWSN
SpeakOUT is an advocacy group that aims to advance the health equity and evidence-based nursing practice for the LGBTQ+ community and racial minorities. All are welcome, regardless of how you identify.

EDUCATIONAL RESOURCES
NURSING CLASSROOMS
All Nursing School classrooms are smart rooms. Each one has a computer data projector, DVD player, microphone and speakers, cable TV, inputs for laptops, wired and wireless network connections, and a white board with markers. All classrooms have access to Emory Unplugged (secure) and Emory Guest (non-secure) Wi-Fi networks. All classrooms have the Echo 360, the lecture capture and video cameras and microphones for conferencing. A few classrooms have special equipment for lighting and sound control. Some but not all classrooms have document cameras, telephones, and/or assisted-listening devices. Smaller seminar rooms have computers with wireless keyboards and flat panel displays. These seminar spaces are designed for small group work and meetings. Some seminar spaces include webcams for videoconferencing. All classroom computers have a standard software installation that include Microsoft Office, Skype, Firefox, Google Chrome, and McAfee Antivirus. Instructional Technology must install additional software.

Students can access classroom computers using their Emory NetID and password. Guests can use classroom computers by using the Guest account. Guest account information is posted in each classroom on the monitor.

CREATIVE CLINICAL LEARNING
The Creative Clinical Learning Program at the Nell Hodgson Woodruff School of Nursing at Emory University includes the Charles F. and Peggy Evans Center for Caring Skills located within the Nell Hodgson Woodruff School of Nursing at 1520 Clifton Road; and the Wesley Woods Graduate Simulation and Skills Facility located at 1821 Clifton Road. These centers are multifaceted labs that are used to promote learning, quality patient care, and safety. Hours correspond to the class/laboratory schedule each semester. Additional practice hours can be scheduled by appointment with the Creative Clinical Learning Technology Specialist or Administrative Assistant.
CHARLES F. AND PEGGY EVANS CENTER FOR CARING SKILLS
The Evans Center facility consists of dedicated innovative learning space on the plaza level of the Nell Hodgson Woodruff School of Nursing building. Most Center equipment adapts to learning spaces throughout the building. The primary focus of the lab space at the Evans Center is pre-licensure nursing education, which provides a variety of educational experiences for the novice to the expert clinician. This space is also used for interprofessional team training.

WESLEY WOODS GRADUATE SIMULATION AND SKILLS FACILITY
The Wesley Woods facility consists of dedicated innovative learning space in the Wesley Woods Hospital facility. The primary focus of the lab space at Wesley Woods is advanced practice nursing education for the graduate nursing programs. This space is also used for interprofessional team activities.

CREATIVE CLINICAL LEARNING CENTER CONTACTS
• LisaMarie Wands, PhD, RN, CHSE, CNE, Simulation Resource Director, lisa.m.wands@emory.edu
• Destiny Wimbish, Senior Lab Assistant, destiny.a.wimbish@emory.edu, 404.727.4704
• Terrence Jenkins, Lab Assistant, terrence.jenkins2@emory.edu

LIBRARY SERVICES
http://health.library.emory.edu/

Emory’s Woodruff Health Sciences Center Library (WHSC Library) offers a broad range of services and resources that support nursing education, biomedical research, and clinical care. Comprehensive print and electronic collections of books and journals may be accessed 24/7 via the internet and discoverE, the online University library catalog. The WHSC Library is located at 1462 Clifton Road, NE, Atlanta, GA 30322 on the Emory campus and is open 7 days a week. Branch libraries are located in Emory Hospital, in Emory University Hospital Midtown, in Emory Saint Joseph’s Hospital, and on the Grady campus.

The WHSC Library has computers, wireless internet, comfortable seating areas, and study carrels with power outlets. A quiet study area is located on the upper level. Study rooms for individuals or groups are also available; bring your Emory card to the Information Desk to request a key. Printers, copiers, and scanners are available. Laptops may be checked out for in-house, short-term use.

The library provides access to many biomedical research resources, eJournals, eBooks and clinical point of care tools including PubMed, DynaMed Plus, Joanna Briggs EBP Database, AccessMedicine, CINAHL, and Web of Science. The Specialized Software Lab has computers installed with SPSS, R, ArcGIS, MatLab, NVivo, and MAXQDA for quantitative, qualitative, and mixed methods data analysis.
To access resources from any on or off-campus location always start at the WHSC Library website:  [http://health.library.emory.edu](http://health.library.emory.edu). When/if prompted, enter your Emory network ID and password. Once in a database, click on this button for full text options. If full text is not immediately available, you can order anything you need (free of charge) through interlibrary loan (ILL) by clicking the link, “Request through ILLiad.” Article ILLs are usually filled within 24-hours as a PDF, and are sent to your Emory email.

Use this link to access mobile resources: [http://health.library.emory.edu/resources/clinical/mobile-resources.html](http://health.library.emory.edu/resources/clinical/mobile-resources.html).

The library provides reference services and conducts classes on methods of identifying, locating, and evaluating sources of biomedical information.

**ADDITIONAL SERVICES THE LIBRARY PROVIDES INCLUDE:**

- Development of literature review strategies for thesis topics or projects,
- Identification of specialized information resources or databases for research, and
- Assistance with bibliographic management software (e.g. EndNote, Zotero, Mendeley).

**CONTACT INFORMATION:**

- Sharon Leslie, the Nursing Informationist (aka librarian), has office hours at the School of Nursing and is available for one-on-one consultations. Contact her at [sharon.leslie@emory.edu](mailto:sharon.leslie@emory.edu) or 404.727.0285.
- Use the “Ask a Librarian” online form to contact an informationist and ask a research or resource question: [http://health.library.emory.edu/about/contact/ask.html](http://health.library.emory.edu/about/contact/ask.html).
- Information Desk: 404.727.8727.

**WHSC LIBRARY HOURS:**

- Monday through Thursday: 8:00am – midnight (Summer hours until 10:00pm)
- Friday: 8:00am – 7:00pm
- Saturday: 10:00am – 7:00pm
- Sunday: noon – midnight (Summer hours until 10:00pm)

**COMPUTER SERVICES AT EMORY**

**COMPUTER SERVICE DESK—UNIVERSITY TECHNOLOGY SERVICES**

Emory employees and students can call the Service Desk to receive technical help on or off campus. There is limited support outside of normal business hours. Call 404.727.7777 for assistance.

**COMPUTING CENTER AT COX HALL**

[http://it.emory.edu/studentdigitallife/spaces/computing-center-at-cox-hall/](http://it.emory.edu/studentdigitallife/spaces/computing-center-at-cox-hall/)

This computer lab for students is located on the 2nd floor of Cox Hall. The Computing Center combines flexible space with integrated technologies to encourage collaboration and facilitate
faculty/student interactions. Creative lighting, large computer workstations, LED display screens, reservable classrooms, and comfortable seating all combine to form a modern, relaxed atmosphere perfect for group study or just a cup of coffee.

**FACULTY AND STUDENT COMPUTING SUPPORT**
http://it.emory.edu/

There are a wide variety of computing services available to School of Nursing faculty and students. Library and Information Technology Support (LITS) is the primary support unit of Emory University for computing services. For a list of resources available to students and faculty, go to [http://it.emory.edu/catalog/index.html](http://it.emory.edu/catalog/index.html).

**PRINTING & PHOTOCOPYING**
http://studentfinancials.emory.edu/

Student printing and photocopying machines are located on the plaza-level, first and second floors of the School of Nursing. Emory University and the School of Nursing use the EmoryCard to pay for printing. Your Emory Student ID card is your EmoryCard. Money can be added to your account by going to the website. [http://studentfinancials.emory.edu/](http://studentfinancials.emory.edu/)

Copy and printing centers are also located in various libraries and computer labs on the campus, including the Woodruff Health Sciences Library. All facilities on campus use the EmoryCard for copy and print charges. Other types of printing and copying, including printing of large format posters, are available at Emory Document Services in the Dobbs University Center [http://www.docservices.emory.edu/index.html](http://www.docservices.emory.edu/index.html).

**SOFTWARE EXPRESS**
http://software.emory.edu/express

Software Express is Emory University’s secure delivery system for University-licensed software. It is available to students, faculty, and staff who have University accounts. The main software available for students is McAfee Antivirus and Endnote (bibliographic software).

**OPUS: ONLINE PATHWAY TO UNIVERSITY STUDENTS**
[www.opus.emory.edu](http://www.opus.emory.edu)

OPUS is Emory’s online student information system. Students use OPUS to check their class schedules, access their grades, and review their student financial accounts. All OPUS users must have an Emory NetID and password. Students who have forgotten either a NetID or password may call the Help Desk at 404.727.7777.

**CANVAS**
[https://canvas.emory.edu](https://canvas.emory.edu)
Canvas is Emory’s online course delivery system. Many courses at Emory are set up on Canvas using information from the registrar’s system to enroll the correct students. Faculty control the degree to which they use Canvas in their courses. Canvas may contain basic information about a class, such as the course syllabus, or it may contain all the materials necessary to teach and test students. All users must have both an Emory NetID and password. Students who have forgotten their passwords may contact the Help Desk at 404.727.7777 or classes@emory.edu for assistance.

FINANCIAL AID
http://studentaid.emory.edu/

Students who apply for financial assistance in the School of Nursing at Emory University are considered for various types of financial resources, including grants, scholarships, and low-interest loans. Students must be enrolled for at least six (6) semester hours to be considered for need-based financial aid. However, undergraduate students must be enrolled for at least twelve (12) semester hours to be considered for School of Nursing merit-based awards and graduate students must be enrolled for at least nine (9) semester hours to be considered full-time in the School of Nursing. A student’s merit-based aid will be cancelled if the student enrolls for less than twelve (12) semester hours - undergraduate or nine (9) semester hours - graduate.

Each year students must complete a new FAFSA if they wish to be considered for need-based financial aid for the upcoming year. The FAFSA form can be completed online at www.FAFSA.ed.gov. The FAFSA should be submitted by May 1 to the respective processing center to ensure the University receives the results from the processing agency in a timely manner. Financial aid is available for the summer semester. Need-based awards will be determined based on the data for the current academic year, i.e., summer of 2017 will be based on academic year 2017–2018 information.

The Emory University Office of Financial Aid, is located on the third floor of the Boisfeuillet Jones Center. The Emory University Office of Financial Aid is happy to assist both applicants and current students with any questions concerning need-based aid, student loans, and financial aid packages.

Financial aid advisers for the health professions are assigned by the first letter of the student’s last name and can be reached by calling 404.727.6039. Visit the website for more information: http://studentaid.emory.edu/

FINANCIAL AID ADVISERS FOR UNDERGRADUATE STUDENTS CAN BE REACHED BY EMAIL:

- Students whose last name begins with a letter A–K should contact Nancy Tappin at ntappin@emory.edu
- Students whose last name begins with a letter L–Z should contact Whitney Tucker-Jenkins at wftucke@emory.edu
FINANCIAL AID ADVISERS FOR GRADUATE STUDENTS CAN BE REACHED BY EMAIL:

- Students whose last name begins with a letter A–G should contact Kymberley Dent at kdent@emory.edu
- Students whose last name begins with a letter H–P should contact Stacy Collier at scoll27@emory.edu
- Students whose last name begins with a letter Q–Z should contact Jennifer Lyles at jlyles@emory.edu

SCHOLARSHIPS

Scholarships are awarded each year by the School of Nursing based on a student’s scholastic achievement. To be considered for scholarships, complete the application before the priority admission deadline.

ROBERT W. WOODRUFF CLINICAL SCHOLARSHIP

The Robert W. Woodruff Clinical Scholarship is awarded to students who have been accepted to the Accelerated BSN or Accelerated MSN programs and who demonstrate strong current or potential commitment to improving the quality of health care. Candidates should have interest in improving health care delivery in areas such as quality and safety, bioethics, health policy, or health care economics/finance. Qualified applicants demonstrate outstanding academic achievement, motivation for the study of nursing, impressive skills in communication, significant leadership and creativity in School or community activities, and a clear potential for enriching the lives of their contemporaries at Emory University.

ROBERT W. WOODRUFF CLINICAL FELLOWSHIP

The Robert W. Woodruff Clinical Fellowship is awarded to BSN-prepared nurses who have been accepted to the Master of Science in Nursing program and who demonstrate strong current or potential commitment to improving the quality of health care. Candidates should have interest in improving health care delivery in areas such as quality and safety, bioethics, health policy, or health care economics/finance. Qualified applicants demonstrate outstanding academic achievement, motivation for the study of nursing, impressive skills in communication, significant leadership and creativity in School or community activities and a clear potential for enriching the lives of their contemporaries at Emory University.

FULD SERVICE LEARNING FELLOWSHIP

The Fuld Service Learning Fellowship provides a full-tuition scholarship to candidates who have been accepted to the Accelerated MSN program and who have a special commitment to leadership and social responsibility as a component of professional nursing practice. Candidates must have a prior history of leadership and social responsibility activities and have definitive plans to work with underserved populations in the US or abroad. Students who apply for the Fuld Fellowship must write an essay and may be interviewed by a selection committee.
FULD PALLIATIVE CARE FELLOWSHIP
The Fuld Palliative Care Fellowship provides a half-tuition scholarship to candidates who have been accepted to the Accelerated MSN program and who have a special commitment to leadership and palliative care as a component of professional nursing practice. Candidates must have a prior history of leadership and palliative care activities and have definitive plans to work in a palliative care environment. Students who apply for the Fuld Palliative Care Fellowship must write an essay and may be interviewed by a selection committee.

COVERDELL RETURNED PEACE CORPS VOLUNTEER FELLOWSHIP
The Paul D. Coverdell Fellows Program Fellowship provides with Returned Peace Corps Volunteers (RPCVs) with financial support and opportunities to apply their Peace Corps experience and continue service to underserved communities. Candidates must have satisfactorily complete their service as indicated by the Peace Corps. RPCVs should indicate their eligibility on their application. Fellows are selected as merit scholars for their demonstrated leadership and ongoing commitment to service.

OTHER NAMED SCHOLARSHIPS/SPECIAL FUNDS

GRANTS, TRAINEESHIPS, AND LOANS
Many grants, traineeships, and loans are appropriated each year through a variety of government agencies. Students should contact the Office of Enrollment and Student Affairs for applications and eligibility requirements.

LOAN FUNDS
Loan funds are available at low interest rates, from both federal and private sources including Emory University loans. Information is available from the Emory University Office of Financial Aid.

GEORGIA TUITION GRANT
Georgia residents may apply for aid through the Georgia Tuition Equalization Grant Program for Private College Students. Applications are available for undergraduate students after January 1 from the Emory University Office of Financial Aid.
DIRECT STUDENT LOANS
Georgia residents may apply for these loans, the amount of which depends on the student’s field of study and the amount of funds appropriated. A portion of these loans may be repayable by approved service in Georgia (one year of service for each year for which the loan was received), or the loans may be repaid by cash with interest.

ADVISING
Academic advising is a process to promote the exchange of information between a student and faculty member and is designed to help students’ reach their educational and career goals. Advising is a shared responsibility between an adviser and the student. Ultimately, the student is responsible for making decisions about his/her life goals by creating a plan to reach those goals. Academic advisers can assist in this process by helping the student understand options, determine resources and, when necessary, identify alternatives.

Students are responsible for maintaining regular communication with their advisers to ensure they are progressing on track for graduation as well as to discuss any issues or concerns during their program. We recommend students schedule an appointment with their adviser(s) every semester.

BSN
On admission, students are assigned an academic adviser who will advise them throughout their undergraduate program, regarding educational and service opportunities, development of their portfolio, clinical placement, preparation for NCLEX, and career planning. Students will be given their advisers during orientation. We recommend the student meet with their adviser on a regular basis each semester to ensure they are progressing on track for graduation as well as to discuss any issues or concerns during their program.

ABSN
On admission, ABSN students are assigned an undergraduate faculty adviser who will advise them during their program regarding educational and service opportunities, development of their portfolio, clinical placement, preparation for NCLEX, and career planning. Students are responsible for maintaining regular communication with their advisers to ensure they are progressing on track for graduation as well as to discuss any issues or concerns during their program. We recommend students schedule an appointment with their adviser at least once every semester.

AMSN
On admission, AMSN students are assigned an undergraduate faculty adviser who will advise them during the pre-licensure portion of their program regarding educational and service opportunities, development of their portfolio, clinical placement, and preparation for NCLEX. Attention will be given to assigning undergraduate advisers with some similarity to the students’ program specialty interests. Upon entry into the MSN program, students will be assigned a faculty adviser within their program specialty.
MSN
The specialty coordinator will assign a student to a faculty adviser within their specialty area at the beginning of the program. Post-graduate certificate students will be assigned to the specialty coordinator who serve as their adviser and will conduct a gap-analysis to identify needed courses/experiences.

POST-BSN-DNP
On admission, post-BSN DNP students are assigned two (2) academic advisers, an MSN faculty adviser within their specialty area and a DNP faculty adviser. For students in the DNP Nurse Anesthesia program, a nurse anesthesia faculty adviser will be assigned in lieu of an MSN adviser.

POST-MASTER’S DNP
On admission, post-MSN DNP students will be assigned to a DNP faculty adviser. Should the student wish to pursue an additional clinical specialty to earn a post-graduate certificate, the specialty coordinator in that area will be assigned to serve as their adviser and coordinate a gap-analysis to identify needed courses/experience.

REGISTRATION
We are moving to self-registration for all programs. The registration process for the undergraduate student experience began in the fall and we will continue to refine the registration process as we transition our processes and allow students to choose course/simulation/laboratory/clinical placements. The class schedule is available on the School of Nursing website and on OPUS. Tentative dates for registration are found on the academic calendar posted on the School of Nursing website. To facilitate the registration process, different days/times will be set for each program, traditional BSN, ABSN, AMSN, D-ABSN. Email will be sent to students via the ListServ with specific instructions for registration in clinical and simulation/laboratory sessions. During assigned times, students may log onto OPUS (www.opus.emory.edu) and register.

The first line of contact for an enrollment issue is the program administrator (BSN, MSN, DNP). Further registration assistance is available by email to nursingregistrar@emory.edu.

For enrollment in additional courses outside the School of Nursing, visit the Emory Registrar’s website at http://www.registrar.emory.edu/class-search.

UNDERGRADUATE
The Director of Registration will set registration appointment dates during which undergraduate students will self-register for classes each semester. Students will register via the OPUS portal, selecting classes in the prescribed curriculum and may register for an additional elective course during the open registration period.
To ensure the student registers for the correct course for their program, section numbers will be as follows:

- Students in the **Traditional BSN program** will select courses with sections at the 100 level. For example, **NRSG 314 Clinical Practicum I** would have sections designated as NRSG 314:100, 314:101, 314:102, etc.

- Students in the **ABSN program** will select courses with sections at the 200 level. For example, **NRSG 314 Clinical Practicum I** would have sections designated as NRSG 314:200, 314:202, 314:203, etc.

- Students in the **AMSN program** will select courses with sections at the 400 level. For example, NRSG 314 Clinical Practicum I would have sections designated as NRSG 314:400, 314:402, 314:403, etc.

- Students in the **D-ABSN program** will select courses with “D” after the course number for 300 and 400 level courses. “D” denotes a distance education program. For example, NRSG 344D Health Assessment, 346D Acute and Chronic Care I, etc. **DO NOT** select 700 level courses with D designations.

Clinical and simulation/laboratory sections have limited numbers of seats available. Once a section fills, registration is not possible and the student must select another section in which to enroll. Should a student wish to change their clinical or simulation/laboratory section, they are encouraged to identify a peer who is willing to “swap”. Both students must notify the BSN program administer to process the change in OPUS. Changes will be processed if they do not conflict with other courses in which the students are enrolled.

After the registration period closes, students will have an opportunity during the drop/add period to alter their course selections based on seat availability. This may include the student registering for an additional elective.

**GRADUATE**

The School of Nursing, Director of Registration will enroll all beginning graduate students for their first semester of classes. Subsequently, graduate students will begin the self-registration process after meeting with their faculty advisers. Graduate students should make an appointment with their faculty adviser/specialty coordinator prior to registration to identify courses for the next semester to avoid registration delays. For courses with **variable credit**, students should verify with their faculty adviser the correct number of credit hours for enrollment. Failure to register for the correct number of credit hours may delay graduation. A student experiencing registration issues should contact the appropriate specialty/program administrator first and, if unresolved, send an email to nursingregistrar@emory.edu.
PhD
PhD students will be registered by the PhD program administrator.

REGISTERING FOR ADDITIONAL COURSES
Students wishing to add additional courses may stop by the Office of Enrollment and Student Affairs to obtain an “Add Form”. The form must be signed by the Program Director of the BSN, AMSN, MSN, or DNP program and returned to the Office of Enrollment and Student Affairs to complete the registration process. An adviser must sign the advisement form for any schedule changes, and the signed forms must be returned to the Office of Enrollment and Student Affairs.

REGISTRATION FOR AMSN (POST-LICENSEURE)/MSN/DUAL DEGREE/DNP STUDENTS
Students will be registered by the School Registrar or Program Administrator for their first semester of study. Subsequently, to facilitate the self-registration process, approximately one (1) week before the opening of pre-registration, students should make an appointment with their faculty adviser/specialty coordinator to discuss their schedule and obtain approval. After meeting with their advisers, students may log onto OPUS (www.opus.emory.edu) and register. Students who experience difficulties with registration should contact the appropriate program administrator.

Students enrolled in a dual degree program such as MSN/MPH or MSN/MAB are required to meet with advisers in both programs before registering for classes.

OPUS SCHEDULE & BILLING
After registration is complete, students will be able to view their schedule and tuition bills for the upcoming semester in OPUS (www.opus.emory.edu).

The Office of Student Financial Services provides information on payment plans and additional tuition information, http://studentfinancials.emory.edu. Students should review both their schedule and bill carefully and report any problems immediately to the Director of Registration via email to nursingregistrar@emory.edu.
ACADEMIC EXPECTATIONS

SYLLABUS
The course syllabus communicates course expectations set by the faculty and is a key to success in a course. The student should read the syllabus closely as it may contain more detailed standards than those listed in this Student Handbook. Such variations may include additional requirements for attendance, testing, and other classroom assignments.

UNDERGRADUATE CLASSROOM, LAB, & CLINICAL ATTENDANCE AND MAKEUP POLICY
Class attendance requirements are determined by the faculty responsible for the course. Any special circumstances (including but not limited to religious holidays and/or accommodations) must be discussed with the course coordinator prior to the start of the semester. In the event of an absence, the student is responsible for course content presented in lecture, textbook, and other specified assignments. A School sponsored training, such as Interdisciplinary Team Training or required symposium/conference, may substitute for classroom/clinical hours thus, not requiring make-up.

Students are required to make-up all missed simulation/laboratory, and/or clinical hours (excused and unexcused). Absences from the simulation/laboratory, and/or clinical portions of a nursing course will not be excused except for a severe illness of the student, death/critical illness of a family member, or religious observance (preapproved). Student documentation of the reason for the absence must be provided to the course coordinator within 72-hours of the missed experience.

Excused absences from lab and/or clinical will be made up through a plan developed by the clinical/simulation faculty, and/or Undergraduate Program Director. Students with more than one (1) excused absences from clinical will be given an “incomplete” for the semester and will need to make-up the missed time prior to being continuing in subsequent semesters.

Any unexcused absence from simulation/laboratory and/or clinical may result in a failing grade for the course based on the discretion of the course faculty and Undergraduate Program Director.

At the discretion of Undergraduate Program Director students may be clustered with a clinical or simulation instructor during the make-up experience. The assigned instructor may not be the student’s regularly assigned faculty.

Excessive classroom/simulation/laboratory /clinical absences for any reason may necessitate repetition of the entire course. All course requirements must be completed no later than the date of the final examination.
D-ABSN EXCUSED ABSENCES

D-ABSN students are entitled to three (3) personal days during their program. Students are responsible for completing examinations, obtaining handouts, and reviewing class materials while being off for excused/unexcused absences. Personal days may be used for religious observances, bereavement, sickness, etc. Students may not request more than one (1) day off per course and may not use the personal days during any mandatory onsite session or in the final course of the program.

D-ABSN PROCEDURE FOR REQUESTING PERSONAL TIME

- Students must submit an electronic personal time off request at least 2 weeks in advance. The electronic request is available on the website.
- No more than one (1) day of personal time may be scheduled during any course.
- Personal time will not be granted the week before or after the scheduled week break (date varies by program).
- No personal time will be granted during mandatory onsite sessions.
- Terminal personal time will not be allowed at the end of the program.

D-ABSN HOLIDAYS AND BREAKS

The DABSN program does not follow the University calendar for breaks. In addition to personal days, the following will be observed as national holidays and students will be granted such time off.

- New Year’s Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

Additionally, students will have a one (1) week break during their program of study.

REPORTING CLASSROOM ABSENCE

Students are responsible to notify their course faculty and make appropriate arrangements with the faculty if they are unable to attend classes because of illness. A student absent for several days because of illness should notify the Associate Dean for Education. A prolonged absence requires documentation of when a student is able to return to classes, simulation/laboratory, and clinical. For prolonged absences, the student may require withdrawal from the University for the semester.

REPORTING A CLINICAL ABSENCE

Regular punctual attendance in simulation/laboratory and clinical experiences is required. Students are expected to communicate with simulation/clinical faculty in a timely manner in the event of an illness or emergency.
In the event of absence, it is the student’s responsibility to notify the clinical agency/School of Nursing, and faculty member prior to the beginning of the day’s simulation/laboratory, or clinical experience. The course/clinical faculty will determine make-up requirements, according to the policy above. Failure to make-up the absence will result in the student receiving an incomplete in the course and being unable to progress to the next clinical course. Students may be required to pay for a make-up day.

**RELIGIOUS REASONS**
Students should notify faculty in writing at the beginning of the semester of religious observances that conflict with their classes. Students will remain responsible for all assigned work. *Refer to page 26 for Religious and Non-Religious Holidays.*

**PROFESSIONAL CONDUCT**
Professional behavior is required at all time while at Emory University and at clinical agencies. Students enrolled in the School of Nursing are expected to maintain a level of professionalism in their personal appearance, dress, conduct, and speech. Behavior or language, which is offensive, inappropriate, or crude, is considered unprofessional and therefore is considered unbefitting to the status of an Emory student. Students who engage in disruptive behavior of any type may be asked to leave the classroom/simulation/laboratory/clinical setting and be subject to the School’s Code of Professional Conduct.

**ANA CODE OF ETHICS**
The ANA Code of Ethics is a foundational document to guide nurses in carrying out their nursing responsibilities with consideration to quality nursing care and ethical obligations to the profession.

**TO ACCESS THE ANA CODE OF ETHICS WITH INTERPRETIVE STATEMENTS:**


**ADDITIONAL PROFESSIONAL CODES OF CONDUCT**

**NATIONAL COUNCIL OF STATE BOARDS OF NURSING GUIDE TO SOCIAL MEDIA**
- https://www.ncsbn.org/347.htm
- https://www.ncsbn.org/3739.htm

**NATIONAL COUNCIL OF STATE BOARDS OF NURSING GUIDE TO PROFESSIONAL BOUNDARIES**
https://www.ncsbn.org/professional-boundaries.htm
COMPUTER AND CELL PHONE POLICY

Technology in the learning environment should be used for learning and not social or work related purposes.

- Computers may be used for note taking purposes in the classroom.
- Cell phones, pagers, and other devices must remain on silent or vibrate when in the classroom, simulation/laboratory or clinical setting.
- Cell phone use is strictly prohibited in the clinical environment for any activities other than to look up information related to patient care management; or for nurse practitioner, nurse midwife, or nurse anesthesia students, to have direct communication with the faculty, preceptor, and/or supervisor.
- Healthcare agencies may impose additional restrictions of cell phone usages within the clinical setting.

If you anticipate the need to be contacted via your cell phone during a specific class, please speak with the course faculty prior to the start of class.

CHECKING EMAIL

Communication will be through Emory email. Students are responsible for checking email on a daily basis for updates or changes.

CONTACTING FACULTY FOR APPOINTMENTS

Faculty email addresses can be found on the School of Nursing website under the Faculty & Staff Directory: http://www.nursing.emory.edu/directory/index.html. The syllabi will also provide information on contacting faculty and scheduling faculty appointments.

LINES OF COMMUNICATION

The School of Nursing is committed to creating an environment that promotes the student learning experience. Open, respectful dialogue between students and faculty is critical to the enrichment of the learning experience. If you believe you are receiving insufficient or unclear feedback you are responsible for discussing the situation with your course faculty.

To facilitate open communication between the student and faculty, the School of Nursing has outlined a line of communication process. To resolve academic and professional issues that may arise in the classroom or online class, simulation, laboratory, or clinical practicum, the student should address issues or concerns promptly and according to the established lines of communication outlined below. Dialog with the next person in the line of communication is necessary only after the prior contact does not lead to resolution.

LINES OF COMMUNICATION

Communicate with the:

1. Course or clinical faculty
2. Course coordinator
3. Specialty coordinator
4. Program Director (BSN, MSN, AMSN, or DNP)
5. Associate Dean for Education
6. Dean of the School of Nursing

If you’d like assistance or a consultation on navigating and understanding the lines of communication process, you may reach out to your academic adviser or Ms. Arnita Howard, Assistant Dean for Student Affairs and Diversity Initiatives. Ms. Howard’s contact information is: ahoward@emory.edu, 404.712.6826.

If a student is experiencing academic difficulty, they should first speak with the course faculty regarding their performance. After that, the student should speak with Ms. Arnita Howard, Assistant Dean for Student Affairs and Diversity Initiatives, for an evaluation and identification of possible services. Disputes about course grades or course performance are to be addressed with the faculty in that course. The lines of communication provide additional guidance for a student who may be having academic or other issues during the semester.

**CIVILITY POLICY**

To ensure a dynamic and respectful teaching, learning, research, and practice environment that fosters a sense of community, it is expected that every student, faculty, and staff will demonstrate civil and professional behaviors and forms of communication.

The School of Nursing’s community thrives on, and is strengthened by respect for all persons and diverse perspectives. Any form of incivility, defined as disruptive, ill-mannered, or offensive behavior contrary to the well-being of our community, is unacceptable. This includes all forms of disrespect or disregard for instruction, the faculty, the staff, or a fellow student.

Examples of uncivil behaviors include but are not limited to:

- Use of electronic devices, such as mobile phones, laptop computers, and tablets in clinical or classroom settings for reasons not related to current learning activities.
- Arriving late to classes, clinical rotations, or other agreed upon commitments.
- Use of disrespectful or unprofessional language or behavior when interacting with faculty, staff, peers, patients, or others, including via email. Profanity and other disrespectful language will not be tolerated and will result in a Professional Code of Conduct violation.
- Participation in distracting, private conversations during learning activities.

Faculty have a range of options at their discretion to address cases of incivility, including the deduction of course points, asking an offending student(s) to leave the classroom, simulation/laboratory, or clinical site, and reporting the incident as a Professional Code of Conduct violation.
RESPONSIBILITY FOR EVALUATION

Your feedback is important to us. To remain an accredited program and to support our efforts to give you and those who come after you the best nursing education possible, we are committed to rapid cycle change for continuous improvement of our programs, faculty, staff, and School.

We recognize you will receive many requests to evaluate our courses, programs, faculty, and School during your time in the School of Nursing. For example, each course will provide an evaluation of the course and the faculty teaching the course; and for clinical courses, you will be asked to evaluate the clinical site and faculty/preceptor (for precepted experiences). You will also have an End of Program Survey to complete and at approximately one (1) year, an Alumni Survey.

Please take your responsibility for evaluation to improve our programs seriously. Constructive feedback drives change. We want to know. As our student, you are in a position to provide informed and useful feedback. If there is a particular issue, please do not hesitate to identify it and pose a possible solution. Evaluations are electronic and we have appropriate safeguards for student confidentiality.

While the faculty are blinded to who has completed the survey, they will monitor the percent completion rate. Our goal is an 80% completion rate on all Faculty, Course, and Clinical Evaluation Surveys. We need your help to reach our goal. We do listen to you!

Data from student evaluations are provided to faculty as aggregate data. Survey data is used to make decisions about courses, faculty teaching in courses, retention and promotion decisions for faculty, and program improvement. Please recognize the importance of your role in providing feedback when completing your evaluation.

ACADEMICS

The BSN program has four (4) pre-licensure entry options: 1) Traditional BSN, 2) Accelerated BSN (ABSN), 3) Accelerated BSN + MSN (AMSN), and 4) Distance Accelerated BSN (D-ABSN).

The MSN program has nine (9) specialty areas from which to choose. A specialty area prepares the student for an Advanced Practice Registered Nurse (APRN) role, i.e., nurse practitioner or nurse midwife. Information about the specialty areas can be found in the Nursing Catalog under “Specialty Areas”. There is an additional specialty associated with the DNP program, the Nurse Anesthesia specialty area.

The DNP program is offered at the post-BSN and post-MSN entry level. Post-BSN students select a specialty area during the application process and are admitted to their specialty area. Students should review admission requirements for the specialty area they choose. In addition to the DNP, post-MSN students have the option to apply to an additional specialty area if they choose to obtain a post-graduate certificate in addition to the DNP. The DNP offers two (2)
tracks for students to apply to: 1) Health Systems Leadership track or 2) Population Health track. A track is a focused area of study within the program.

CHANGING PRE-LICENSURE PROGRAMS
Students in a particular program who wish to change programs must first speak with the Program Director for the program in which they are enrolled. The Program Director will initiate a change in pre-licensure program form, which must be approved by both the new Program Director and the Associate Dean for Undergraduate Education. A change in the pre-licensure program may delay BSN program competition.

CHANGING APRN SPECIALTY
AMSN, MSN, Post-BSN DNP, PhD students are admitted into a program of study by APRN specialty track. Any student in the program wishing to change their specialty must consult with both the current specialty coordinator and the proposed specialty coordinator. Approval to change will be based on availability in the specialty program. A change in the specialty area may delay program completion. The change will be official once a Change of Graduate Specialty form is signed, confirmed by the MSN Program Director, and returned to the Office of Enrollment and Student Affairs. The form is available online at: http://www.nursing.emory.edu/audience-guides/students-audience-guide.html.

CHANGING DNP FOCUS
Post-BSN DNP, Post-Master’s DNP students who wish to change focus areas within the DNP program from Health Systems Leadership to Population Health for example, should first speak with the DNP Program Director.

MINIMUM ENROLLMENT IN CLASSES
The School of Nursing reserves the right to cancel any course in an area of concentration for which there is insufficient enrollment. “Sufficient enrollment” is dependent on the nature of the individual course. Final decisions about course offerings are made by the Associate Dean for Academic Advancement or a designee, in consultation with the appropriate program director/specialty coordinator, or faculty.

DROP/ADD PROCEDURES
Beginning with the first day of class for the semester, students have the opportunity to adjust their schedules using the drop/add procedure. The open window for these changes is approximately five working days. Refer to page 23 for the academic calendar that lists the drop/add dates for the academic year. Students must have the approval of their adviser before making any schedule changes. Dual degree students must have the approval of their advisers from both Schools.
**D-ABSN PROGRAM:** The drop/add procedure for the D-ABSN program differs from other programs based on the structure of the program. The drop/add deadline for each course is the Friday (by 11:59 PM EST) before the course begins. If a student begins any part of the course after the drop/add period, the student is responsible for the full course tuition. A student in the D-ABSN program that drops a course will be withdrawn from the program. The student may petition to reenter the program with permission from the D-ABSN Program Director and space availability.

**TRANSFER CREDIT**
The acceptance of a course(s) by transfer is to allow credit for course(s) completed with a satisfactory grade(s) in other accredited universities/colleges. Programs within the School may define what constitutes a satisfactory grade to be considered transferrable. Transfer credit may be approved provided the course(s) corresponds in the content to course(s) offered in the approved Plan of Study by the School of Nursing. Course work transferred from other institutions is subject to a five (5) year time limit based on the point of admission to the program of study. The School reserves the right to test the proficiency of any student in course work transferred from other institutions and to disallow credit in courses in which the student cannot demonstrate acceptable proficiency.

Courses are non-transferable if they cannot be used in the approved Plan of Study or do not meet the standard of a NHWSN transfer course as determined by course faculty. Transfer credit will not be awarded if the course was used to satisfy requirements for a previous degree. The grade(s) earned from transfer credits will not be included in the GPA calculation.

**PROGRAM MAXIMUMS FOR TRANSFER CREDIT ARE AS FOLLOWS:**
- Bachelor’s candidates*: 12 semester hours of baccalaureate credit
- Master’s candidates: 9 semester hours of post-baccalaureate credit
- DNP candidates: 9 semester hours of post-baccalaureate credit

*The D-ABSN program does not accept transfer credits to fulfill program requirements.

**TRANSFER CREDIT PROCEDURE**
An admitted student requesting transfer credit must make the request prior to beginning the program. The Request for Course Credit/Transfer Credit Request Form can be found in the “Student Request Form section here: [http://www.nursing.emory.edu/audience-guides/students-audience-guide.html](http://www.nursing.emory.edu/audience-guides/students-audience-guide.html). For a current student requesting transfer credit consideration, the application for transfer credit must be submitted the semester prior to the semester the required course is offered. If a student is enrolled in the required course the student is subject to the Drop/Add Policy and subsequent financial consequences.

Upon receipt of the course syllabus and an official transcript (no need to send a second copy if one is on file in the admission packet), the request will be submitted to the appropriate program director/faculty for review and equivalency determination. With faculty and
administrative approval, credit will be applied toward the degree program. A request for transfer credit requires a non-refundable application fee.

Please contact the Office of Enrollment and Student Affairs at 404-727-3500 for questions related to transfer credit.

**COUNTING CREDITS FROM THE EMORY MSN TOWARD THE DNP PROGRAM**

Students enrolled in the MSN/AMSN program may choose to alter their Plan of Study and take 700 level courses in lieu of 500 level courses in selected areas, i.e., leadership, business, etc. To promote seamless academic progression toward a terminal doctoral degree (DNP, PhD), the NHWSN sets minimum credit hour requirements for a master’s degree. Specialty programs offering a terminal master’s degree require considerably more credit hours than the minimum credit hours noted below. The fulfillment of course work alone does not lead to a master’s degree.

Up to nine (9) credit hours beyond the minimum degree may be used toward the DNP degree at the discretion of the DNP Program Director or designee. A total of nine (9) credit hours may be used from the Emory MSN or approved transfer credit from post-BSN course work toward the DNP program. Refer to the transfer credit policy.

**MINIMUM DEGREE REQUIREMENTS FOR MSN PROGRAM**

The Nell Hodgson Woodruff School of Nursing sets minimum requirements for a master’s degree. Satisfactory completion of at least 36 credit hours of MSN work is required as follows:

- At least 17 hours must be in lecture or seminar work
- Course work must be on a 500, 600, or 700 level
- A grade of B or better must be earned in all clinical course work taken

**COURSE WAIVERS**

Course waivers are given only when students demonstrate sufficient experience in a subject area and are able to justify that the course would not enhance their knowledge. It is the students’ responsibility to justify their experience in the subject area. Examples of documentation are testing, portfolio, certification, and other. The Request for Course Credit/Course Waiver can be found in the “Student Request Form section here: http://www.nursing.emory.edu/audience-guides/students-audience-guide.html.

*Note: A course waiver requires a student satisfy waived credits with elective credits to meet degree requirements.*

**SPECIAL STANDING STUDENTS**

Special standing allows students to enroll as “non-degree seeking” in nursing courses for the purpose of personal enrichment or professional development. Generally, core curriculum courses may be taken in special-standing status but no clinical courses may be taken. For MSN and DNP students, no more than nine (9) semester hours may be taken as a special-standing student. These nine (9) semester hours may be transferred into an appropriate program if the student applies for and gains admission to the School of Nursing. A list of courses that are available to special standing students is found on the School’s website. Other courses may be available and the student should contact the course faculty for permission.

Being granted special-standing status does not guarantee full degree-seeking admission to the Emory University School of Nursing. To request approval, a student must submit a Request for Special Standing Form (http://www.nursing.emory.edu/admission-and-aid/application-guide/special-standing.html) and a non-refundable fee to the Office of Enrollment and Student Affairs. Special Standing Status will be subject to the availability of the requested course(s) and approval of the Office of Enrollment and Student Affairs.

CONDITIONS UNDER WHICH ALL SPECIAL STANDING STUDENTS ATTEND THE SCHOOL OF NURSING

1. Students may register only for those courses that are not filled by degree candidates and should have alternate course selections as possibilities in case degree candidates fill a specific class.

2. Registration will be restricted to courses approved by the degree granting institution and in accordance with School of Nursing load limitations and prerequisite requirements.

3. Acceptance as a student in no way obligates the School of Nursing to accept such a student as a degree candidate. If a student applies as a degree candidate at a later date, they must do so through the regular channels by the application date outlined in the catalog, and will not be given any special consideration.

4. Students are subject to the same rules, regulations, practices, and policies of Emory University and the School of Nursing as are degree candidates.

TRANSIENT STATUS

Transient status applies to a student who is regularly enrolled in another college or University yet wants to take courses at the School of Nursing. A transient student must submit a Transient Status Application form each semester they choose to enroll (see website), an application fee, and have all course work authorized by the student’s primary institution. Transient status will be subject to the availability of requested course(s) and approval of the Office of Enrollment and Student Affairs.
CONDITIONS IN WHICH ALL TRANSIENT STUDENTS ATTEND THE SCHOOL OF NURSING:

1. Students may register only for those courses that are not filled by degree candidates and should have alternate course selections as possibilities in case degree candidates fill a specific class.

2. Registration will be restricted to courses approved by the degree granting institution and in accordance with School of Nursing load limitations and prerequisite requirements.

3. Acceptance as a transient student in no way obligates the School of Nursing to accept such a student as a degree candidate. If a transient student applies as a degree candidate at a later date, they must do so through the regular channels by the application date outlined in the catalog, and will not be given any special consideration.

4. Students are subject to the same rules, regulations, practices, and policies of Emory University and the School of Nursing as are degree candidates.

A student, who wished to continue as a transient student for any subsequent semester, must notify the Office of Admission and Student Services in writing no later than thirty (30) days prior to the beginning of the semester. A Transient Status Application must be completed for each semester a student wishes to enroll. Failure to notify the Office of Admission and Student Services and enrolling through the regular registration process, will result in automatic cancellation of registration, and a delay in enrollment until the next semester.

BSN HONORS PROGRAM

The Nell Hodgson Woodruff School of Nursing Honors Program provides a challenging academic experience for intellectually motivated and inquisitive students. Students in the BSN Honors Program have the opportunity to explore issues that are relevant to nursing and society at an in-depth level and to enhance their leadership skills. Honors Program participants build a dynamic network through cohort and mentoring relationships, increased opportunities to explore nursing, and exposure to a diverse range of health professionals. Participants in the Honors Program conduct research or a project, write a thesis, and present their work.

The Honors Program is open to first-degree traditional BSN students and is a four (4) semester sequence that culminates in a thesis. Honors students are paired with a faculty mentor from the Honors Program as well as with an expert nursing faculty in their area of interest.

Honors Seminar (NRSG 331) is taken in the first semester to acclimate the students to the Honors Program. In the second semester, students take Scholarly Inquiry (NRSG 332). Two, one (1) credit hour thesis advisement courses (NRSG 453 Honors Thesis I; NRSG 454 Honors Thesis II) are taken during the senior year. The thesis may include, but is not limited to, a research project, policy analysis, leadership project, or health promotion/disease prevention project. Monthly seminars in small group settings are offered on a wide range of topics to expose scholars to leaders in the field of nursing and health care. Graduates completing the Honors
Program are recognized with the distinctions of Honors, High Honors, and Highest Honors. Refer to page 84 for Honors Designation Criteria.

**ABSN LEADERSHIP SCHOLAR HONOR’S PROGRAM (ONSITE ABSN ONLY)**

The Nell Hodgson Woodruff School of Nursing Leadership Scholars Program (LSP) provides a challenging and enriching academic experience for highly motivated and engaged ABSN students desiring to become clinical leaders. Students have the opportunity to explore issues relevant to nursing leadership and health care delivery systems at an in-depth level and to enhance their skills in advocacy, policy, and quality and safety initiatives. LSP students will build a dynamic network through cohort and mentoring relationships. Students will be paired with a faculty mentor and Nursing Director (or equivalent leader) within the health care system for mentoring, engagement, and professional development.

ABSN students applying for the LSP are required to be maintain full time status, have a minimum 3.7 GPA, and demonstrate experience in social responsibility, global health, research, leadership roles, and/or other forms of scholarly success. Students may apply for admission into the LSP by submitting a two (2) page essay describing their background and goal for progressive leadership training, as well as a list of potential mentors. Limited enrollment is available for this program with final selection based on academic progress, essay evaluation, potential mentor match, and student interviews as needed.

Selected students will complete a 3-semester sequence of courses that culminate in a project. The project has a leadership focus and may be a systems quality improvement project; policy analysis; or health promotion/disease prevention project. This project will be supported by a leadership framework and evidence. Honors course descriptions are found in the online Nursing Course Atlas (http://www.nursing.emory.edu/student-life/course-atlas.html) and in the 2018-2019 Nursing Catalog.

Coursework will begin in the second semester and include the following sequence of courses:

- NRSG 415 Honors Leadership for Accelerated BSN Students (1 credit hour)
- NRSG 416 Perspectives in Professional Nursing: Management, Administration, and Leadership (3 credit hours)
- NRSG 418 Project Advisement (1 credit hour)
ACADEMIC POLICIES

GRADING SCALE

Students enrolled in the PhD program will follow the Laney Graduate School grading scale. The responsibility for assigning grades rests exclusively with the faculty of a course.

ACADEMIC STANDARDS AND POLICIES
Approved by Faculty, May 2006; Revised April 2010; Revised April 2011; Revised August 2017

The Academic Standards and Policies of the Nell Hodgson Woodruff School of Nursing reflect the level of intellectual rigor required by both the University and the profession of Nursing. As a professional school, the School of Nursing must maintain the highest standards to ensure that the graduates of the program exhibit the level of knowledge, clinical skill, and integrity expected by the public and the profession.

GRADING POLICIES FOR UNDERGRADUATE AND GRADUATE COURSES

<table>
<thead>
<tr>
<th>Quality Points</th>
<th>Letter Grade</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>A</td>
<td>93–100</td>
</tr>
<tr>
<td>3.7</td>
<td>A-</td>
<td>90–92</td>
</tr>
<tr>
<td>3.3</td>
<td>B+</td>
<td>87–89</td>
</tr>
<tr>
<td>3.0</td>
<td>B</td>
<td>83–86</td>
</tr>
<tr>
<td>2.7</td>
<td>B-</td>
<td>80–82</td>
</tr>
<tr>
<td>2.3</td>
<td>C+</td>
<td>77–79</td>
</tr>
<tr>
<td>2.0</td>
<td>C</td>
<td>73–76</td>
</tr>
<tr>
<td>1.7</td>
<td>C-</td>
<td>70–72</td>
</tr>
<tr>
<td>1.3</td>
<td>D+</td>
<td>67–69</td>
</tr>
<tr>
<td>1.0</td>
<td>D</td>
<td>63–66</td>
</tr>
<tr>
<td>0.0</td>
<td>F</td>
<td>Below 63</td>
</tr>
</tbody>
</table>

Final grades will be rounded to the nearest whole number if the 10th space number is 5 or higher. For example, 69.3 = 69% (D+); and 69.5 = 70% (C-). Grades are reported to the Registrar at the end of each semester.

GRADED OR SATISFACTORY/UNSATISFACTORY COURSE OPTIONS
Some courses in the School of Nursing can be taken as a graded or Satisfactory/Unsatisfactory (S/U) option. The student may select either option during registration. If a student chooses to change the grading option, this decision must be made by the end of the first week of class during the Drop/Add period. After the first week of class, the grading option will not be changed. The course faculty will define what constitutes earning a grade of S/U.
CALCULATING THE GRADE POINT AVERAGE (GPA)

COURSE GPA = Credit Hours X Grade Numerical Equivalent

SEMESTER (TERM) GPA = (Course 1 GPA + Course 2 GPA + Course 3 GPA) / Total Semester Credit Hours

CUMULATIVE GPA = Total Quality Points / Total Credit Hours

The GPA is calculated by multiplying the course credits for each course by the numerical equivalent for the grade received in the course, adding the total number and dividing by the total number of credits taken. Averages are tabulated for each semester and on a cumulative basis.

DEAN’S LIST

The Dean's List is an academic notation that recognizes the high academic scholarship demonstrated by a student. The Dean’s List citation will appear on the Emory unofficial transcript each semester based on the criteria outlined below, for the fall, spring, and summer semesters. The semester GPA will determine eligibility. Student names will be published on the Dean’s List website.

To achieve the Dean’s List designation each semester the following criteria apply:

UNDERGRADUATE: Full time students taking 12 or more credit hours (graded A through F) earning a 3.75 or above GPA.

GRADUATE: Full time student taking 9 or more credit hours (graded A through F) earning a GPA greater than 3.75.

DNP: Full or part time student taking 5 or more credit hours (graded A through F) with a GPA greater than 3.75.

Additionally, a student may not receive a grade lower than a C or an unsatisfactory rating (U) during the semester. All course work for the semester must be completed in that term; no grade(s) of “I”- Incomplete.

A student receiving a violation of the Code of Academic Conduct or the Code of Professional Conduct, or the Emory University Sexual Misconduct Policy (Policy 8.2) (http://www.policies.emory.edu/8.2) is not eligible for the Dean's List in the academic year in which the violation occurred. The Dean’s List citation will be removed from the transcript if the finding occurs after this honor has been posted or if the violation occurs during the summer term following the academic year in which this honor was awarded.
EXAMINATIONS
Tests and exams are used to evaluate student learning. Faculty are responsible for choosing the types of questions presented, method of testing, frequency of testing, and the strategies used for test review. Students should consult their course syllabi regarding evaluation methods.

In preparation of students for NCLEX and Board Certification examinations, testing will be progressively more challenging. Test construction may vary by semester with a greater proportion of test items being at the application and analysis level to ready the student for national exams. A student with questions regarding testing processes should consult their course faculty.

Professional conduct is expected during exams. The testing environment will be structured by the course faculty to maintain the integrity of testing. Cheating is a violation of the academic integrity and will be dealt with in a disciplinary manner by the course faculty and program director.

EXAMINATION ABSENCE
Absences must be approved by the course faculty prior to the examination date and time. Leaving a message on voice mail or via email does not constitute pre-approval.

Unauthorized absence from examinations during a course may result in a zero being entered for the examination. The only exception will be extreme cases of personal illness/injury as determined by the course faculty.

At the discretion of the course faculty, make-up exams may be in a different format, i.e., short answer or essay. Missed examinations must be made-up within one (1) week or a timeframe specified by the faculty. Exceptions to the make-up policy will be approved in cases of extreme personal illness/injury as determined by the course faculty.

AUDITING A COURSE
Students may audit courses with permission of the faculty course coordinator and their academic adviser. The faculty adviser in collaboration with the program director determines requirements (criteria) for the audit. Full tuition is required, and no academic credit is awarded for audited courses.

DIRECTED STUDY
The School of Nursing offers graduate students the opportunity to pursue study outside regular course offerings by allowing them, along with a faculty member, to design their own directed study courses. Students interested in this option should first discuss the matter with their academic adviser. With the adviser’s assistance, the student must identify a faculty member to supervise the Directed Study and to obtain appropriate approval by using the Approval for Directed Study form available on the nursing website.
This form must be completed and returned to the Office of Enrollment and Student Affairs by the faculty member supervising the Directed Study. This agreement serves as a contract between the faculty member and the student for completion of the course. Once a Directed Study has been approved, the student may self-register for either 695R (Clinical Directed Study) or 697R (Directed Study).

Students may earn up to three (3) semester hours of credit for each Directed Study course in which they enroll. Faculty are responsible for ensuring the Directed Study grade is entered online in OPUS at the end of the semester.

INCOMPLETE GRADES
The option of a grade of incomplete ("I") is available to students who, due to extraordinary personal or professional circumstances, are unable to complete final course requirements within the designated timeframe. This grade must be pre-approved by the faculty course coordinator and program director before the date on which grades are due. Arrangements must be made to replace the “I” grade within one (1) calendar year or a lesser time period agreed upon by both the student and faculty member.

Typically, the arrangements to change the incomplete grade should not require the student to attend classes. However, during the time that the student is completing the coursework, they must be enrolled in other courses or registered as “in-residence.” An incomplete grade in a course that is a prerequisite to a course in the next semester may result in a change of progression and delay graduation.

To request consideration for an “I” the student should obtain an Application for Incomplete Grade form on the School’s website and take the completed form to the faculty course coordinator who will obtain approval from the program director. The course coordinator will obtain the appropriate signatures, provide a copy of the completed form to the student, and submit the original form to the Office of Enrollment and Student Affairs. Faculty members will not be able to turn in a grade of “I” for a student without having submitted a completed Application for Incomplete Grade form.

An incomplete grade that is carried for more than one (1) calendar year will automatically be changed to an “F”. For example, if the incomplete (I) grade is assigned during fall 2017, then the “I” must be converted to a letter grade by the end of fall 2018 otherwise, it will be recorded as an “IF”.

IN PROGRESS (IP)
In Progress (IP) is the transcript notation for a delay in work completion such that multiple steps needs to be completed before a final outcome is achieved. This designation may be used for example in courses whereby multiple semesters are taken to complete the project.
CLINICAL GRADING

CLINICAL PERFORMANCE WILL BE RATED AS: S, U, IP:

S: SATISFACTORY (PASS)
The student meets the performance expectations for the level of outcomes and core clinical competencies demonstrating the ability to apply theories and concepts to clinical practice situations with minimal guidance and demonstrating safe competent nursing practice.

U: UNSATISFACTORY (FAIL)
The student has not demonstrated the ability to apply theories and concepts to clinical practice situations commensurate with the expected level of function as described by outcome objectives and core clinical competencies. The student fails to demonstrate safe competent nursing practice.

A student who earns a rating of Unsatisfactory (U) is not eligible for remediation. A rating of satisfactory is required for progression in the program. A rating of unsatisfactory results in a grade of “F” for the clinical course regardless of achievement on tests, papers, or other written assignments. Refer to the Course Repeat Policy. A Goal Setting Plan for student improvement will be initiated (see page 77 for more information).

For a student demonstrating sufficient progress towards meeting the expected level of outcomes and core clinical competencies, but requires further opportunity to demonstrate competence a grade of “I” incomplete may be used. A Goal Setting Plan for Student Improvement will be initiated.

CLINICAL EVALUATION

Clinical performance and professional conduct/competency during each clinical rotation are evaluated on an ongoing and summative basis. The Clinical Performance Evaluation Tool is used to assist the student/faculty in determining the student’s level of achievement in meeting course objectives as well as core clinical competencies.

Competency is defined as: the consistent performance of the desired behaviors and seeking appropriate guidance/assistance as needed. Achievement of behaviors listed will be determined through observation of performance and evaluation of written work by faculty and/or preceptors. The final clinical grade will be determined by the faculty.

THE CLINICAL PERFORMANCE EVALUATION TOOL DESCRIBES:

- Conduct and competencies that must be demonstrated in the clinical course. The competency reflects incorporation of prior learning and self-assessment while performing the desired behaviors.
- Clinical behaviors identified as essential competencies, which must be met and demonstrated consistently throughout future clinical courses.
CLINICAL EVALUATION PROCEDURE:

- The student’s clinical performance, conduct, and competency are evaluated at the end of each clinical rotation by the faculty with input from preceptors and/or nursing staff.
- A midpoint clinical evaluation may occur at the discretion of the faculty or student. A joint conference may be requested by the faculty or student at any time during the rotation.
- Evaluation conferences between the faculty and student will be scheduled at a mutually agreed upon time to review clinical evaluation data.
- The student is expected to complete a clinical self-evaluation prior to the evaluation conference. The faculty acknowledge that other behaviors can be used to show achievement of outcomes.
- All missed and/or make-up clinical experiences must be completed and competency evaluated prior to beginning the next clinical rotation.

CLINICAL PERFORMANCE, WHICH THREATENS PATIENT SAFETY

If in the judgment of the faculty, the student’s clinical performance constitutes a threat to patient safety, the student will be removed from the clinical area. The student may be subject to dismissal from the program.

CLINICAL EVALUATION OUTCOME:

S: SATISFACTORY (PASS)

The student meets the performance expectations for level outcomes (BSN/MSN/DNP) and core clinical competencies demonstrating the ability to apply theories and concepts to clinical practice situations with minimal guidance, and demonstrating safe competent nursing practice.

- The student will receive a clinical grade of Satisfactory (S) when criteria listed in every competency are met.

U: UNSATISFACTORY (FAIL)

The student has not demonstrated the ability to apply theories and concepts to clinical practice situations commensurate with the expected level of function as described by the clinical outcome objectives (BSN/MSN/DNP) and/or core clinical competencies. Clinical failure occurs when the student fails to demonstrate safe competent nursing practice.

- Students earn an Unsatisfactory (U) if, by the terms of a remediation contract, the goal setting plan for student improvement, for a rating of in progress (IP) on the clinical evaluation tool, a competency remains unmet at the end of the rotation.
- Students may automatically earn an Unsatisfactory (U) for clinical behaviors that compromise the quality and safety of patients or violate professionalism regardless of whether level objectives and/or clinical competencies have been met.
- A failure in any one clinical competency area warrants a failure for the course regardless of other course scores.

Students who earn an Unsatisfactory (U) clinical evaluation may continue to attend classes, but cannot attend clinical. A student who earns a rating of Unsatisfactory (U) is not eligible for an a grade of “I” incomplete. A student eligible to repeat the failed course will in conjunction with the course coordinator/program director or designee will develop a Clinical Goal Setting Plan.
A student demonstrating progress towards meeting the expected level outcomes (BSN/MSN/DNP) and core clinical competencies, but requires further opportunity to demonstrate competence will be given a grade of “I”. A student may not take another clinical course until the grade of “I” has been resolved.

If the student is not meeting expected competencies at any point during a clinical rotation, the student, clinical instructor/faculty, and/or program director or designee will meet to review the specified issues/concerns and to develop a written plan. Refer to Goal Setting Plan for Student Improvement for additional details.

**BSN, ABSN, AMSN (IN PRE-LICENSE CURRICULUM)**

An “In Progress (IP)” is allowed at the end of a specialty clinical rotation (Pediatrics/Maternity) when the rotation ends part-way through the semester, but not at the end of a course/semester. If a student’s Goal Setting Plan for Student Improvement is still being fulfilled when the clinical site/rotation is changing, the student will be permitted to continue to the next clinical site while completing the terms of the Goal Setting Plan for Student Improvement. The student is responsible for setting an appointment time with the clinical faculty for both rotations and the program director to discuss the Goal Setting Plan for Student Improvement before the second clinical rotation begins.

By the end of the semester the student must successfully fulfill the terms of the Goal Setting Plan for Student Improvement to earn a Satisfactory (S) grade for the clinical course. The student will not be permitted to progress to the next clinical course if the clinical performance is rated as in progress (IP) or Unsatisfactory (see Course Failure Policy on page 74).

IP as it applies to remediation is not a final course grade but a designation during the semester to provide the student with additional time during the semester to demonstrate competence. At the end of the semester, a grade of S or U will be assigned.

**TECHNICAL STANDARDS FOR NURSING APPLICANTS AND ENROLLED STUDENTS**

When considering nursing studies the student must evaluate their abilities and skills. To succeed in a nursing degree or postgraduate certificate program, a student must possess certain abilities and skills, deemed essential functions for the care of patients. These abilities and skills, as determined by Emory University nursing faculty, are as follows:

**OBSERVATION**

Applicants and students enrolled in the nursing program must be able to observe demonstrations and simulations required by the nursing curriculum established by the faculty and be able to participate in such activities with adequate vision and other sensory modalities,
including the senses of hearing and smell. A student must be able to observe a patient accurately at a distance and close at hand.

COMMUNICATION
Students must be able to speak intelligibly, and to hear sufficiently to affect an adequate exchange of information with patients, family members, and other health professionals. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.

MOTOR
Nursing students are required to possess motor skills sufficient to elicit independent information from patients by palpation, auscultation, percussion, and other manually based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests, and carry out physical assessments. Students must possess motor skills required for their scope of practice, as determined by the relevant accrediting organization. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergencies. Emergencies include any circumstance requiring immediate remedy.

INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES
These abilities include an aptitude for rapid problem solving, the capability to assess and interpret medical files independently and evaluate physical examinations, and to formulate a logical plan of care. Students must possess good judgment in patient assessment and the abilities to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion. The student must also be prepared to provide in-depth rationale for the plan of care.

BEHAVIORAL AND SOCIAL ATTRIBUTES
Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the use of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times.

PROGRAM SPECIFIC REQUIREMENTS
In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the nursing program and of students who are candidates for graduation.

The Emory University Nell Hodgson Woodruff School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum. For further information, contact the Office of Equity and Inclusion (see The Office of Accessibility Services [OAS]): http://equityandinclusion.emory.edu/.
Address any questions or concerns regarding these technical standards to the Associate Dean for Undergraduate/Graduate Education or the specialty coordinator of the graduate program specialty in which the student is enrolled or seeks to apply.

**ACADEMIC PROGRESSION**

Progression in each course is essential for success in the academic program as each course builds on the knowledge and skills acquired in prior courses. Students may be placed on a Goal Setting Plan for Student Improvement by their faculty if they perform poorly in a required course, if there is concern about the student’s progression, or if there is concern about a student’s professional behavior. The Goal Setting Plan will list specific areas in which the student is failing to meet course objectives, clinical competence, or professional behavior and will specify steps the student must take to obtain a passing grade. The plan is discussed with the student who may make comments in the electronic version. A copy of the Goal Setting Plan for Student Improvement is sent electronically to the academic adviser who places it in the student’s academic record. A copy is sent to the Associate Dean for Education and relevant course faculty. A Goal Setting Plan for Student Improvement may be initiated at any time during the course/program as determined by the course faculty, academic adviser or program director.

Progression in each academic program requires meeting all program expectations. Progression policies are unique to programs. Differences in progression policies by program are noted below. If you are unclear of progression within your program of study please contact your specialty coordinator, program director, or Associate Dean for Undergraduate/Graduate Education.

**PROGRESSION COMMITTEE**

The faculty approved a Progression Committee in Spring 2018 with implementation to begin during the 2018-2019 Academic Year. The Progression Committee functions and processes will be integrated into the Student Handbook. Notification of these changes will be sent via email to all students once complete.

**GRADE REQUIREMENTS FOR PROGRESSION
INCOMPLETE**

A faculty member in consultation with the program director and/or Associate Dean for Education may assign a grade of “Incomplete- I” for a student who demonstrates progress towards meeting the expected level of outcome and core clinical competencies, but requires further opportunity to demonstrate competence. A Goal Setting Plan for Student Improvement will be initiated by the faculty with notification to the Associate Dean for Education or their designee. Note an incomplete may not be used for a student failing an academic or clinical course. Refer to the Incomplete Grading Policy.
INCOMPLETE FOR D-ABSN PROGRAM
Students in the D-ABSN program may not earn an incomplete grade in any course. If a student is unable to complete a course, they will be withdrawn from the course and program and the earned grade will be recorded on the transcript (refer to the withdrawal policy). A decision to repeat a course and/or continue in the program will be made on a case-by-case basis by the D-ABSN Program Director and Associate Dean for Education.

GPA/SEMESTER & PROGRAM GPA REQUIREMENTS

BSN & ABSN
Students are expected to:
- Maintain a 2.5 GPA each semester
- Hold a 2.5 GPA to graduate

AMSN
Students are expected to:
- Maintain a 3.0 GPA each semester to matriculate to the MSN portion of the program.
- Hold a 2.5 GPA to graduate from the BSN portion of the program.*
- Hold a 3.0 GPA to graduate from the MSN portion of the program.
*A student with a GPA below a 3.0 during the BSN portion of the program must apply for admission into the MSN program.

MSN
Students are expected to:
- Maintain a 3.0 GPA each semester
- Hold a 3.0 GPA to graduate

DNP (POST-BSN & POST-MSN)
Students are expected to:
- Maintain a 3.0 GPA each semester
- Hold a 3.0 GPA to graduate

TIME TO DEGREE COMPLETION
Time to degree completion is defined as the specified period of time from enrollment in the first course of a program to graduation from that program. Time to degree completion for all programs in the School of Nursing is five (5) years. A student may submit a formal petition with supporting documentation to the Dean for a one (1) year extension.

POLICY FOR GRADE REPETITION
Students have the opportunity to retake a course they have failed to successfully complete. What constitutes a course failure in a program may be uniquely defined by each program. The student should refer to the program requirements for the program in which they are enrolled.
All courses repeated, whether passed or not, including the original course, will be calculated in the student’s grade point average.

A student who wishes to re-do a course previously passed and not receive additional degree credit will be permitted to do so if deemed advisable by the faculty adviser, program director and/or Associate Dean for Education. When a course that was previously passed is repeated, the new course grade and credit hours do not count toward the degree.

**COURSE REPEATED**

Nursing courses may be repeated only once. If a student makes below the required grade in the repeated course, the student will be dismissed.

**Two (2) course failures within the program of study will result in dismissal from the School of Nursing.** This policy does not distinguish between core and clinical course failures. A second course failure within a program will result in dismissal from the School of Nursing.

**COURSE FAILURE POLICY**

**BSN & ABSN**

Students are required to repeat a course if they earn a grade below a C- (< 70%). A grade below a C- (< 70%) constitutes a course failure. A rating of satisfactory is required for progression in the program. A rating of unsatisfactory results in a grade of “F” for the clinical course regardless of achievement on tests, papers, or other written assignments. Most required nursing courses are sequential, and a student who fails to pass such a course may require an individualized plan of study that may alter their progression and graduation date.

**FOR UNDERGRADUATE NURSING COURSES, THE FOLLOWING WILL APPLY.**

- Clinical Nursing and Nursing Science Courses (Pathophysiology, Pharmacology, and Health Assessment): Testing by examination in each course will comprise a minimum of 70% of the course grade. Students must earn a weighted average of 70% in order to be successful in the course. ATI proctored assessments are included in the average as appropriate. Once the 70% is met, papers and other written assignments will be included into the overall final grade. Failure to achieve a 70% on the final grade (examinations + written assignments) will result in a course failure.

- Nursing courses may be repeated only once. A second course failure will result in dismissal from the School. Repeating a course means the student may have to interrupt their program of full time study and graduation may be delayed. A revised plan of study will be developed jointly by the student and the Program Director with space availability a consideration.

- NRSG 324 Case Study Analysis Seminar I or NRSG 424 Case Study Analysis Seminar is required for a student earning a grade of C or less (≤ 76%) in any clinical nursing or nursing science course or scores less than a two (2) on any ATI proctored exam. A
clinical nursing course is a course that involves a clinical, didactic, or a simulation/laboratory component. For example, 326 Acute and Chronic Care provides essential adult medical surgical information for use in NRSG 327 Clinical Practicum II.

**D-ABSN**
D-ABSN students are required to repeat a course if they earn a grade below a C- (< 70%). A grade below a C- (< 70%) constitutes a course failure. Courses in the D-ABSN program are sequential. A rating of satisfactory is required for progression in the program. A rating of unsatisfactory results in a grade of “F” for the clinical course regardless of achievement on tests, papers, or other written assignments.

Clinical Nursing and Nursing Science Courses (Pathophysiology, Pharmacology, and Health Assessment): Testing by examination in each course will comprise a minimum of 70% of the course grade. Students must earn a weighted average of 70% in order to be successful in the course. ATI proctored assessments may be included in the average as appropriate. Once the 70% is met, papers and other written assignments will be included into the overall final grade. Failure to achieve a 70% on the final grade (examinations + written assignments) will result in a course failure.

Due to the nature of the D-ABSN program, a student who fails a course is not automatically eligible to repeat the course and restart/continue the program. In the case of a course failure, a decision to repeat the course and continue in the program will be made on a case-by-case basis by the D-ABSN Program Director and Associate Dean for Education.

**AMSN**
AMSN students in the ABSN portion of the program are required to repeat a course if they earn a grade below a C- (< 70%). A grade below a C- (< 70%) constitutes a course failure. A rating of satisfactory is required for progression in the program. A rating of unsatisfactory results in a grade of “F” for the clinical course regardless of achievement on tests, papers, or other written assignments. Most required nursing courses are sequential, and a student who fails to pass such a course may require an individualized plan of study that may alter their progression and graduation date.

**FOR UNDERGRADUATE NURSING COURSES, THE FOLLOWING WILL APPLY.**
- Clinical Nursing and Nursing Science Courses (Pathophysiology, Pharmacology, and Health Assessment): Testing by examination in each course will comprise a minimum of 70% of the course grade. Students must earn a weighted average of 70% in order to be successful in the course. ATI proctored assessments are included in the average as appropriate. Once the 70% is met, papers and other written assignments will be included into the overall final grade. Failure to achieve a 70% on the final grade (examinations + written assignments) will result in a course failure.

- Nursing courses may be repeated only once. A second course failure will result in dismissal from the School. Repeating a course means the student may have to interrupt their program of full time study and graduation may be delayed. A revised plan of study
will be developed jointly by the student and the Program Director with space availability as a consideration.

- NRSG 324 Case Study Analysis Seminar I or NRSG 424 Case Study Analysis Seminar is required for a student earning a grade of C or less (≤ 76%) in any clinical nursing or nursing science course or scores less than a two (2) on any ATI proctored exam. A clinical nursing course is a course that involves a clinical, didactic, or a simulation/laboratory component. For example, 326 Acute and Chronic Care provides essential adult medical surgical information for use in NRSG 327 Clinical Practicum II.

For AMSN students to progress from the pre-licensure level to the MSN specialty area, a student must complete a minimum of 60 hours of the pre-licensure component with:

- at least a C- in each course, and
- at least a 3.0 cumulative GPA.

*Note: A valid Georgia RN license or compact license is required for students to begin clinical experiences in the MSN program (clinical experiences begin in October). Therefore, to progress in the MSN program a student must pass the NCLEX-RN examination by October 1 to engage in clinical coursework.*

**MSN**

The following progression requirements apply to post-licensure AMSN, MSN, and Post-graduate Certificate program students. Non-clinical and clinical course progression criteria are as follows.

**NON-CLINICAL COURSES**

1. Only one (1) C grade (73-76%) in a non-clinical course will be allowed.
2. A second C (73-76%) in a non-clinical course will constitute repeating the course.
3. In the case of two C grades in non-clinical courses in the same semester, the specialty coordinator in collaboration with the MSN Program Director will determine which course is to be repeated.
4. A student may repeat one non-clinical course, one time due to a C grade. If after repeating a course for a C grade, the student receives below a C grade (<73%), it will be deemed a second failure and the student will be dismissed from the School.

**CLINICAL COURSES**

1. A clinical course grade less than a B (<83%) will require the student repeat the course.
2. The student will not be able to progress in the clinical sequence until a grade of B or better is earned (83% or >).
3. A rating of satisfactory is required for progression in the program. A clinical rating of unsatisfactory results in a grade of “F” for the clinical course regardless of achievement on tests, papers, or other written assignments.
For DNP students, both post-BSN DNP & post-MSN DNP, a course grade in a DNP level course (700 level) less than a B (<83%) will require the student repeat the course. Post-BSN DNP students enrolled in a clinical specialty track (nurse practitioner, nurse midwifery) will follow MSN progression/course failure criteria.

Additionally, a student must maintain a GPA at or above a 3.0 each semester to be in good standing. A student will be on probation if the GPA falls below a 3.0. The student may only be on probation one time during the program and is subject to dismissal if placed on probation a second semester for any reason (e.g. didactic or clinical performance).

**POST-BSN DNP, NURSE ANESTHESIA** track students will follow the DNP course failure policy for DNP courses (700 level). For all other courses in the Nurse Anesthesia program, course failure is defined as a course grade less than a B- (<80%). A student who fails a course will not automatically be eligible to repeat the course and restart/continue the program. In the case of a course failure, a decision to repeat the course and continue in the program will be made on a case-by-case basis by the Nurse Anesthesia Program Director or designee.

Note: All post-BSN DNP students must hold an active Georgia nursing license by October 1st to begin clinical rotations.

**GOAL SETTING PLAN FOR STUDENT IMPROVEMENT**

A Goal Setting Plan for Student Improvement may be required for a student at any time during the program to provide additional guidance and support for student success. The Goal Setting Plan will include a description of the performance problem, measurable behaviors to be demonstrated, and a plan for re-evaluation of performance. Circumstances surrounding the student's problem(s) will be individually evaluated. The Goal Setting Plan for Student Improvement will be signed and dated by the student, the course faculty, and the Program Director.

The faculty will be available to assist the student to improve in the identified area(s). The student must demonstrate an active effort and satisfactory improvement in performance and/or behavior during the goal-setting period. Re-evaluation will be based on course/program objectives as criteria.

A copy of the written summary at the specified evaluation time point(s), signed and dated by the student and course faculty, will be given to the student. The original will be attached to the Plan and placed in the student’s file. The duration of goal setting status will be reviewed and approved by the Associate Dean for Education or their designee.

The following list is not exhaustive but describes examples of other situations that may result in the initiation of an Academic/Clinical Goal Setting Plan for Student Improvement:
• Unexcused or excessive absenteeism from clinical experiences or required educational activities.
• Academic or simulation examination failures during the semester.
• Documented unsatisfactory clinical performance with sufficient progress toward meeting competence.
• Documented failure to demonstrate the ability to correlate theory with clinical work with sufficient progress toward meeting competence.
• Documented failure to acquire the technical skills necessary to provide safe patient care with sufficient progress toward meeting competence.
• Poor simulation performance.
• A disinterested or unprofessional attitude in clinical performance or during attendance of program activities.
• Late or incomplete clinical records, including but not limited to: care plans/case management plans, evaluations, weekly tracking records, and clinical assignments.
• GPA below the required semester/program requirements.

Refer to page 72 for the academic progression guidelines for each program.

WITHDRAWAL POLICY

Registration may be cancelled by the student until the last day of the Drop/Add period and no entry for that semester will be made on the student’s transcript. To withdraw from a course or multiple courses after the Drop/Add period a student must submit a Notification of Withdrawal form to the Office of Enrollment and Student Affairs. The Notification of Withdrawal form is found on the website under Student Request forms.

A student who withdraws from a course or multiple courses by the midterm will be assigned a grade of “W” for the course regardless of their academic standing in the course. A student who withdraws from a course after the midterm date will be assigned a grade of “W” if they are in good academic standing in the course or a grade of “WF” if they are in academic jeopardy.

The instructor of the course will determine the grade. Determination of academic standing in a course will be based on the points accumulated at the time of withdrawal. For instance, if a course grade is based on 4 tests worth 25 points each but only 3 tests were available to the student at the point of withdrawal, academic standing will be determined based on the performance of the 3 available tests. For example, in an undergraduate course requiring the student earn a C- or greater (≥ 70%), the calculated average of the three (3) available test scores must be 70% or above to receive a grade of “W” for the course. An average score on the three (3) available tests of less than 70% will result in the assignment of a grade of “WF” for the course. The minimum passing grade for a course is defined by each program.

The earned grade of “WF” factors into a grade point average as an “F” (0 quality points) and will constitute a course failure. Progression policies defining the required GPA requirements by program will apply. For a student who has previously failed a course, a second failure will result
in dismissal from the program at the end of the academic semester during which the second failure occurs.

Students may withdraw from multiple courses during the program; however, a student may only withdraw from a specific course once during their tenure at the Nell Hodgson Woodruff School of Nursing. A second withdrawal request from a particular course will result in the inability to meet degree requirements for the program and the student will be withdrawn from the School at the end of the academic semester during which the withdrawal occurs.

**INVOLUNTARY WITHDRAWAL**

**INVOLUNTARY WITHDRAWAL POLICY**

Emory University considers the safety and welfare of its students, faculty, and staff a top priority. When a student engages in behavior that violates Emory’s rules of conduct or NHWSN Student Conduct policies, the behavior will be addressed as a disciplinary matter under the applicable Student Conduct policies (Emory University, NHWSN Code of Academic Conduct and/or Code of Professional Conduct). The NHWSN Student Conduct Codes define prohibited academic and non-academic conduct and outline a process for conducting disciplinary proceedings.

This Involuntary Withdrawal Policy and Procedure is not a disciplinary code, policy, or process. It is not intended to apply to situations in which a student engages in behavior that violates the University’s rules of conduct. It is intended to apply when a student’s observed conduct, actions and/or statements indicate a direct threat to the student’s own health and/or safety, or a direct threat to the health and/or safety of others. There may be situations in which both this Involuntary Withdrawal Policy and the NHWSN Student Conduct Codes may apply. In all cases, the Dean of the NHWSN shall have final authority regarding the decision, enactment, enforcement, and management of the involuntary withdrawal of a student.

**CRITERIA**

A student may be withdrawn involuntarily from Emory if the University determines that the student represents a direct threat to the health and safety of himself/herself or others by (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm to himself/herself or others; or (2) engaging or threatening to engage in behavior which would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of the University.

**PROCEDURE**

When the Associate Dean for Education, based on a student’s conduct, actions or statements, has reasonable cause to believe that the student meets one or more of the criteria for involuntary withdrawal, the Associate Dean may initiate an assessment of the student’s ability to safely participate in the University’s program.
The Associate Dean for Education initiates this assessment by first meeting with the student to (1) review available information concerning the behavior and/or incident(s) which have cause concern, (2) provide the student with a copy of this Involuntary Withdrawal Policy and Procedure and discuss its contents with the student, (3) provide the student an opportunity to explain his/her behavior, and (4) discuss options available to the student, including counseling, voluntary withdrawal and evaluation for involuntary withdrawal. If the student agrees to withdraw voluntarily from the University and waives any right to any further procedures available under this policy, the student will be given a grade of W for all courses, will be advised in writing of any conditions necessary prior to re-enrollment, and will be referred for appropriate health services.

If the student refuses to withdraw voluntarily from the University, and the Associate Dean for Education continues to have reasonable cause to believe the student meets one or more of the criteria for involuntary withdrawal, the Associate Dean for Education may require the student be evaluated by an appropriate health professional.

EVALUATION
The Associate Dean for Education may refer the student for a mandatory evaluation by an appropriate health professional. The health professional may be selected by the University, as long as there is no cost to the student for the evaluation. A written copy of the involuntary referral shall be provided to the student.

The evaluation must be completed within five (5) business days after the date the referral letter is provided to the student. Prior to the evaluation, the student will be required to sign a written authorization, authorizing the exchange of relevant information among the health professional(s) and the University. Upon completion of the evaluation, copies of the evaluation report will be provided to the Associate Dean for Education and the student.

The health professional making the evaluation shall make an individualized and objective assessment of the student’s ability to safely participate in Emory’s program, based on a reasonable professional judgment relying on the most current medical knowledge and/or the best available objective evidence. This assessment shall include a determination of the nature, duration, and severity of the risk posed by the student to the health or safety of himself/herself or others, the probability that the potentially threatening injury will actually occur, and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk.

The health professional will, with appropriate authorization, share his/her recommendation with the Associate Dean for Education, who will take this recommendation into consideration in determining whether the student should be involuntarily withdrawn from Emory. A copy of the health professional’s recommendation will be provided to the student, unless, in the opinion of the health professional, it would be damaging to the student to do so. If the evaluation results in a determination by the health professional that the student’s continued attendance presents no significant risk to the health or safety of the student or others, and no significant threat to
property, to the lawful activities of others, or to the educational processes and orderly operations of the University, no further action shall be taken to withdraw the student from the University.

If the evaluation results in a determination that the continued attendance of the student presents a significant risk to the health or safety of the student or others, such that there is a high probability of substantial harm, or a significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, the student may be involuntarily withdrawn from the University. In such an event, the student shall be informed in writing by the Associate Dean for Education of the involuntary withdrawal, of his/her right to an informal hearing, of his/her right to appeal the decision of the hearing officer, and of any conditions necessary for re-enrollment. In most cases, a student who is involuntarily withdrawn will be given a grade of W in all courses in which the student is currently enrolled.

INFORMAL HEARING
A student who has been involuntarily withdrawn may request an informal hearing before an ad hoc hearing committee comprised of three (3) faculty members and appointed by the Associate Dean for Education by submitting a written request to be heard within two (2) business days from receipt of the notice of Involuntary Withdrawal. A hearing will be set as soon as possible. The student shall remain involuntarily suspended pending completion of the hearing.

The hearing shall be informal and nonadversarial. During the hearing, the student may present relevant information and may be advised by a licensed health professional of his/her choice. The role of the adviser is limited to providing advice to the student.

At the conclusion of the hearing, the chair of the ad hoc hearing committee shall decide whether to uphold the involuntary withdrawal or whether to reconsider, and the student will be provided written notice of the hearing committee decision within two (2) business days. A copy of the ad hoc hearing committee decision will be forwarded to the Dean.

APPEAL TO THE DEAN
The student may appeal the hearing board’s decision to the Dean, who shall review all information presented and make a final decision as to whether or not to uphold the involuntary withdrawal.

EMERGENCY SUSPENSION
The University may take emergency action to suspend a student pending a final decision on whether the student will be involuntarily withdrawn, in situations in which (a) there is imminent danger of serious physical harm to the student or others, (b) there is imminent danger of significant property damage, (c) the student is unable or unwilling to meet with the Associate Dean for Education, (d) the student refuses to complete the mandatory evaluation, or (e) the Associate Dean for Education determines such other exceptional circumstances exist that suspension is warranted. In the event emergency action is taken to suspend the student on
an interim basis, the student shall be given notice of the emergency suspension and an initial opportunity to address the circumstances on which the emergency suspension is based.

CONDITIONS FOR RE-ENROLLMENT
Because the Involuntary Withdrawal Policy applies to cases in which there is a concern about the safety of the student or others, the Dean or their designee may require a student, who has been involuntarily withdrawn under this Policy, to be re-evaluated before they are readmitted in order to assure that they present no direct threat to themselves or others.

SEMESTER REVIEW OF ACADEMIC & PROFESSIONAL PERFORMANCE
Grade point average (GPA), time to degree completion, and course grades will be reviewed by the Associate Dean for Education in conjunction with program directors at the end of each semester. Grade point average (GPA), time to degree completion, and course grades requirements may vary by program. In addition, students in all programs must adhere to the Student Code of Conduct and Professional Standards, and demonstrate safe clinical practice. A Goal Setting Plan for Student Improvement may be initiated for students who do not meet the progression criteria based on grades, overall GPA, and professional behavior.

ACADEMIC DISMISSAL
Dismissal may occur if a student:
- Makes below the required grade in a repeated course, or
- Makes below the required grade in a second course, or
- Demonstrates unsafe clinical practice, or
- Fails to meet specific requirements for progression in a program.

The student should refer to the Code of Academic Conduct and Academic Grievance and Appeals process.

Students may be dismissed from the School with an option to reapply. Students who are dismissed a second time are not readmitted. The Dean of the Nell Hodgson Woodruff School of Nursing makes the final dismissal decision.

DISMISSAL FOR PROFESSIONAL CONDUCT
Students may be dismissed for violation of the professional code of conduct. The student should refer to the Code of Professional Conduct, Honor Council for issues of professional misconduct. The Dean of the Nell Hodgson Woodruff School of Nursing makes the final dismissal decision.

MEDICAL LEAVE OF ABSENCE
Degree seeking students in the School of Nursing are eligible to take an official medical leave of absence. The student should discuss/notify the appropriate program administrative personnel,
which may include the program director, specialty coordinator, and/or the Associate Dean for Education.

To be eligible for a medical leave, the student must provide a letter stating the nature of the leave, the anticipated return date, and a note from a health professional documenting the condition that is cause for the leave to the Office of Enrollment and Student Affairs. When the Office of Enrollment and Student Affairs has received all documentation and administrative approval, the student will be withdrawn from all course work, unless the semester is still in the schedule change period, in which case the student will be dropped from classes. The period during an approved leave will not count against the time limit to complete degree requirements.

**RE-ENROLLMENT AFTER ABSENCE**

If withdrawal or absence from the School is necessary for any reason for one (1) or more semesters, the student must request permission for readmission through the Office of Enrollment and Student Affairs. For students enrolled in the traditional BSN program summers are not considered an absence.

Requests for readmission must be submitted and approved no later than 60 days prior to the beginning of the semester in which the student wishes to return to the School. Applications should be submitted by June 1 for fall consideration and November 1 for spring consideration.

There is no guarantee that a student will be readmitted. The faculty may require an assessment of a student’s knowledge/skills prior to readmission. Readmission will depend on the faculty’s evaluation of the likelihood of the applicant’s successful performance in succeeding work; the competition of other applicants; and class/clinical space availability. For student reentry, assessment will relate to demonstrating clinical safety and proficiency. Assessment will be relevant to the student’s specialty area and level of practice on exit from the program. Evaluation may include a written exam, written cases, and demonstration of clinical skills/competencies.

A student readmitted after a withdrawal (voluntary/involuntary) or after having been suspended or dismissed with conditional reenrollment will be placed on a Goal Setting Plan for Student Improvement during their first semester returned.

**GRADUATION**

All requirements for graduation must be met in order for a student to participate in commencement activities. Dual degree students must complete the requirements for both degrees prior to participating in graduation ceremonies. Degree verification will be completed by the Office of Enrollment and Student Affairs. The student and his/her academic adviser will be contacted in the event a discrepancy occurs in order to verify that all academic requirements have been met.
The University holds a formal graduation ceremony known as commencement annually in May. All August and December graduates of the prior calendar year are invited to participate in the May commencement. All requirements for graduation must be met in order to participate in commencement activities. Exceptions to this policy may apply. Please contact the Associate Director, Academic Programs for more information. Graduation deadline information is available at www.registrar.emory.edu/graduation/index.html.

Emory University requires students who are completing their course work to apply for graduation. Applications are available early in the semester, and must be turned in to the Office of Enrollment and Student Affairs prior to the deadline. There is no fee for applying before the deadline. Applications turned in after the deadline must be accompanied by a late fee.

In addition to a formal graduation ceremony each May, the School of Nursing hosts Student Recognition events in August and December.

**DEGREE COMPLETION REQUIREMENTS**

**BSN (TRADITIONAL)**
- Completion of 60 semester hours of prescribed bachelor’s-level nursing courses, of which 45 semester hours must be taken at Emory University.
- A minimum of 120 credit hours is required for graduation.
- Cumulative GPA of 2.5.
- Completion of course requirements within five (5) years of entrance to the program*.

*Entrance into the program is defined as enrollment into the first course of the program.

**LATIN DESIGNATIONS**

Latin designations are awarded to first-degree baccalaureate students and are based on the final GPA.

**BSN LATIN HONORS GPA DESIGNATIONS ARE AS FOLLOWS:**
- Summa cum laude 3.90 - 4.0
- Magna cum laude 3.75–3.899
- Cum laude 3.60–3.749

**HONORS DESIGNATION CRITERIA**

Graduates who successfully complete the Honors Program are recognized with distinction as follows:
- **Honors**: Satisfactory completion of the Honors Program with an overall GPA average of 3.50 in the School of Nursing.
- **High Honors**: Satisfactory completion of the Honors Program with an overall GPA average of 3.50 in the School of Nursing and a thesis of the quality sufficient for an oral presentation to scholars in the candidate’s field.
• **Highest Honors:** Satisfactory completion of the Honors Program with an overall GPA average of 3.50 in the School of Nursing and a thesis of the quality suitable for a written publication.

**ABSN**
- Completion of 60 semester hours of prescribed bachelor’s-level nursing courses, of which 45 semester hours must be taken at Emory University.
- A minimum of 120 credit hours is required for graduation.
- Cumulative GPA of 2.5.
- Completion of course requirements within five (5) years of entrance to the program*.

*Entrance into the program is defined as enrollment into the first course of the program.*

**D-ABSN**
- Completion of 47 semester hours of prescribed bachelor’s-level nursing courses, of which all semester hours must be taken at Emory University.
- Cumulative GPA of 2.5.
- Completion of course requirements within five (5) years of entrance to the program*.

*Entrance into the program is defined as enrollment into the first course of the program.*

**AMSN**
**PRE-LICENSURE:**
- Satisfactory completion of 60 semester hours of prescribed bachelor’s-level nursing courses, of which 45 semester hours must be taken at Emory University.
- A minimum of 120 credit hours is required for graduation.
- Cumulative GPA of at least a 3.0*
- At least a C- in each course

*Requirement to progress to the MSN otherwise a 2.5 GPA to graduate with a BSN.*

**POST-LICENSURE:**
- Satisfactory completion of all MSN program requirements.
  - Minimum requirements for MSN credits counting toward the degree*
    - Satisfactory completion of at least 36 MSN credit hours
    - At least 17 credit hours must be in lecture or seminar work
    - Course work must be on a 500, 600, or 700 level
    - A grade of B or better must be earned in all clinical course work taken
- Cumulative GPA of 3.0.
- Completion of course requirements within five (5) years of entrance to the program*.

*Entrance into the program is defined as enrollment into the first course of the program.*

**MSN**
- Satisfactory completion of all MSN program requirements.
  - Minimum requirements for MSN credits counting toward the degree
    - Satisfactory completion of at least 36 MSN credit hours
• At least 17 credit hours must be in lecture or seminar work
• Course work must be on a 500, 600, or 700 level
• A grade of B or better must be earned in all clinical course work taken
  • Cumulative GPA of 3.0.
  • Completion of course requirements within five (5) years of entrance to the program*.

*Entrance into the program is defined as enrollment into the first course of the program.

POST-BSN DNP
• Satisfactory completion of all specialty track program requirements.
• Completion of all DNP program and project requirements.
• Cumulative GPA of 3.0.
• Completion of all program requirements within five (5) years of entrance to the program*.

*Entrance into the program is defined as enrollment into the first course of the program.

DNP – POST-MASTER’S
• Completion of all DNP program and project requirements.
• Cumulative GPA of 3.0.
• Completion of course requirements within five (5) years of entrance to the program*.

*Entrance into the program is defined as enrollment into the first course of the program.

FINANCIAL REQUIREMENTS FOR GRADUATION
All financial obligations to the University must be satisfied prior to graduation. In the case of outstanding loans not then due and payable, loan documents satisfactory to the University must have been executed and delivered to it, and all payments must be current.

GRADUATION ATTENDANCE
Official University and School commencement exercises are held at the end of the spring semester (May). Candidates completing degree requirements in the spring should arrange to be present at commencement events, including University commencement and the School of Nursing commencement. Students must be enrolled in the University for the term in which they wish to graduate. Candidates completing degree requirements in the summer or fall of the preceding year have the option of attending spring commencement activities.

Students who have not met degree requirements because of incomplete course or clinical work may not participate in University or School commencement events. Dual degree students must complete the requirements for both degrees to participate in graduation ceremonies, including commencement.

Students who have an academic and/or professional conduct violation pending, or have not completed the sanctions given by the Honor Council, may not participate in graduation activities, including commencement.
NATIONAL COUNCIL LICENSURE EXAMINATION (NCLEX) EXAM PREPARATION REQUIREMENTS
All graduates receiving a BSN are eligible to take the NCLEX examination for RN licensure. To assure the highest probability of success in passing this exam, the faculty have integrated study preparation activities throughout the curriculum. Prior to forwarding graduates’ names to the licensing boards, the School requires each student to demonstrate proficiency and high probability of passing the NCLEX examination for RN licensure. Proficiency determination includes but is not limited to predictor exams, review course participation, course exams, etc.

ADVANCED PRACTICE REGULATIONS
The advanced practice regulations of states can be highly variable as are the certification requirements of each nursing specialty. While faculty and staff will gladly provide assistance where possible, students must assume responsibility for meeting certificate requirements and for their own eligibility for practice.

HONORS AND AWARDS
SIGMA THETA TAU INTERNATIONAL
Sigma Theta Tau, founded in 1922, is the International Honor Society of Nursing in the United States. The Emory chapter, Alpha Epsilon, was chartered in 1964. Election to membership constitutes one of the higher honors that may come to a professional nurse. Eligibility for student membership is determined by scholastic achievement, evidence of professional leadership potential, and achievement in the practice of nursing.

OMICRON DELTA KAPPA (ODK)
ODK recognizes student, faculty, staff, and alumni leadership. Members—both men and women—are elected from the University community and the Association of Emory Alumni. Membership is based on character, scholarship, participation in student activities, and service to the University.

WHO’S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES
Who’s Who honors college and University students who have made significant contributions to their Schools. The selection is made on the basis of leadership, service, and scholarship.

MORTAR BOARD
This national honor society was established to recognize outstanding leadership, scholarship, and service to the University. Nursing students are elected and installed in the spring of their junior year.

100 SENIOR HONORARY
The 100 Senior Honorary is an award and designation presented by the Emory Alumni Association (EAA) and the Student Alumni Board (SAB). The honor is given to the 100 most outstanding seniors in the undergraduate Schools. Graduates of Oxford, Emory College,
Goizueta Business School, and the School of Nursing are represented in the 100 Senior Honorary. Recipients of the 100 Senior Honorary are honored for their accomplishments during their time at Emory and are charged with the responsibility of maintaining strong ties with their classmates and Emory during their many years after graduation.

NEILL HODGSON WOODRUFF AWARD FOR EXCELLENCE IN NURSING
The Nell Hodgson Woodruff Award for Excellence in Nursing, also known as the Silver Bowl Award, is awarded to a student who has demonstrated outstanding clinical and scholastic abilities while also serving as an inspiration to other students. Honorees demonstrate all of the School’s values of Excellence, Collaboration, Social Responsibility, Innovation, and Leadership. Mrs. Woodruff herself awarded the first silver bowl in 1948. The award is presented by the Nurses Alumni Association to outstanding AMSN students during the School of Nursing’s Pinning Ceremony in August and December’s Winter Awards Ceremony. BSN PhD, DNP, MSN recipients are recognized during the May Awards Ceremony.

NEILL HODGSON WOODRUFF SCHOOL OF NURSING AWARD FOR COMPASSION AND CARING
Nell Hodgson Woodruff was best known for her compassionate and caring spirit. The Nell Hodgson Woodruff Award for Compassion and Caring honors her legacy by recognizing an Emory nursing student who exhibits excellence in leadership, scholarship, and social responsibility and demonstrates extraordinary compassion when caring for their patients. BSN, ABSN, D-ABSN, AMSN, MSN, DNP, and PhD students are eligible and are recognized during the School of Nursing’s Awards Celebration in May.

AWARD OF EXCELLENCE
The Award of Excellence is given to a BSN and MSN student who achieves significant outcomes that demonstrate a sustained commitment to high quality.

EXCELLENCE IN COLLABORATION AWARD
The Excellence in Collaboration Award is given to a BSN and MSN student who embraces community, partnerships, mentoring, and diverse perspectives.

EXCELLENCE IN SOCIAL RESPONSIBILITY AWARD
The Excellence in Social Responsibility Award is given to a BSN and MSN student who treats all with respect and dignity, and who engages others to positively influence health and social justice.

EXCELLENCE IN INNOVATION AWARD
The Excellence in Innovation Award is given to a BSN and MSN student who creates, uses, evaluates, and disseminates cutting-edge approaches to advance our mission and vision.

EXCELLENCE IN LEADERSHIP AWARD
The Excellence in Leadership Award is given to a BSN and MSN student who shapes nursing, health care, and the Nell Hodgson Woodruff School of Nursing through vision, courage, and optimism.
NHWSN ALUMNI ASSOCIATION
http://www.nursing.emory.edu/alumni-and-giving/get-involved/nurses-alumni-association.html

All current and former students of the School of Nursing who have completed one (1) academic year in good standing are automatically members of the Nurses’ Alumni Association (NAA). The School has approximately 8,200 graduates in 49 states and internationally. The mission of the Nurses’ Alumni Association (NAA) is to advance the School’s mission by promoting lifelong relationships among alumni and strengthening their connection to the School through social, professional, and philanthropic opportunities.

Nursing students should contact the Development and Alumni Relations office to connect with our alumni who have expressed an interested in mentoring, serving as clinical preceptors, and providing career connections and networking opportunities for emerging nurse leaders.

Additionally, the Development and Alumni Relations office seeks philanthropic support from individuals including alumni, faculty/staff, and friends as well as foundation and corporate support that are aligned with the mission and projects of the School. Our School of Nursing donors generously support student scholarships, faculty positions, School programming and centers, simulation, and service learning opportunities. With all of us working together we can nurture and build the next generation of healthcare innovators and leaders in Nursing.

Amy Dorrill, MBA, FAHP, CFRE
Associate Dean of Development and Alumni Relations
amy.dorrill@emory.edu
404.727.6264
CLINICAL EXPECTATIONS

TRANSPORTATION

http://transportation.emory.edu

Students are responsible for their transportation to clinical sites. There are free shuttle services that serve the Emory University Hospital, Emory University Hospital–Midtown and Grady Memorial Hospital. The schedule can be found at http://transportation.emory.edu or by calling 404.727.PARK (7275). Shuttle maps are located in TransLOC, GPS tracker. Download the application at http://emory.transloc.com/info/mobile for all smart devices.

PREPARATION

For the pre-licensure student, preparation for each clinical is unique. The course syllabus will define the expectation for clinical preparation for the course. Preparation may involve reading and/or completing assigned documents prior to arriving to the clinical site and post-experience documents and other forms.

ATTENDANCE

Full participation in all clinical experiences is essential to becoming prepared as a safe practitioner. Students are to come to all clinicals prepared for the experience as directed by the faculty. Coming unprepared to a clinical experience may result in removal from the clinical area and will require make-up clinical time at the convenience of the faculty.

Any clinical absence must be reported to the clinical faculty, the agency involved and/or the preceptor. For students with excused absences, clinical make-up dates will be scheduled as far in advance as possible and the student will be notified via email of the clinical makeup date and any preparation required for the experience. Only one (1) make-up day will be scheduled.

Should a student have an approved absence with a required make-up of greater than one (1) day, an incomplete grade will be assigned for the semester. The student must complete the required additional make-up day(s) prior to beginning the next semester.

D-ABSN students must complete all clinical experiences during the clinical block time.

TARDINESS

Tardiness is defined as arriving to the designated clinical unit or meeting place at a time after the designated start of clinical. If a student anticipates they will be tardy, the faculty must be notified prior to the beginning of the clinical day. Tardiness without prior notification at the beginning of the clinical day may result in a required make-up. Two or more tardy incidences may result in a full clinical make-up day and the initiation of Goal Setting Plan for Student Improvement.
ILLNESS
Nursing students under the care of a health professional should bring a statement from the health professional to the course faculty within 72 of the absence. The statement should indicate whether or not the student is able to return to clinical. Students should consult their clinical faculty for further direction regarding how to handle the make-up for excused clinical illness.

OUTSIDE EMPLOYMENT
Furthermore, schedules for the programs are subject to change and may cause conflicts with previously scheduled outside employment. It is imperative to realize the faculty will not make concessions in clinical or class time due to outside employment. Any such conflicts are not valid cause for being excused from class or clinical. The scheduling of all outside appointments is strongly discouraged during class or clinical time.

GUIDELINES FOR PROFESSIONAL APPEARANCE AND ATTIRE FOR NURSING STUDENTS
Program specific requirements may apply. Specific clinical agency requirements may also apply. Approved by Faculty: May 2002 Effective August 2002; Revised June 2014; June 2017, June 2018

PROFESSIONAL APPEARANCE
The nursing student’s professional attire influences the public’s image of Nursing in general and the School specifically. Good hygiene and personal cleanliness are of utmost importance and have a high priority in relation to professional attire. Things that could be offensive to others or that have potential for causing harm to others must be avoided.

The following guidelines are to be followed by all students. Some dress requirements may vary based on the health care agency. Students should follow directions by the faculty in those situations. When in doubt the following guidelines for professional appearance should be adhered to

- Students must be neat, well groomed, and appropriately dressed
- Hair
  - Neat, and of a natural color. Hair should be styled off the face and out of the eyes. Shoulder length hair should be secured to avoid interference with patients or work duties.
  - Beards and mustaches must be short, and trimmed neatly.*
  - Unless head coverings are required for religious or cultural reasons, hats or other head coverings should be avoided.
- Fingernails
  - No false fingernails of any type, including acrylics, gels, or wraps
  - Nails must be short enough to not be seen over the tips of the fingers
  - No nail polish of any kind or color is permitted
• Jewelry
  o Earrings: only two small, non-dangling earrings in each ear lobe are permitted
  o Body Piercing: other than earlobes, may not be visible. Only clear retainers may be used to maintain the piercing while the jewelry is out
  o Rings: only plain wedding bands are permitted. No rings with stones are permitted due to the potential for the stone to cause injury to the patient, tear through gloves, or harbor pathogens
  o Bracelets are not permitted
  o Wristwatches may be worn; expansion bands are preferred
• Tattoos
  o Body art and body piercings, which may be acceptable in some situations, should not be worn or displayed by students in professional settings.
  o Clothing should cover tattoos, if requested by the clinical setting.
• Perfumes and colognes should be avoided
• Tobacco
  o Third hand smoke also known as residual smoke noted as odors on clothing, breath, skin, or hair my pose health risks to others. Some areas may remove students from the area if odors are detectable.
  o Health care agencies are generally smoke free zones and students are to comply with all University and healthcare institution regulations.
• Chewing gum is not permitted in the clinical setting. Breath mints are permitted.
• Cell phones
  o Students may be expected to bring smart phones to clinical for access to references only.
  o Students may not use email, text messaging, or call features in the clinical settings for personal use. Students may use cell phones to contact their clinical supervisors or to communicate with members of the healthcare team as indicated.
  o Should the student need to be contacted, students may give a faculty member’s cell phone number to individuals who may need to contact them in an emergency during clinical hours.

*If the student will potentially be using N95 facemasks, face must be clean and shaven.*
PURCHASING UNIFORMS FOR BSN/ABSN
The student uniform may be purchased from the *Emory University Barnes and Noble Bookstore*. Students should purchase two complete uniforms at the beginning of the first semester. Students should call the bookstore to order uniforms. Bookstore information is as follows:

*Emory University Barnes & Noble Bookstore, Oxford Rd Building*
1390 Oxford Rd NE
Atlanta, GA 30322
404.727.6222
http://emory.bncollege.com/

DIRECT PATIENT CARE UNIFORM REQUIREMENTS (PRE-LICENSURE)
THE UNIFORM FOR BOTH MEN AND WOMEN FOR ON AND OFF CAMPUS CLINICALS CONSISTS OF:

- Navy blue pants and a navy blue tunic top with the Emory University School of Nursing emblem embroidered on the left upper chest area.
  - Choose between two styles of navy blue uniform pants.
  - Women may choose between a pullover tunic top and a snap front closure tunic top.
  - Students should ensure that the uniform fits properly and that no skin is exposed at the waist and the chest is appropriately covered when the student bends at the waist.
- Optional blue or white cuffed long-sleeved jacket with Emory School of Nursing emblem embroidered on the left upper chest.
- A thin, plain, nude, black or white long sleeve shirt without a collar may be worn under the scrub top to hide tattoos (not a turtleneck).
- A white, professional, mid-thigh length laboratory coat is to be worn when in the clinical setting, but not involved in direct patient care. Laboratory coats do not need the School embroidered emblem.
- Shoes: Only all white or black leather or vinyl shoes with flat rubber or other quiet soles (designed specifically for nurses).
- White socks that cover the ankle must be worn with shoes at all times.
- Photo identification badges are to be worn on the uniform at all times for clinical practice and on the lab coat when students are present in agencies for orientation or assessment prior to clinical practice. The photo identification badges and a name tag with large print must be purchased from the University during orientation week.
- All items of the uniform must be kept clean and wrinkle free.
- Specific clinical sites may have more/less stringent uniform requirements that supersede the School policy. These requirements will be discussed prior to beginning the clinical rotation.
INDIRECT PATIENT CARE UNIFORM REQUIREMENTS (PRE-LICENSURE)

FOR CLINICAL LEARNING ACTIVITIES THAT EXCLUDE DIRECT PATIENT CARE, THE FOLLOWING GUIDELINES APPLY:

- Clothing should be clean, professionally styles, and in good repair.
- ‘Business casual’ dress. Women should wear tailored slacks or dresses or skirts of medium length. Men should wear slacks and a dress shirt.
- Shorts, blue jeans, halter or spaghetti straps, T-shirts with logos, capri pants are not appropriate professional dress when in clinical agencies.
- Shoes must be closed-toe, comfortable, clean and in good repair. Sandals are not permitted.
- The clean, white, jacket-length coat over clothing with the Emory University School of Nursing Photo ID badge must be worn at all times.

ATTIRE FOR MENTAL HEALTH, COMMUNITY SETTINGS, AND SOME SPECIALTY AREAS

Faculty will issue guidelines for attire in the clinical setting. As a general rule of thumb, when in doubt is to wear business casual dress or the student uniform with the Emory School of Nursing Photo ID badge. Students and faculty are required to adhere to the policies and regulations of the clinical institutions with whom we partner. The responsibility for establishing guidelines for the professional attire of nursing students rests with the faculty and administration of the School of Nursing. Exceptions to this policy may be made by the faculty and administration as appropriate. Suggestions for change may be submitted to the Associate Dean for Education by any faculty or student. Both students and faculty share the responsibility for adherence to the established guidelines.

GRADUATE DRESS CODE

These dress code requirements are to be utilized by graduate, advanced practice students. Students in the CRNA program are referred to the specific requirements in the Nurse Anesthesia Student Handbook. Every student is responsible for checking with the placement coordinators and or preceptor prior to his or her first shift to follow proper protocol. Inpatient sites may have specific requirements related to lab coats and scrubs worn from outside the hospital.

SPECIFIC DETAILS:

Students are expected to wear professional attire at all affiliated clinical sites. All students must wear a white lab coat or jacket with their Emory student ID badge displayed. Each lab jacket should be clean and neatly pressed prior to every clinical day. Lab coats worn by Emory students may display the Emory logo on the breast pocket of the lab coat.

If not wearing scrubs, the dress code is business casual with a lab coat. Male students must wear a collared shirt with long slacks. Female students must wear a dress/skirt of appropriate length or slacks and closed-toed shoes.
Students in clinical rotations in Emergency and in-hospital Departments should wear clean, non-wrinkled scrubs with a lab coat and closed-toed shoes. Urgent care rotations require business casual and a lab coat unless the preceptors wear scrubs and lab coats, in which case students should do the same.

Denim jeans, t-shirts, miniskirts, shorts, sandals, and flip-flops are not to be worn in clinical settings. Clean, athletic shoes in good condition may be worn in the ED or ICU if worn with scrubs.

It is recommended that hair be pulled back and secured if it touches the shoulder to avoid interference with procedures, examination, etc. Please avoid use of strong cologne, aftershave, perfume, and excess make-up. Nail polish is discouraged. If wearing nail polish, a neutral or clear color is the only color appropriate in the clinical setting. If you wear nail polish, it is essential that you wear gloves prior to working with your patients. Length of fingernails is to be short (natural nail tips should be less than ¼ inch long), clean and well-manicured. No artificial nails of any type are allowed in clinical settings.

Jewelry is to be kept to a minimum (wedding bands are permitted, no dangling earrings, necklaces under clothing only). According to the CDC, some studies have shown that skin underneath rings contains more germs than comparable areas of skin on fingers without rings. ([https://www.cdc.gov/handhygiene/providers/index.html](https://www.cdc.gov/handhygiene/providers/index.html))

**LAB COAT AND EMBROIDERY INFORMATION:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Hours</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emory Bookstore Recommended Vendor</td>
<td>1390 Oxford Road</td>
<td>M-F – 9am to 5pm</td>
<td>404.727.6222</td>
</tr>
<tr>
<td></td>
<td>Atlanta, Georgia 30322</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniform Advantage 10% discount with Emory ID</td>
<td>1496A Church Street Decatur, Georgia 30030</td>
<td>M-F – 10am to 8pm, Sat. – 10am-5pm</td>
<td>404.370.0993</td>
</tr>
<tr>
<td>The Big Stitch Embroidery</td>
<td>1790 Cheshire Bridge Road, NE, Suite 114 Atlanta, Georgia 30324</td>
<td>M-F – 10am to 6pm</td>
<td>404.680.7124</td>
</tr>
</tbody>
</table>

For more information, please contact your Program Administrator.

**STUDENT IDENTIFICATION BADGES**

All students in the School of Nursing must wear appropriate identification while in the clinical area. *Refer to page 29 for information on how to obtain an Emory ID badge.*

A Proximity card (Prox card) is required for access to Emory University Hospital–Midtown (EUHM). Students should see the appropriate Program Director to determine if they will have a clinical rotation at EUHM. The student will need to designate to the Emory Card Office if they
are a BSN, MSN or DNP student. The fee for the Prox card is $8. Payment can be made by cash or check only.

For a student already working for EUHM, an Emory ID is needed to access the clinical sites as an Emory nursing student. There is no need to request the Prox card for EUHM access; since they are already an employee and should have their EUHM issued ID card.

For a student working at Emory Healthcare, the student does not need a new Emory ID card. However, they must go to the Emory Card Office to request to have their current ID card encoded to student access status.

Students may only use the name that is on record at the Office of the Registrar for their Emory ID. Neither the Emory Card Office nor the School of Nursing has the authority to change the name upon the student’s request. All name changes must be done through the Registrar’s Office with the appropriate documentation.

Students who withdraw from the School of Nursing must turn in the photo ID to the Office of Enrollment and Student Affairs.

**PRECEPTOR RELATIONSHIPS**

Students are frequently assigned to preceptors for clinical practice. These preceptors agree to work in close collaboration with both the student and clinical instructor/specialty coordinator. Students are to maintain professional relationships with preceptors and to maintain close communication with faculty regarding the preceptor experience.

**GRADUATE STUDENT EMPLOYMENT**

Graduate students employed or volunteering in health care settings, either during their enrollment in the School of Nursing or during the holidays and between semesters shall be employed or volunteering only as registered nurses. They shall not represent themselves as advanced practice registered nurses.

**EXPERIENCES SCHEDULED OUTSIDE ACADEMIC CALENDAR**

Occasionally, graduate students (non-anesthesia students) must complete clinical requirements on a schedule outside the normal academic semester (during holiday breaks, between semesters, etc.). If this is necessary, the specialty coordinator or the program director must approve this clinical arrangement and arrange for faculty supervision during this time. Documentation for these exceptions must be submitted to the Office of Enrollment and Student Affairs by the faculty member.
CLINICAL/SERVICE LEARNING HEALTH AND COMPLIANCE REQUIREMENTS

All students accepted into the School of Nursing, and faculty, are required to fulfill health requirements for clinical agency placement and complete site-specific orientation. Immunization requirements, criminal background investigation, and drug testing are subject to revision. Students who do not have documentation of the required immunizations are required to obtain the immunization(s) or a signed waiver from their healthcare provider. Students must also complete the Authorization for Use/ Disclosure of Protected Health Information test, also known as HIPAA. Clinical agencies may require students to complete additional compliance and/or credentialing requirements. Details regarding these requirements are available on the admitted student webpage: http://www.nursing.emory.edu/admitted-students/index.html.

Students are responsible for updating the Program Administrator immediately of any changes in their health status, to update certifications, and to report situations that would adversely affect the student’s background information.

To better serve our students, the School of Nursing partners with Employment Screening Services (ESS) to manage clinical compliance documents. ESS is a secure, confidential web-based company that is HIPPA/FERPA compliant.

For students, this partnership means:
- Safe uploading and viewing of immunization records
- Electronic access to health compliance documents, 24/7
- Email reminders for those items not yet completed

Student Health Services also maintains student immunization records, health history forms, and physical exam records. Students should keep copies of their records in order to maintain proof of the appropriate requirements.

Students and faculty cannot participate in clinical or service learning experiences without completing all requirements. Any student without complete documentation will be excluded from the clinical area/service learning experience. Make-up for the unexcused clinical absence/service leaning experience is mandatory. Students should refer to the excused/unexcused absence policy.

IMPAIRED STUDENT POLICY

Students in the classroom, simulation/laboratory and/or clinical area suspected of being under the influence of alcohol or another chemical substance that may impair the student’s judgment will be immediately removed from classroom, simulation/laboratory and/or the clinical area and required to take a drug screen. Refusal to submit to a drug screen will be considered a positive drug screen.
If the drug screen is found to be negative, the student will return to classes, simulation/laboratory, and the clinical area and lost clinical time must be made up. If the screen is positive, the student will be referred to the University Counseling Service for the development of a treatment plan, and upon successful completion of the treatment plan, a Goal Setting Plan for Student Improvement will developed and approved by the appropriate Program Director and Associate Dean for Education. A student will be dismissed from the nursing program for a second positive drug screen.

**BLOODBORNE PATHOGENS AND UNIVERSAL PRECAUTION TRAINING**

Universal precautions are infection-control measures that reduce the risk of transmission of bloodborne pathogens through exposure to blood or body fluids among patients and health care workers. It is important that all student nurses are educated about occupational risks and understand the need to use universal precautions with all patients, at all times, regardless of the patient diagnosis. In recognition of these potential hazards, the Occupational Safety and Health Administration (OSHA) implemented a regulation (Bloodborne Pathogens 29 Code of Federal Regulations (CFR) 1910.1030.) to help protect workers from the transmission of bloodborne diseases within potentially exposed workplace occupations.

For undergraduate students, this is accomplished through classroom, simulation/laboratory, and clinical setting training and online testing for documentation purposes. For graduate students, online testing is provided for documentation purposes and specialty-specific procedures are covered in the classroom and clinical settings. Students also receive site-specific training upon arrival at the clinical site. Documentation of training in bloodborne pathogen and universal precaution from other institutions or employers cannot be accepted.

**REPORTING INCIDENT, INJURY, AND PATHOGEN EXPOSURE**

Incidents involving unexpected events in the clinical or community setting must be reported immediately to the agency and clinical faculty. The clinical faculty is responsible for notifying the program director. If the clinical faculty is not available, the student should contact the program director. Reporting includes errors/omission in medication administration, injury to patients such as skin tears or falls, chemical or hazardous waste exposure, and exposure to blood/body fluids and other infectious body fluids. The Incident, Injury, and Pathogen Exposure Report form is to be completed by the student and clinical faculty and sent to the program director. For can be found in the “student request forms” section: [http://www.nursing.emory.edu/audience-guides/students-audience-guide.html](http://www.nursing.emory.edu/audience-guides/students-audience-guide.html)

**REPORTING & POST-EXPOSURE MANAGEMENT OF EXPOSURE TO BLOOD/BODY FLUIDS AND OTHER INFECTIOUS BODY FLUIDS**

*Adopted, August 25, 1992; Revised, August 30, 1995; March 31, 1997; April 30, 1998; May 30, 1999; August 1, 2005; August 18, 2006; June 2007; August 2008; June 2017*
INTRODUCTION
The purpose of the Procedure for Student Exposure to Blood/Body Fluids is to inform students, faculty, clinical agency personnel, and health care providers regarding procedures for management of accidental exposure of students to Hepatitis B, Hepatitis C, HIV, and/or other bloodborne and airborne pathogens.

This protocol applies to all students enrolled in the School of Nursing who incur, during clinical experience, a percutaneous or permucosal exposure to blood and body fluids, which may expose them to Hepatitis viruses, Human Immunodeficiency Virus (HIV), and/or other bloodborne pathogens.

To reduce the risk of possible exposures to blood and body fluids, the School of Nursing requires the following:

• Immunization against Hepatitis B prior to matriculation
• Instruction of all enrolled students in the use of Standard Precautions. Supervision of students by qualified faculty during clinical experiences
• Annual training for all students and faculty regarding OSHA Bloodborne Pathogens (Universal Precautions) guidelines. Training obtained at other institutions or places of employment cannot be a substitute to the annual training requirement for the School of Nursing

Students and faculty must comply with the communicable/infectious disease policy of the affiliating clinical site/agency/ facility, as well as the policies of the School of Nursing. Always report any type of Needlestick or blood/body fluid exposure immediately.

STUDENT RESPONSIBILITIES
Effective primary prevention depends upon adequate immunization and the scrupulous, consistent use of standard precautions. Students are responsible for obtaining necessary immunizations and using proper precautions in situations where exposure to blood/body fluids may occur. Appropriate Personal Protective Equipment (PPE) including, but not limited to gloves, gowns, laboratory coats, face shield or masks and eye protection, should always be worn when performing duties that could cause occupational exposure.

IMMEDIATE RESPONSE FOR EMERGENCY TREATMENT AFTER EXPOSURE TO BLOOD/ BODY FLUIDS
Eye Splashes
Action
• Remove contact lenses if present
• Immediately flush eyes with cold water for 15 minutes

Splashes to Oral and Nasal Mucosa
Action
• Flush vigorously with cold water for 15 minutes
Skin exposure/Needlestick

Action

- Immediately wash skin thoroughly with soap and water

Steps to follow for an exposure:

1. **IMMEDIATELY** notify your on-site preceptor or charge nurse or clinical faculty if onsite

2. **GO**
   - Non-hospital setting: GO immediately to an Emergency Department at the nearest hospital
   - Hospital setting: GO to Employee/Occupational Health or the Emergency Department

3. **OBTAIN** the name of the follow-up contact at the site, i.e., Practice Administrator, Employee Health personnel, community site supervisor, or the name of the person who is coordinating assessment of the source patient.*

4. **IDENTIFY** yourself as an Emory Nursing Student who has received a needlestick or exposure to blood/body fluids.

5. **NOTIFY** Emergency Center staff of Emory Requirements
   - Rapid HIV Test and Labs within 2 hours of exposure
   - Baseline Labs: HIV Antibody, Hepatitis B Surface Antibody, Hepatitis C Antibody and Pregnancy Test (for women)
   - Baseline labs for Source Patient: Rapid HIV Screen, HIV Antibody, Hepatitis Panel (HCV Antibody, Hepatitis B Surface Antigen, Hepatitis B core IgM Antibody, SGPT (ALT) Serum, GGTP Serum and SGOT (AST).The student should never obtain consent from the source patient for HIV testing; the site should.
   - If the Emergency Department has any questions regarding procedure, call the Needlestick Hotline at 404.727.4736, 24-hours a day

6. **STOP** Before you leave the Emergency Department:
   - Obtain a copy of Facility Incident Report from the preceptor or charge nurse*
   - Obtain a copy of Lab Results*
   - Obtain a copy of Emergency Department discharge paperwork*
   - Notify your Emory faculty clinical instructor and inform him/her of the incident
   - If the clinical instructor/faculty is not available within one (1) hour of the exposure, the student should contact the appropriate BSN/ABSN/AMSN/DNP program director or specialty coordinator as soon as possible after the incident. If these individuals are not available, the student should contact the Associate Dean for Education. Contact numbers can be found on page 19.

7. **FOLLOW UP***

8. **REPORT** a needlestick by calling the operator. The operator will contact appropriate personnel depending upon where the exposure occurred.

The Woodruff Health Sciences (WHSC) Operator is 404.727.4736, 24-hours per day.
• **COMPLETE the School of Nursing’s *Incident, Injury, and Pathogen Exposure Report*: [http://www.nursing.emory.edu/audience-guides/students-audience-guide.html](http://www.nursing.emory.edu/audience-guides/students-audience-guide.html).*

• **SUBMIT** an *Incident, Injury, and Pathogen Exposure Report* along with copies of the documents indicated with the * above to your faculty member. *

• **FOLLOW UP** – Follow up laboratory procedures will be conducted at the Emory University Student Health Services. If post-exposure prophylaxis is prescribed, medication refills will be coordinated by the Woodruff Health Sciences Needlestick Prevention Center, 404.251.8711.

**OTHER IMPORTANT INFORMATION RELATED TO A NEEDLESTICK OR BLOOD/BODY FLUIDS EXPOSURE**

• The student is responsible for following recommendations for follow-up by the facility, his/her primary care provider and for following up with the Needlestick Prevention Center and with his/her Emory faculty member.

• Students whose clinical activities are restricted by their health care provider cannot return to clinical training until documentation of the release to practice is provided to the student’s clinical instructor. The instructor will provide a copy of this release to the Associate Dean for Education prior to allowing the student to return to clinical.

• Emory University Student Health and Counseling Services (EUSHS) **does not** provide emergency treatment or rapid HIV/bloodborne pathogens testing.

• Emory Student Health Service **does** provide confidential regular HIV testing by appointment and follow up services. Lab tests usually take a week for results.

• Pre- and post-testing counseling sessions are required by Georgia State Law for those receiving HIV tests. Care provided at the Emory University Student Health Service is confidential.

**FACULTY RESPONSIBILITIES RELATED TO A NEEDLESTICK OR BLOOD/BODY FLUID EXPOSURE BY A STUDENT**

Faculty are expected to review with BSN, MSN, Post-Graduate Certificate, and DNP students the appropriate education and practice related to the use of Standard Precautions.

*When a student reports an exposure:*

Refer to the Emergency Response Instructions listed above. Immediately, or as soon as possible, assist in investigating the source (patient or client) status relating to bloodborne pathogens. This includes:

1. Determining the source of exposure including: contact with the source, testing of the source, and notifying the source’s health care provider. This inquiry shall be made in cooperation with the affiliating facility or agency in which the exposure occurred and in compliance with all applicable laws and regulations.

2. Obtaining a detailed description of the incident from the student.


4. Adding supplemental notes to clarify and provide more detailed information as needed.

6. Obtaining a copy of the facility’s report (ER Report or Incident Report) from the student or clinical supervisor and attach it to the *Incident, Injury, and Pathogen Exposure Report* along with all other documents regarding the incident. Submit the *Incident, Injury, and Pathogen Exposure Report* to the Assistant Director for Education within 24-hours or, if the incident occurs on a weekend or holiday, by 8:00 a.m. the next business day. Review standard precautions with the student as well as procedures for avoiding future exposure prior to the student returning to the clinical setting.

7. Identifying any follow-up activities or care, including recommendations relating to counseling, prophylactic treatment, and continued or restricted practice activities made by the student’s health care provider.

8. Following any health care provider restrictions placed on the student before allowing the student to return to clinical training. A student whose clinical activities are restricted by their health care provider cannot return to clinical training until documentation of the release to return to practice is provided to the student’s clinical instructor. The instructor will provide a copy of this release to the Associate Director for Education (Room 446A - Nell Hodgson Woodruff School of Nursing) prior to allowing the student to return to clinical.

9. Documenting and maintaining all information relating to the exposure incident in a confidential manner and forward all information to the Assistant Director for Education when complete.

Affiliating agencies are expected to assist the student and faculty in obtaining information about the communicable disease status of the source patient.

**REPORTING EXPOSURE TO COMMUNICABLE DISEASES**

A communicable disease exposure is defined as unprotected contact with an individual who has been diagnosed with a communicable disease or who develops the disease within one-week after the contact. The exposure is to be reported to the Emory University, Student Health Services and the appropriate program director. As part of the confidential medical record, the circumstances of exposure and a description of the source of the exposure will be recorded by the Student Health Service. The Student Health Service will assume responsibility for post-exposure management including medical treatment.

Communicable disease records are defined as records that document the public health requirement of reporting the discovery of communicable disease. The file may include laboratory test results, name and address of the student, date, and person making referral. Information will be transferred to the county health department. The report log is maintained by the laboratory.

**REPORTING EXPOSURE IN COMMUNITY AND OTHER SETTINGS**

Settings during service learning experiences, Lillian Carter Center (LLC) International experiences, and other community venues may pose additional risks of exposure to blood/body fluids. Students should follow universal precautions in every setting not just healthcare
agencies. Faculty responsible for international experiences will follow standard operating procedure (SOP) guidelines and reporting processes established by the LLC.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) includes requirements for ensuring the security and privacy of individuals’ medical information. The standards aim to maintain the right of individuals to keep private information about themselves. HIPAA regulations protect medical records and other “individually identifiable health information” (communicated electronically, on paper, or orally) that are created or received by health care entities that transmit information electronically. “Individually identifiable health information” includes any information, including demographic information, collected from an individual and any information that identifies an individual, or could be reasonably believed to identify an individual.

The records and personal information about patients is STRICTLY confidential. The student should never privately or publicly disclose any information about individual patients to anyone including the patient himself. Care must be taken to be on guard as to when and where it is appropriate to discuss questions about individual patients. If the student is questioned about the treatment or condition of a patient, no attempt should be made to answer; but the person requesting the information should be directed to the patient’s physician or hospital personnel. Discussion of patient status, pre- and post-operative care, etc., will be limited to conferences, reports, and case presentations assigned. Failure to follow these guidelines may result in disciplinary action which may include dismissal from the program. Clinical requirements for HIPAA training will be identified during orientation to clinical sites. The School of Nursing Code for Professional Conduct will be enforced for any HIPAA violations and the student may be subject to University and federal sanctions.

STUDENT RECORDS

Emory University, like other institutions of higher education, accumulates and maintains records concerning the characteristics, activities, and accomplishments of its students. Because the University recognizes the student’s right of privacy, a policy regarding the confidentiality of the information that becomes a part of the student’s permanent records and governing the conditions of its disclosure has been formulated and adopted. The School of Nursing fully endorses the University’s policy and abides by it in all aspects of the confidentiality of and the release of information from a student’s record. The Emory policy: 8.3 Confidentiality and Release of Information about Students is located at http://policies.emory.edu/8.3.

FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Federal Family Educational Rights and Privacy Act of 1974 (FERPA) pertains to confidential student educational records. This legislation allows students the right to view upon their
request their own confidential educational records and defines the use of these records by others. **No information** will be released to any party regarding students in the program without the student's prior written permission. This includes names, addresses, telephone numbers, documents, and other data. It must be stressed that absolutely no one (including family members and employers) will have access to the information maintained in the School files. More information here: [http://registrar.emory.edu/Students/FERPA/](http://registrar.emory.edu/Students/FERPA/)

*FERPA Essentials for Students at the Nell Hodgson Woodruff School of Nursing at Emory University* is located at: [http://www.nursing.emory.edu/_includes/documents/sections/audience-guides/FERPA_for_Students.pdf](http://www.nursing.emory.edu/_includes/documents/sections/audience-guides/FERPA_for_Students.pdf)

Emory University adheres to a policy of compliance with the Family Educational Rights and Privacy Act (FERPA). The policy:

1. permits students to inspect their education records,
2. limits disclosure to others of personally-identifiable information from education records without students’ prior written consent, and
3. provides students the opportunity to seek correction of their education records where appropriate.
STUDENT CONDUCT

INTRODUCTION
In accordance with The University's bylaws, the responsibility of designing the academic and professional codes of conduct for its students rests with each School. Policies related to student conduct in the School of Nursing are separated into two (2) categories.

They are the:
1. Code of Academic Conduct
2. Code of Professional Conduct (nonacademic conduct)

The School of Nursing has established the Code of Academic Conduct and the Code of Professional Conduct to ensure academic and professional standards are consistent with those of the nursing profession and the mission of the School of Nursing. Under each Code, expectations for student conduct, examples of misconduct, procedures for handling misconduct, and a grievance and appeals process is defined based on whether the violation is academic or professional (nonacademic).

This figure defines the path to follow when a violation is either of an academic or professional nature. Subsequent sections will define the steps for each of these paths.

The Code of Academic Conduct and Code of Professional Conduct addressed herein applies to any student registered for courses at the Nell Hodgson Woodruff School of Nursing. Both Student Codes of Conduct addressed herein apply to any student registered in courses at the Nell Hodgson Woodruff School of Nursing. It is the obligation of every student to know the regulations stated herein regarding academic and professional conduct. Ignorance of these
regulations regarding what constitutes academic or professional misconduct will not be considered a defense.

The student should seek clarity with the faculty, the Program Director (BSN, ABSN, D-ABSN, AMSN, MSN, DNP, PhD), the Associate Dean for Education or the Director of Graduate Studies if they are unclear of what constitutes a violation of academic or professional integrity.

**CODE OF ACADEMIC CONDUCT**

**STUDENT EXPECTATIONS**
The Code of Academic Conduct governs the academic conduct of a student enrolled in courses at the School of Nursing. Any student who submits an examination or other academic work certifies that the work is their own and that they are unaware of any instance of violation of this Code by themselves or others. Examples of academic misconduct are found below.

**ACADEMIC MISCONDUCT**
Academic misconduct involves a violation of academic principle as viewed by students, faculty, and colleagues. Academic misconduct is an offense generally defined as any action or inaction that is offensive to the integrity and honesty of the members of the academic community. Academic misconduct will be handled by the course faculty, in conjunction with the program administrators, without regard to the gender, race, color, national or ethnic origin, age, veteran status, sexual orientation, or disability of any of the participants.

It is the responsibility of every member of the student body to cooperate in supporting the Code of Academic Conduct. All students are required to sign the Student Academic Honor Code Pledge form upon enrollment at the School of Nursing. This document will be valid the entire time the student is enrolled at the School of Nursing.

**EXAMPLES OF ACADEMIC MISCONDUCT**
This offense include, but are not limited to, the following:

1. **Cheating.** Seeking, acquiring, receiving, giving, or using information intended to facilitate performance on an exam prior to its authorized release or during its administration, or attempting to do so.

2. **Plagiarism/Self Plagiarism.** This is an act of taking someone else's work or ideas and passing them off as one's own. This includes published or unpublished work without proper acknowledgement. Self-plagiarism is the use of one's own previous work in another context without citing that it was used previously.

3. **Falsifying Data.** Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage. This includes, but is not limited to, creating information not actually collected, altering, or misrepresenting information and/or data. Falsifying data also applies to the clinical setting, e.g., reporting or recording assessment data that was not collected from a patient assessment.

4. **Falsification and Forgery of School or University Documents.** This includes knowingly making a false statement, concealing material information, or forging a School or University official's signature on any School or University academic document or record.
Such academic documents may include transcripts, add or drop forms, requests for advanced standing, requests to register for courses, student recommendation letters, financial aid documents, academic standing letters, or any documents related to the academic record.

5. **Facilitating Academic Dishonesty.** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

6. **Providing False Information.** Intentionally giving false evidence in any academic misconduct Hearing or refusing to give evidence when requested by an ad hoc Hearing Committee.

**REPORTING A CODE OF ACADEMIC CONDUCT VIOLATION**

If a faculty member suspects or has been advised that a nursing student has violated academic integrity standards, the course faculty member shall contact the student(s) involved and notify the Program Director and/or the Associate Dean for Education to consult about the appropriate course of action. If the faculty member, in consultation with the Program Director or Associate Dean, determines the evidence is not adequate to charge the student with a violation, the matter will not move forward.

If the evidence is determined sufficient to move the matter forward, the course faculty in consultation with the Program Director and/or Associate Dean will decide on a consequence which may include a “0” on the examination/assignment to a recommendation for dismissal. A letter outlining the violation and sanctions will be sent to the student and a copy will be placed in the student academic file. A Goal Setting Plan for Student Improvement will be developed and placed in the student file, unless the student is dismissed from the program (Refer to the Dismissal Policy). The student will be informed in the letter of their right to appeal via the **Academic Grievance and Appeals Procedure**.

Students enrolled in the PhD program are governed by Laney School policies. PhD students should consult the Laney Graduate School Handbook for student conduct policies. In the event of a conduct violation, the Director of Graduate Studies will notified and Laney Graduate School of any conduct violations.

**ACADEMIC GRIEVANCE AND APPEALS PROCEDURE**

The Nell Hodgson Woodruff School of Nursing encourages all academic and administrative concerns be addressed promptly and directly between constituents and settled through appropriate and respectful conversation between the parties involved. Inquiries or concerns related to coursework, grading, or faculty interaction should be first directed to the faculty of the related course. If a student wishes to contest a final grade in a course, they are encouraged to follow the lines of communication, which first encourages them to meet with their course faculty. If the issue is not resolved, they should continue to follow the Lines of Communication (refer to page 55). If communication with the appropriate individuals does not lead to a resolution to the academic/administrative issue that is satisfactory to the student, the student may request in writing a formal review through the Associate Dean for Education.
The Academic Grievance and Appeal Procedure provides a formal avenue for students to address concerns related to academic and administrative issues. The Academic Grievance and Appeals Procedure applies to all students in the School of Nursing, regardless of program (BSN, ABSN, D-ABSN, AMSN, MSN, and DNP). PhD nursing students should refer to the grievance process outlined by Laney Graduate School at http://www.gs.emory.edu/academics/policies/.

For appeals related to academic dismissal, the student may request in writing a formal review directly to the Associate Dean for Education. The appeal must be submitted within five (5) business days from the final day of term.

**APPEAL CRITERIA**

A written appeal should provide evidence of one of the following:

- A violation, misinterpretation, or inequitable application of a School of Nursing policy or procedure.
- A violation of the student’s academic rights as defined by Emory University Equal Opportunity and Discriminatory Harassment Policy (http://policies.emory.edu/1.3).

**NOTE:** A grade assigned by a faculty is not appealable except in cases of unfair treatment that includes mistake, fraud, bad faith, or incompetence.

**WRITTEN REQUEST FOR APPEAL**

The written request should include:

- The specific nature of the problem,
- All individuals involved in the problem situation,
- Previous attempts made to resolve the problem and supporting documentation, and
- Proposed actions to resolve the situation.

An ad hoc Hearing Committee comprised of faculty members from the NHWSN Hearing Pool will be constituted by the Associate Dean for Education after receiving the written appeal. Hearing Committee members will be provided a copy of the appeal to review and will determine if the grievance merits a full review following the Academic Grievance and Appeals process. The Hearing Committee will notify the Associate Dean, appropriate parties, and the student within five (5) business days of their decision on whether the criteria for an appealable issue/problem are met and note to accept or reject the appeal.
THE ACADEMIC GRIEVANCE AND APPEALS COMMITTEE
Approved by faculty May 4, 2009

The Academic Grievance and Appeals Committee is an ad hoc committee, which will convene to review the written documentation of the student’s appeal, and review appropriate policies and procedures related to the appeal.

ACADEMIC GRIEVANCE AND APPEALS HEARING COMMITTEE MEMBERSHIP
The Academic Grievance and Appeals Hearing Committee membership will be selected from a Hearing Pool of faculty by the Associate Dean for Education and composed of:

- Five faculty members not presently involved with teaching the student.
- The Chair will be designated by the Hearing Committee membership and will be nonvoting except in a tie situation.

INITIAL REVIEW OF AN ACADEMIC APPEAL
The Academic Grievance and Appeals Hearing Committee will proceed with the investigation as follows:

- Two (2) Academic Grievance and Appeals Hearing Committee members will offer the opportunity to meet privately with the student prior to the hearing to present his/her case. The student may decline the request to meet with the Academic Grievance and Appeals Hearing Committee and, if so, the Committee will base its decision on the available information.
- Two (2) Academic Grievance and Appeals Hearing Committee members will meet privately with other involved parties. Committee members may request information from a faculty member, course instructor or other individuals named or involved in the grievance. The requested information may be provided in writing or in person at the discretion of the Academic Grievance and Appeals Hearing Committee members.

THE ACADEMIC GRIEVANCE AND APPEAL HEARING
The Academic Grievance and Appeals Hearing Committee shall conduct the hearing of the appeal in a closed session. If the student chooses to appear before the Committee, they may be accompanied by their academic adviser or another School of Nursing faculty/staff member for support. The student may speak on their own behalf. Other support individuals may attend but may not speak on the student’s behalf. School of Nursing members involved in the appeal may be requested to attend and speak on the issue/problem. No attorney may attend the meeting in a legal capacity.

The Academic Grievance and Appeals Committee will review the appeal and consider the following questions:

1. Have the appropriate policies and procedures been followed and have they met fair and reasonable standards?
2. Are there mitigating circumstances?
3. What action should be taken?
At the end of the hearing all parties will be dismissed and the Academic Grievance and Appeals Hearing Committee will vote. In the event of a tie, the Chair will vote.

**ACADEMIC GRIEVANCE AND APPEALS COMMITTEE RECOMMENDATION**

The Academic Grievance and Appeals Hearing Committee recommendation may be one of the following:

1. Find in favor of involved parties and uphold sanctions.
2. Find in favor of the student and create recommendations for resolution.

A summary of findings and recommendations will be sent to the Dean.

The Dean shall review the Academic Grievance and Appeals Committee recommendation and take one of the following actions:

1. Accept the recommendation.
2. Accept the recommendation with modification.
3. Reject the recommendation and formulate a new resolution.

**NOTIFICATION OF RECOMMENDATION**

After the Dean has issued a decision, the Committee will send a copy of the recommendation to the student, the person whose decision is being appealed, and the Associate Dean for Education. A copy will be placed in the Student Appeal File.

**CONFIDENTIALITY OF HEARING DOCUMENTS**

All documents pertinent or related to the appeal shall be kept in a Student Appeal file, numbered consecutively for each calendar year. The file shall be made available only to members of the Hearing Committee, the Associate Dean, and the Dean. The file shall not be made available to other parties except as provided by law.

**FURTHER RESOLUTION IF NECESSARY**

If the student deems the issue/problem unresolved after receipt of the Academic Grievance and Appeals Hearing Committee recommendation and Dean’s response, the student may make an appointment with the Dean to discuss and resolve the issue/problem in person. After this meeting the Dean shall decide on a course of action and notify the student, the person whose decision is being appealed, and the Associate Dean for Education of the final decision.

If the student deems the issue/problem to be unresolved after receiving the Dean’s decision, the student may contact the Office of the Provost. The Provost’s Office is the final destination of any unresolved appeals.

**RESEARCH MISCONDUCT**

Research misconduct allegations/violations will be brought to the attention of the Associate Dean for Education and will be reported to the Office of Research and to the Associate Dean for Research. The Office of Research will take ownership of the investigation from this point forward.
REVOCATION OF AN EMORY UNIVERSITY DEGREE
Revocation of an Emory University degree (BSN, MS, MSN, Post-graduate Certificate, DNP) may occur from acts of academic misconduct which, if known at the time of the awarding of a degree, would have resulted in a decision not to award the degree, without any further proceedings.

CODE OF PROFESSIONAL CONDUCT (NONACADEMIC)

PROFESSIONAL EXPECTATIONS
Nursing professionals are privileged to serve in important and time-honored roles as caregivers for other humans. These roles include physical and emotional dimensions that demand the highest degree of ethical behavior. Ethical behavior includes, but is not in any way limited to honesty, maintaining confidentiality, trustworthiness, professional demeanor, respect for the rights of others, personal accountability, concern for the welfare of others, and responsibility to duty:

- **HONESTY** – Being truthful in communication with all others, while in the academic setting, in the healthcare arena, and in the community at large.

- **MAINTENANCE OF PATIENT CONFIDENTIALITY** – Restricting discussion of patient care to those areas where conversations cannot be overheard by others outside of the care team; refraining from disclosing patient identity to those not connected to the care of the patient; and maintaining appropriate security for all paper and electronic patient records, whether in the patient care, academic, or research realms. Social media violations related to patient confidentiality apply.

- **TRUSTWORTHINESS** – Being dependable; following through on academic and clinical responsibilities in a timely manner.

- **PROFESSIONAL COMMUNICATION AND DEMEANOR** – Being thoughtful and kind when interacting with faculty, peers, patients, their families, members of the healthcare team, and all others whether face-to-face, in written form or via social media; maintaining civility in all relationships; striving to maintain composure under pressures of fatigue, professional stress or personal problems; maintaining a neat appearance and dress in attire that is reasonable and accepted as professional to the circumstances; refraining from intoxication; and abstaining from the illegal use of drugs (both prescription and illicit drugs).

- **RESPECT FOR THE RIGHTS OF OTHERS** – Dealing with all others, whether in a professional or non-professional setting, in a considerate manner and with a spirit of cooperation; respecting the rights of patients and their families to be informed and share in patient care decisions; respecting patients’ modesty and privacy.

- **PERSONAL ACCOUNTABILITY** – Being accountable for learning to become a safe practitioner. Participating responsibly in patient care to the best of one’s ability and with appropriate supervision; undertaking clinical duties and persevering until they are complete; notifying the responsible person if one is unable to perform clinical tasks effectively; complying with all NHWSN, Healthcare, and University Policies and Procedures in an honest and forthright manner.
• **CONCERN FOR THE WELFARE OF PATIENTS** – Treating patients and their families or communities with whom you are working with respect and dignity both in their presence and in discussions with others; avoiding the use of foul language, offensive gestures or inappropriate remarks; discerning accurately when supervision or advice is needed and seeking these out before acting; recognizing when one’s ability to function effectively is compromised and asking for relief or help; never administering care while under the influence of alcohol or other drugs (prescription or illegal); not engaging in romantic, sexual, or other nonprofessional relationships with a patient, even upon the apparent request of a patient; and advocating for the best care of the patient, in context of that patient’s beliefs and desires.

• **RESPONSIBILITY TO DUTY** – Effectively undertaking duties with alacrity [eagerness, enthusiasm and promptness are synonyms] and persevering until complete, or notifying a responsible person of a problem; being punctual for class, small groups, conferences, and clinicals; timely notification of classroom/clinical faculty, and program directors of absences or an inability to carry out assignments and clinical duties; identifying emergencies and responding appropriately.

**PURPOSE OF THE CODE OF PROFESSIONAL CONDUCT**

The primary purpose for the Code of Professional Conduct is to review nonacademic issues in the School of Nursing with the goal to protect and preserve the quality of the educational environment, the campus community, and the healthcare setting.

This purpose entails several basic expectations:

1. That the School of Nursing assumes high standards of courtesy, integrity, and responsibility in all of its members; and
2. That each student is responsible for his/her conduct and that continuation as a student is conditional upon compliance with the requirements of student conduct expressed or implied in this Code of Professional Conduct.

The School of Nursing reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community and the patients we serve. The Associate Dean of Enrollment and Communications, COO and the Assistant Dean for Student Affairs and Diversity Initiatives are charged with the welfare of all students enrolled at the School of Nursing. Accordingly, in emergency situations, the above individuals have full authority to deal with student conduct according to the exigencies of the emergency and for its duration.

**PROHIBITED CONDUCT**

Each student may be subject to this Code of Professional Conduct whether misconduct occurs on the University premises, at University or School of Nursing sponsored activities, in the healthcare setting, or at any location off-campus when such conduct is brought to the attention of the School of Nursing/University.

It is neither possible nor necessary to specify every instance of misconduct that could result in disciplinary action against a student.
The following list includes, but is not limited to, conduct that may subject a student to disciplinary action:

1. Attempting, assisting, or encouraging any conduct as described below.
2. Causing physical harm to any person or causing emotional harm by creating reasonable apprehension of such harm.
3. Disorderly or indecent behavior including, but not limited to, destroying or damaging School of Nursing/University property or the property of others.
4. Engaging in conduct directed at a specific person or persons that seriously alarms or intimidates such person or persons and that serves no legitimate purpose. Such conduct may include: explicit or implicit threats, including gestures that place a person in reasonable fear of unwelcome physical contact, harm, or death; following a person about in a public place or to or from his or her residence; making remarks in a public place to a specific person that are by common usage lewd, obscene, expose a person to public hatred, or that can reasonably be expected to have a tendency to cause acts of violence by the person to whom the remark is addressed; or communicating anonymously by voice or graphic means or making a telephone call anonymously whether or not a conversation ensues.
5. Violating the University’s Policy on Sexual Misconduct.
6. Violating the University’s Policy on Equal Opportunity and Discriminatory Harassment.
7. Initiating or causing any false report, warning, or threat of fire, explosion, or other emergency.
8. Misrepresenting information or furnishing false information to the University, School of Nursing, or its representatives.
9. Forgery, alteration, misrepresentation, counterfeiting, or misuse of any University, School of Nursing, or other document, instrument of identification, or access device.
10. Appearing in a public place manifestly under the influence of alcohol or a controlled or other intoxicating substance, particularly when there is danger to self, others, or property or there is unreasonable annoyance to person(s) in the vicinity.
11. Unauthorized distribution, possession, or use of any controlled substance or distribution, possession, or use of any illegal drug.
12. Unauthorized use, possession, or storage of any weapon.
13. Unauthorized use or possession of fireworks or incendiary, dangerous, or noxious devices or materials.
14. Intentionally or recklessly misusing or damaging fire or other safety equipment.
15. Theft or misuse of property or services.
16. Substantially interfering with the freedom of expression of others.
17. Interfering with normal University or School of Nursing functions, University-sponsored activities, or any function or activity on University premises including but not limited to studying, teaching, public speaking, research, University or School of Nursing administration, or fire, police, or emergency services.
18. Disregarding or failing to comply with the directive of a hearing body or University official including a campus police officer acting in the performance of his or her duties.
19. Disregarding or failing to comply with the directive of an officer of the law acting in the performance of his or her duties.
20. Disrupting School of Nursing/University or other computer systems; unauthorized alteration, disclosure, gaining or providing unauthorized access; or destruction of School of Nursing/University or other computer system or material; improper access to School of Nursing/University or other computer files and systems; or violation of copyright or proprietary material restrictions connected with School of Nursing/University or other computer systems, programs, or materials.

21. The display or distribution of lewd, offensive, threatening or inappropriate material via paper or electronic means. Such material includes pictures, videos, or written content that portray oneself or others in a manner that brings dishonor to the profession of Nursing.

22. Violating any government laws or ordinances, or of any University or School of Nursing rules, regulations, or policies.

23. Failure to report any arrests, criminal charges, positive results of drug tests or Criminal Background Checks (CBCs) that occur from the time of acceptance until graduation.

The School of Nursing is not designed or equipped to rehabilitate students who do not abide by this Code of Professional Conduct. It may be necessary to remove those students from the campus and to sever the institution’s relationship with them as provided in this Code of Professional Conduct.

The Senior Vice President/Dean for Campus Life is delegated responsibility pertaining to all student organizations and student government and, in conjunction the Associate Dean of Enrollment and Communications and the Assistant Dean for Student Affairs and Diversity Initiatives, has the responsibility and authority to discipline such organizations whose members are students within the School of Nursing.

HONOR COUNCIL-NONACADEMIC MISCONDUCT
The Honor Council is responsible for dealing with Code of Professional Conduct violations. Violations relate to nonacademic misconduct. The Honor Council is comprised of faculty and elected student representatives.

STUDENT REPRESENTATION ON THE HONOR COUNCIL
Two students will be elected in the fall by their class (BSN, ABSN, AMSN, D-ABSN, MSN, DNP) to serve a 12-month term. Students will be part of a hearing pool and will serve as Honor Council members on an as needed basis. During the fall semester, students will participate in bias training and an oriented to their role and responsibilities for serving on the Honor Council.

PROCEDURE FOR REPORTING NONACADEMIC MISCONDUCT
Anyone wishing to report an alleged incident of misconduct under the Nell Hodgson Woodruff School of Nursing Code of Professional Conduct may make such a report to the Associate Dean for Enrollment and Communication or the Assistant Dean for Student Affairs and Diversity Initiatives or the Associate Dean for Education. Reports generated by the Emory Police will be forwarded to the Senior Vice President/Dean for Campus Life or his/her designee and to the Associate Dean for Student Enrollment and Communication and Assistant Dean for Student Affairs and Diversity Initiatives. The Associate Dean for Student Enrollment and Communication
and Assistant Dean for Student Affairs and Diversity Initiatives will make a determination as to whether or not an action should be taken in response to a report. If it is determined that further action should be taken, the Assistant Dean for Student Affairs and Diversity Initiatives will notify the student via email that he/she must make an appointment for a preliminary meeting within five (5) business days of the date on the email notice for the purpose of reviewing the report. Failure of the student to schedule or attend this preliminary meeting will automatically result in formal charges following the procedure described below.

Following this preliminary meeting, an investigator (faculty member) will be appointed by the Associate Dean for Enrollment and Communication to conduct an investigation to determine if the report has merit. The investigator may recommend the matter should proceed to formal charges or be disposed of administratively by agreement of the parties involved on a basis acceptable to the Associate Dean for Enrollment and Communication and Assistant Dean for Student Affairs and Diversity Initiatives.

If the matter is not resolved, the Associate Dean for Enrollment and Communication and Assistant Dean for Student Affairs and Diversity Initiatives will meet again with the student and present the student with a letter/email stating the formal charges and a copy of all documents relevant to the case.

If a student admits to having violated the Code of Professional Conduct as charged, the student shall have the following options as to how sanctions will be determined:

1. The student may waive his or her right to a hearing and have the Associate Dean for Enrollment and Communication and Assistant Dean for Student Affairs and Diversity Initiatives determine the appropriate sanction.

2. The student may choose a hearing with an ad hoc Hearing Committee comprised of faculty and student peers to determine the appropriate sanctions (see below for ad hoc hearing committee composition). The student shall put the request for a hearing in writing within five (5) business days of the meeting with the Associate Dean for Enrollment and Communication and Assistant Dean for Student Affairs and Diversity Initiatives to the Associate Dean for Enrollment and Communication.
   a. If the student does not admit to having violated the Code of Professional Conduct as charged, the charges will be referred to the ad hoc Committee and a copy of all documents relevant to the case will be forwarded to the appropriate ad hoc Committee members.
   b. If an accused student fails to respond to any notification in writing concerning the conduct process, his or her case will be automatically referred to the ad hoc Committee.

3. The School of Nursing reserves the right to place a “hold” on the diploma, degree certification, or official transcripts of a student who has been charged with a nonacademic professional conduct violation under the Code of Professional Conduct even though he/she may have completed all academic requirements. The diploma, degree certification, or official transcripts may be withheld until the conduct charges have been resolved and/or sanctions completed.
HONOR COUNCIL COMMITTEE COMPOSITION
The ad hoc hearing committee is a committee appointed by the Associate Dean for Enrollment and Communication and the Assistant Dean for Student Affairs and Diversity Initiatives. Faculty representatives are chosen from the School of Nursing Hearing Committee Pool and student representatives are chosen from the pool of students elected to the Honor Council.

The committee is composed of five (5) members:
1. Chair - a non-voting faculty member who may vote only in the event of a tie;
2. Two (2) voting faculty members;
3. Two (2) voting nursing student members (determined by the School enrollment status with no conflict of interest to the hearing for the student accused of misconduct).

The ad hoc hearing committee must have a minimum of five (5) members present in order to convene. An alternate will be selected from the faculty or student pool to maintain the composition.

HONOR COUNCIL PROCEDURES
The Associate Dean for Enrollment and Communications and Assistant Dean for Student Affairs and Diversity Initiatives may require any student, faculty, or staff member of the School of Nursing to attend and/or respond to at a hearing or meeting regarding a nonacademic conduct matter covered under this Code of Professional Conduct.

Whenever a hearing is to be held regarding an alleged incident of misconduct under this Code, the accused student and the complainant, if any, shall be given at least five (5) business days’ written notice of the charges alleged against the accused student and of the date, time, and place of the hearing.

The ad hoc Committee shall conduct the hearing. The Committee may require witnesses to testify at the hearing who are students, faculty, or staff of the School of Nursing. Witnesses will be present at the hearing only during the actual time of their testimony. Rules of evidence that apply in courts of law shall not apply in such hearings. The hearing shall be closed to everyone except the Committee, appropriate staff; the accused student and the complainant; and adviser(s) to the accused student and the complainant. The adviser must be a member of the Emory University School of Nursing faculty or staff or a student currently enrolled in the School of Nursing. No lawyers are permitted to attend these hearings. The Chair of the ad hoc Committee will consider exceptions for requests submitted prior to the scheduled meeting.

Both parties and/or their advisers are allowed to:
1. Be present at the hearing until such time as the Committee retires to deliberate the decision. If the student/adviser/complainant fails to appear at the hearing, the hearing may be held in their absence.
2. Present tangible and documentary evidence and evidence by witness or by signed witness statements of witnesses who do not attend the hearing including the signed written
statements of the complainant or the accused. If witnesses fail to appear, the hearing shall be held in their absence.

3. It is the responsibility of the accused student and of the complainant to notify any additional witnesses not called by the Committee. Additional witnesses must have the prior approval of the Chair of the Committee. All witnesses shall be notified of the date, time, and place of the hearing by the Committee Chair.

4. Question all witnesses who give evidence at the hearing directly or through written questions presented through the Chair.

The Chair of the ad hoc Committee shall have final decision on what evidence may be presented and the tone of questioning. The Chair may decide to stop questions at any time.

HONOR COUNCIL HEARING DECISION(S)

The decisions of the Committee as to both violation and sanctions are in all cases advisory to the Dean. The Committee shall deliberate and decide whether the accused student has violated the Code of Professional Conduct. The Committee may decide that the student is in violation of a less serious offense than that originally charged. A determination that a student has violated the School of Nursing Code of Professional Conduct requires a simple majority vote. In the case of a tie, the Chair shall cast the deciding vote.

If the finding of a violation is determined, the Committee shall be provided with the record of previous disciplinary proceedings in which the student was found in violation by the Assistant Dean for Student Affairs and Diversity Initiatives. On the basis of the hearing and the student’s previous record, a decision will be made regarding sanctions by a simple majority vote. In the case of a tie, the Chair shall cast the deciding vote.

A written decision will be issued from the Committee to the Dean. After the Dean has issued a decision, the Committee Chair will notify the student, the accused student, complainant, and appropriate Associate Dean within five (5) business days of the date of the hearing. The accused shall receive written notice of the outcome of the hearing which includes: (1) a statement of charges; (2) a summary of the facts in the case; (3) the decision; (4) a brief statement of the hearing body’s reasoning; and, if a violation is found, (5) sanction(s). The accused student will also receive information on their right of appeal. The Dean shall make a final decision.

HONOR COUNCIL SANCTIONS

The following sanctions, singularly or in combination, may be imposed upon any student found to have violated the School of Nursing Professional Conduct Code:

1. **WARNING:** A notice in writing to the student that the student has violated a School regulation and must cease and not repeat the inappropriate action.

2. **PROBATION:** A written reprimand for violation of specific regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any institutional regulation(s) during the probationary period.
3. **RESTITUTION:** Compensation for loss, damage, or injury. This may take the form of service, monetary compensation, or material replacement.

4. **DISCRETIONARY SANCTIONS:** Work assignments or service to the School of Nursing, the University or the community.

5. **SUSPENSION:** Separation of the student from the School of Nursing for a definite period of time, after which the student may be eligible to return. Conditions for readmission may be specified and documentation will be available to the Progression Committee for review as indicated.

6. **DISMISSAL:** Permanent separation of the student from the School of Nursing.

Conduct sanctions (5) Suspension and (6) Dismissal shall be entered permanently on a student’s record. Sanction (2) Probation shall be entered on a student’s record for the term of the probation. Any sanction may include mandatory referral to university-based resources for medical or mental health evaluation and treatment if necessary. An evaluation supporting the student’s reentry to the School of Nursing may be required by the Progression Committee before reentry and the student must meet the requirements for re-enrollment (Refer to Re-Enrollment Policy).

**APPEAL PROCESS FOR PROFESSIONAL CONDUCT VIOLATIONS (NONACADEMIC)**

The accused student may appeal the Honor Council decision to the Dean of the School of Nursing. To initiate an appeal, the accused student must submit a signed, written statement of the specific reason(s) to the Dean within five (5) business days of receipt of the Committee decision.

The Dean will review the decision based on information provided and may request a meeting with the accused to determine:

1. Whether or not the hearing was conducted in accordance with the procedures outlined in Honor Council process;
2. Whether or not the interpretation of the Code of Professional Conduct was appropriate;
3. Whether or not the sanction(s) imposed were appropriate.
4. After reviewing the documents pertaining to the case, the Dean will issue a written review of the hearing decision within five (5) business days of receiving the written appeal or in the case of requesting a meeting, within five (5) business days of the meeting.

The Dean will either:

1. Affirm the Committee decision;
2. Affirm the findings of the Committee decision but recommend a different sanction(s); or
3. Remand the case back to the Associate Dean for Enrollment and Communication and Assistant Dean for Student Affairs and Diversity Initiatives to assign a new ad hoc Honor Council Committee to conduct a new hearing.

**SECONDARY APPEAL**

The new ad hoc Honor Council Committee will be established within three (3) business days of the Dean remanding the case to the Associate Dean for Enrollment and Communication and
Assistant Dean for Student Affairs and Diversity Initiatives

The ad hoc Honor Council Committee shall be appointed by the Associate Dean for Enrollment and Communication.

The Committee will be composed of five (5) voting members:
1. One (1) voting administrator;
2. Three (3) voting faculty members from the Hearing Pool who were not members of the initial Honor Council Hearing Committee; and
3. One (1) voting undergraduate/graduate nursing student, depending on the status of the accused, who was not a member of the initial Honor Council Hearing Committee.

The ad hoc Committee shall follow the same guidelines as the initial hearing, reviewing the case independently, and make a final recommendation to the Dean. The Dean will review the recommendation and the final decision will be communicated in writing to the accused within five (5) business days. The decision will be final and not appealable to the Dean.

**NOTIFICATION AND RETENTION OF RECORDS**
The Assistant Dean for Student Affairs and Diversity Initiatives shall maintain files on all nursing students’ conduct reports, records, and hearing proceedings according to procedures established by that office.

**HEARING CONFIDENTIALITY**
The details of all Honor Council Committee meetings are confidential and will not be released outside the University without the student’s specific written permission except as provided by applicable law. If a student is found to have violated the Code of Professional Conduct, the resulting sanctions can be included in any performance assessment or letter of recommendation requested by the student or an outside entity. Professional Conduct Code violations and sanctions may also be reported to other agencies, such as the military, the federal government, licensing boards, and others if requested by the agency and accompanied by a signed release from the student.

**VIOLATIONS OF THE LAW AND THIS CODE**
Students may be accountable both to civil authorities and to the University for acts that constitute violations of law and of this Code. Those accused of violations of this Code are subject to the disciplinary proceedings outlined in this Code while criminal, civil, or other internal proceedings regarding the same conduct are pending. Accused students may not challenge the disciplinary proceedings outlined in this Code on the grounds that criminal charges, civil actions, or other internal proceedings regarding the same incident are pending, may be initiated, or have been terminated, dismissed, reduced, or not yet adjudicated. The University will refer matters to federal, state, and local authorities for prosecution when appropriate.
STUDENT RIGHTS AND RESPONSIBILITIES

NATIONAL STUDENT NURSES ASSOCIATION BILL OF RIGHTS AND RESPONSIBILITIES

The NSNA Student Bill of Rights and Responsibilities for undergraduate students was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

We uphold the NSNA bill of rights and responsibilities for Nursing students. They are as follows:

- Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
- The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom with responsibility.
- Each institution has a duty to develop policies and procedures, which provide and safeguard the students’ freedom to learn.
- Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
- Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
- Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards or academic performance established for each course in which they are enrolled.
- Information about student views, beliefs, and political associations that instructors acquire in the course of their work should be considered confidential and not released without the knowledge or consent of the student.
- The student should have the right to have a responsible voice in the determination of his/her curriculum.
- Institutions should have a carefully considered policy as to the information that should be a part of a student’s permanent educational record and as to the conditions of this disclosure.
- Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
- Students should be allowed to invite and to hear any person of their own choosing, thereby taking the responsibility of furthering their education.
- The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs.
- The institution has an obligation to clarify those standards of behavior that it considers essential to its educational mission and its community life.
- Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations.
It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

- As citizens and members to an academic community, students are subject to the obligations that accrue them by virtue of this membership and should enjoy the same freedoms of citizenship.
- Students have the right to belong or refuse to belong to any organization of their choice.
- Students have the right to personal privacy in their living space to the extent that the welfare of others is respected.
- Adequate safety precautions should be provided by Schools of Nursing, for example, to and from student dorms, adequate street lighting, locks, etc.
- Dress code, if present in School, should be established by student government in conjunction with the School director and faculty, so the highest professional standards possible are maintained, but also taking into consideration points of comfort and practicality for the student.
- Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
STUDENT COMPLAINTS

NELL HODGSON WOODRUFF SCHOOL OF NURSING STUDENT COMPLAINTS

The School of Nursing offers the student an opportunity to file an electronic complaint. The complaint will be reviewed by the Associate Dean, and Chief Operating Officer or their designee. Academic issues should be addressed first with the faculty and follow the lines of communication for resolution. Student complaints may address areas such as the following:

- Academic Assistance
- Academic Issues
- Campus and Student Life
- Career Services
- Financial Aid Assistance
- Graduation
- Orientation
- Registration
- Student Services
- Technology
- Other
- Sexual Harassment
- Diversity Concerns

To access the login page to file a complaint, go to the School website under Info for Current Students drop down menu. The Student Complaints form is located under Academic Resources. A response will be provided to the student under the Student Complaints Status tab.

EMORY UNIVERSITY STUDENT COMPLAINTS

Emory University is committed to receiving and addressing written student complaints against the University, its faculty, staff, or administrative personnel in a timely manner. Appropriate procedures should be adhered to in response to student complaints. Students should first attempt to resolve their complaints with the office most directly responsible for the action being challenged. Each School at Emory has an office of Student Services that can further assist students and direct them within their specific School if they are uncertain about where to start. In addition, students may use the ombudsperson (http://ombudsperson.emory.edu/index.html) to assist with complaints if they are uncertain or wish to discuss a situation confidentially before taking more formal action.

Federal financial aid laws and regulations require that each state has a process to review and act on complaints concerning educational institutions in the state. You may file a complaint about Emory University with the State of Georgia Office of Inspector General by following the directions at the OIG website. In the event that OIG receives a student complaint relating to financial aid, it will forward it to the Office of Inspector General of the U.S. Department of Education. Refer to Policy 10.12 Student Complaints for complete information.
POLICIES AND GUIDELINES

EMORY UNIVERSITY RESPECT FOR OPEN EXPRESSION POLICY

Open expression is the sharing of thoughts, ideas, beliefs, dissent, and protest through inquiry, speech, activism, and assembly, using displays, flyers, and other forms of communication consistent with University guidelines. Emory University’s educational process requires diverse forms of open expression, including freedom of thought, inquiry, speech, activism, and assembly. Underpinning that process, the University affirms the rights of Emory community members to assemble and demonstrate peaceably within the limits of the institution’s Respect for Open Expression Policy. Simultaneously, the University affirms the right of others to pursue their normal activities and to be protected from injury or property damage, as defined by law. Learn more about Emory University’s commitment to open expression through the Respect for Open Expression Policy, University Senate Committee for Open Expression, and Open Expression Observers Program.

BIAS INCIDENT RESPONSE TEAM (BIRT)

Emory University is a community of respect, openness, understanding, and civility. We continually “practice” community by sharing our experiences, listening carefully to others, and debating ideas in civil, generous, and constructive ways. However, there are times when the actions and behaviors of community members impact others negatively. The Bias Incident Response Team (BIRT) was established to respond to these actions and behaviors with resources, support, and actions. While Emory University values open expression and vigorous debate in the context of civility and mutual respect for diverse individuals and communities, bias incidents directly impact our ability to know, trust, support, and learn from one another. The term ‘bias incident’ refers to language and/or actions that demonstrate bias against persons because of, but not limited to, their actual or perceived race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, or status as a military veteran. Bias incidents include, but are not limited to, name-calling, stereotyping, belittling, or excluding others based on their identity. Some, but not all, bias incidents may rise to the level of discriminatory harassment, sexual misconduct, or other violations of policy or law. Learn more about BIRT and how to report a bias incident.

SEXUAL MISCONDUCT POLICY 8.2

http://policies.emory.edu/8.2

The Sexual Misconduct Policy applies to each of Emory’s Schools, including to the students of the Nell Hodgson Woodruff School of Nursing. Policy 8.2 sets forth a centralized reporting, investigation and grievance/conduct process for allegations of sexual misconduct pursuant to Title IX of the Education Amendments of 1972 (Title IX). Policy 8.2, which is administered through the office of Emory’s Title IX Coordinator for Students, shall apply in the principal instance to address sexual misconduct allegation(s) in matters where the respondent is a student. Although each student is also bound by the provisions of the Nell Hodgson Woodruff School of Nursing Conduct Code, any investigation and adjudication pursued under Policy 8.2
shall take precedence over the Nell Hodgson Woodruff School of Nursing’s separate Conduct Code or Honor Code provisions.

If there are multiple violations implicated by a reported incident (e.g., a violation of Policy 8.2 in addition to a violation of an individual School policy), the student/respondent may either by subject to multiple conduct proceedings, depending on the particular facts involved, or, upon the student’s request or request by the Title IX Coordinator for Students, consent to a single proceeding under Policy 8.2, wherein all charges are adjudicated in one forum. Moreover, if a student is ultimately found not to have violated Policy 8.2, the student may still be subject to separate disciplinary proceedings under the policies of the Nell Hodgson Woodruff School of Nursing Undergraduate Student Handbook. To the extent that there may be any conflicts between the Nell Hodgson Woodruff School of Nursing policies/Conduct Code/Student Handbook and Policy 8.2, the provisions of Policy 8.2 shall govern allegations of sexual misconduct.

SOCIAL MEDIA GUIDELINES
Social networking sites are an integral part of everyday life. How students and programs of Nursing are represented and viewed through social media has become increasingly important. Students should be cognizant when using blogs and social networking sites such as Facebook, Twitter, etc. of the impact they may have on themselves and the program.

Each student is responsible for his/her postings on the Internet and in all varieties of social media. Inappropriate postings on the Internet or social media will be considered a lapse in the standards of professional conduct expected of School of Nursing students and students may be subject to Code for Professional Conduct policies and may face disciplinary actions including dismissal from the School of Nursing.

Knowing that all students, staff, and faculty use social media – the following should be considered prior to ANY posting:

• **NOTHING IS PRIVATE: THERE IS NO SUCH THING AS AN ‘ANONYMOUS’ POST.** Anything you say online can be misunderstood or misinterpreted. Anyone with access to the web can gain access to your activity on social media regardless of privacy settings and attempts to separate your personal and professional life may be unsuccessful. Making postings “private” does not preclude others copying and pasting comments on public websites. “Private” postings that become public are still subject to sanctions by the School Code of Conduct.

• **DO NO HARM:** Respect your audience. Do not use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable at Emory University or any of our many clinical partners. Show proper consideration for others’ privacy and for topics that may be considered objectionable or controversial such as politics and religion.

• **BE POLITE:** Realize that social media communities have their own culture, etiquette and norms, and be respectful of them.
• **UPHOLD PATIENT CONFIDENTIALITY**: Do not share information in a way that may violate any laws or regulations, i.e., HIPAA. Disclosing information about patients without written permission of the patient and School of Nursing, including photographs or potentially identifiable information is strictly prohibited. This rule also applies to deceased patients.

• **RESPECT COPYRIGHT, FAIR USE, AND FINANCIAL DISCLOSURE LAWS**: It is critical that you show respect for the laws governing copyright and fair use of copyrighted material owned by others, including copyrights and brands such as Emory University and the Nell Hodgson Woodruff School of Nursing logos. When in doubt, students should seek guidance regarding appropriate use of such materials.

• **DON’T PICK FIGHTS**: Be the first to correct your own mistakes and don’t alter previous posts without indicating that you have done so.

• **TRY TO ADD VALUE AND CREATE INTEREST**: Provide worthwhile information and perspective. Use your own voice and bring your own personality to the forefront.

• **BE VIGILANT**: Be aware of your association with Emory University and the Nell Hodgson Woodruff School of Nursing in online social networks. If you identify yourself as an Emory nursing student, ensure your profile and related content is consistent with how you wish to present yourself with colleagues and patients.

• **USE YOUR PERSONAL EMAIL ADDRESS - NOT YOUR EMORY EMAIL ADDRESS** as your primary means of identification. Just as you would not use Emory or School of Nursing letterhead when writing a personal correspondence. Do not use your Emory School of Nursing email address to express your personal views. Any posts or comments submitted for others to read should be posted with full identification of the writer. Where your connection to Emory is apparent, make it clear that you are speaking for yourself and not on behalf of Emory. A disclaimer, such as, “The views expressed on this [blog/website] are my own and do not reflect the views of my University or the School of Nursing”.

• **USE YOUR BEST JUDGMENT**: If you are about to publish something that makes you uncomfortable, review the suggestions above. Internet activities may be permanently linked to the author, such that all future employment may be hampered by inappropriate behavior on the Internet.

*Ultimately you have sole responsibility for what you post to your blog or publish in any form of online social media!*

**ALCOHOL AND DRUG ABUSE POLICY**

[http://policies.emory.edu/8.8](http://policies.emory.edu/8.8)

Emory University is committed to the health and well-being of its faculty, staff, and student body. Alcohol and drug misuse and abuse can be detrimental to one’s overall physical and emotional health; academic and/or professional performance; and adversely impact family, friends and co-workers.
As a recipient of federal grants and contracts, Emory University adheres to the provisions of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. As administrator of certain state-funded financial aid programs for students, Emory University also adheres to Georgia’s Drug-Free Postsecondary Education Act of 1990. More information about the Emory Policies and Procedures Policy: 8.8 Alcohol and Drug Abuse can be found here: http://policies.emory.edu/8.8

- Students are expected to conduct themselves in both the academic and clinical settings in a manner that is befitting a professional nurse and comply with the Emory University Standards of conduct.
- Absolutely no alcohol is allowed on campus or in the clinical settings. Students are not to drink alcoholic beverages before class or clinical experiences. Any conduct that appears to indicate alcohol consumption, such that the student appears to be exhibiting behavior of being loud, boisterous, and unruly will be grounds for dismissal from class and from clinical.
- Students that appear under the influence of alcohol or other substances in these learning environments may be subject to disciplinary action up to dismissal from the program.
- University/health care facility police will be notified to escort any student off campus who does not immediately comply with instructions to leave the campus or clinical.

The University sponsors several programs that provide information and professional services for its faculty, staff and students on matters related to the misuse and abuse of alcohol and drugs. These programs provide education, consultation, assessment, counseling and referral in a professional environment that respects individual confidentiality and integrity.

Both the Counseling and Psychological Services (CAPS) (404.727.7450) and the Office of Health Promotion (404.727.7551) are available for students.

**TOBACCO FREE ENVIRONMENT**
http://policies.emory.edu/4.113

Emory University recognizes the serious health implications of both direct use of tobacco products and indirect exposure to the use of tobacco products. In order to create an atmosphere that is consistent with Emory’s mission and commitment to improve the health and wellness of members of the Emory community, Emory University and Emory Healthcare (collectively “Emory”) prohibit the use or sale of tobacco products in or on Emory owned or Emory leased property effective January 1, 2012. Smoking in unauthorized clinical areas is prohibited. More information about the Emory Policies and Procedures Policy: 4.113 Tobacco Free Environment can be found here: http://policies.emory.edu/4.113.
## FORMS

Refer to the School of Nursing website for additional forms:  
[http://www.nursing.emory.edu/audience-guides/students-audience-guide.html](http://www.nursing.emory.edu/audience-guides/students-audience-guide.html)

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The goal for all students in the School of Nursing is to successfully complete their program curriculum to be eligible for graduation. At the end of each semester, the Progression Committee reviews the progress of all students. Course grades, grade point average (GPA), and time to degree completion are reviewed. Grade point average (GPA), time to degree completion, and course grade requirements may vary by program. In addition, students in all programs must adhere to the Code of Professional Conduct and Professional Standards, and demonstrate safe clinical practice to remain in good academic standing.

Students are considered to be in good academic standing when they are compliant with the program’s academic requirements (course & clinical) and student conduct expectations and are not currently on academic or disciplinary probation, suspension, or dismissal from the program or the School of Nursing. Standards for academic performance are described in the Nursing Student Handbook in the section labeled Academic Progression. Standards for professional performance are described in the Nursing Student Handbook in the section labeled Student Conduct.

The Progression Committee is responsible for making decisions about students who are not in good academic standing (students who do not meet the progression criteria based on grades, overall GPA, and progression); and making decisions regarding, probation, suspension, dismissal, readmission, and special standing. When reviewing a student who is not in good academic standing, the Committee may seek information from the student, student’s adviser, course faculty and/or program director. The Committee will consider the student’s progress, as well as prior academic and/or professional conduct sanctions. Based on this information, the Progression Committee will make a decision regarding progression that may include but not limited to probation, reducing course load, interrupting the sequence of courses and/or the plan of study for a given period of time, etc. Any student placed on academic probation will have a Goal Setting Plan for Student Improvement initiated; and the decision will be communicated to the student, faculty adviser, program director(s) and administrators by the Progression Committee Chair. Should the situation warrant, the committee may make a recommendation to the Dean for a student’s suspension/dismissal from the School and or University. The Progression Committee will monitor subsequent progression as defined in the Goal Setting Plan.

Students who are notified of progression issues may appear before the Progression Committee and/or submit written documentation to provide additional information pertinent to their performance, which may include extenuating circumstances. Extenuating circumstances are unforeseen events that have prevented a student from attending a substantial number of classes, affected his/her ability to study or attend clinical, and resulting in missed assessment.
deadlines, and/or adversely affecting performance. Extenuating circumstances may include, but are not limited to, events such as serious illness, hospitalization, accidents, injuries, serious personal problems, or emotional difficulties beyond the student’s control. Requests for exceptions to progression standards must be verified by documents that may include, but are not limited to letters from health care provider(s), accident reports, and/or hospital records. An extenuating circumstance exception does not guarantee that the student will be able to progress as planned.
Progression Committee Meeting

Student progression is reviewed at the end of each semester. Students with one (1) or more academic failure(s) or who withdraw failing from a course(s) may be required to meet with Progression Committee representatives. Students will be notified of the date, time, and place of the Committee meeting a minimum of 48-hours in advance of the meeting via email and/or telephone. Students may appear face to face or ask to join the meeting via teleconference, telephone, or provide a written statement to the Committee. In recommending action, the Committee will consider course failures/withdraw failing and other information provided from the faculty/adviser/program director/student regarding academic progress.

Students may have one (1) support person who is a School of Nursing faculty or staff member present at the meeting. This individual may support/advise the student but will not address the Committee or participate in the proceedings. The Chair of the Progression Committee should receive written notification at least 24-hours prior to the meeting if faculty/staff member will accompany the student. Upon review of the student’s information, the Committee members will excuse the student and faculty/staff member if present, and they will decide by majority vote on the appropriate action.

The Chair of the Progression Committee initiates and mails a letter informing the student of the Committee’s decision and conditions for progression. A copy of the letter is placed in the academic file. The letter will be sent via Emory email and USPS certified mail to the local address on file within five (5) business days of the meeting.

Possible decisions by the Progression Committee may include allowing the student to continue with enrollment under conditions specified in a Goal Setting Plan for Student Improvement, which may include a probationary period. A recommendation of suspension or dismissal will be forwarded to the Dean and the student letter will be sent from the Office of the Dean within 5-business days.

Appeal Process for a Progression Committee Decision

A student, who receives a progression decision has the right to appeal the decision. An appeal may be based on one or more of the following guidelines:

1. A procedural error that prejudiced the student
2. Misapplication or misinterpretation of progression policies by the Progression Committee
3. Discovery of substantial new facts that were unavailable at the time of the Progression Committee meeting
4. Academic decisions imposed by the Progression Committee that are disproportionate to the student’s academic performance

The request for appeal should specify the grounds for requesting the appeal and be sent in writing to the Senior Associate Dean for Academic Advancement within five (5) business days of the date of email notification of the Progression Committee decision or in the case of
suspension or dismissal, written notification from the Office of the Dean. The Senior Associate Dean for Academic Advancement will determine if the appeal requires further action. If the appeal contains information adequate to warrant reconsideration of the decision, the Senior Associate Dean for Academic Advancement will convene an Appeal Committee comprised of three (3) members from the School of Nursing Academic Hearing Pool, with representation from the program in which the student is enrolled but who have not been involved in the course/issue or prior proceedings. One member will be designated as the Chair and will only vote in the event of a tie decision. The procedure will be conducted in a similar manner as described for the Progression Committee Meeting. The student will be notified of the appeal meeting and will be encouraged to appear before the Committee and/or submit additional written documentation pertinent to their performance. Students may have their support person present, but the support person will not be permitted to address the Committee or participate in the proceedings. The Senior Associate Dean for Academic Advancement must receive written notification at least 24-hours prior to the meeting if a support person will be accompanying the student. The student, and support person if present, will be excused from the meeting and by the majority vote the Appeal Committee, will render a decision. The decision of the Appeal Committee will be submitted to the Dean and the Dean will notify the student in writing of the outcome of the appeal.

Progression Committee Decisions & Recommendations

1. **Academic Probation** represents a notice that continued inadequate academic performance may result in dismissal. Probation is a written notification specifying the area in which the student falls below their program progression requirements for course grade(s) and/or cumulative GPA. Probation is for a designated period of time and a student may be dismissed if they do not meet progression requirements in the subsequent semester(s). A student on academic probation may successfully complete the probationary period and return to “good academic standing”. A student who is on academic probation and fails to achieve progression requirements may be dismissed from the program and the School of Nursing. When a student is placed on academic probation, it will be noted in their academic record. When a student returns to “good academic standing”, this will be placed in the academic record. Students on academic probation may not be eligible for leadership positions; the Lillian Carter Center sponsored immersion or other sponsored trips, and/or research activities.

2. **Suspension** will result in separation of the student from the School of Nursing for a definite period of time, after which the student may be eligible to return. Conditions for readmission will be specified at the time of suspension. All re-enrollment requests made in writing by the student after suspension will address the specified requirements and be reviewed by the Progression Committee. The Committee may render a decision to readmit a student with, or without conditions to the admission, or to recommend dismissal. Refer to additional policies and processes related to Involuntary Withdrawal and Emergency Suspension.
3. **Dismissal** may be recommended if a student:

- Makes below the required grade in a repeated course. As part of a prior decision, the student may be required to earn a grade higher than the course grade required by the program.
- Makes below the required grade in a second course, or
- Demonstrates unsafe clinical practice, or
- Fails to meet specific requirements for progression in a program.

Students may be dismissed from the School of Nursing with an option to reapply. Students who are dismissed a second time are not readmitted. The Dean of the School of Nursing makes the final dismissal decision.

Academic suspension or dismissal may be waived and the student continued on academic probation by special action of the Progression Committee. Academic suspension or dismissal may be waived no more than once during a student’s course of study in their program. Any student who becomes eligible for dismissal a second time will be dismissed without review.

**Goal Setting Plan for Student Improvement**

Upon notification of a Progression Committee decision, the student is required to meet with the program director /or their designee to develop a Goal Setting Plan for Student Improvement. The purpose of the goal setting plan is to make the student aware of additional options for academic support, document a specific plan with clear expectations, and inform the student of consequences associated with failure to improve performance. Involvement of other appropriate faculty and staff as necessary will be a component of this plan. A copy of the Goal Setting Plan for Student Improvement will remain in the student academic file. Improvement plans are subject to future review by the Progression Committee to document a student’s commitment to improve and successful academic progression. If a student does not sign the Goal Setting Plan for Student Improvement, they will not be permitted to continue their enrollment.

**Annual Progression Committee Report**

The Progression Committee Chair will prepare an annual report. The report will only include the number and nature of decisions and outcomes. The names of students, courses involved, and any other personally identifiable information will not be reported in accordance with federal student confidentiality laws. The report will contain dashboard metrics for all student progression in the School.

**Disposition of Records**

All proceeding records shall be maintained electronically in an access limited file on the Emory Box by the Progression Committee Chair and designee. Only the decision letters from the Progression Committee and/or Dean will be placed in the academic student file.