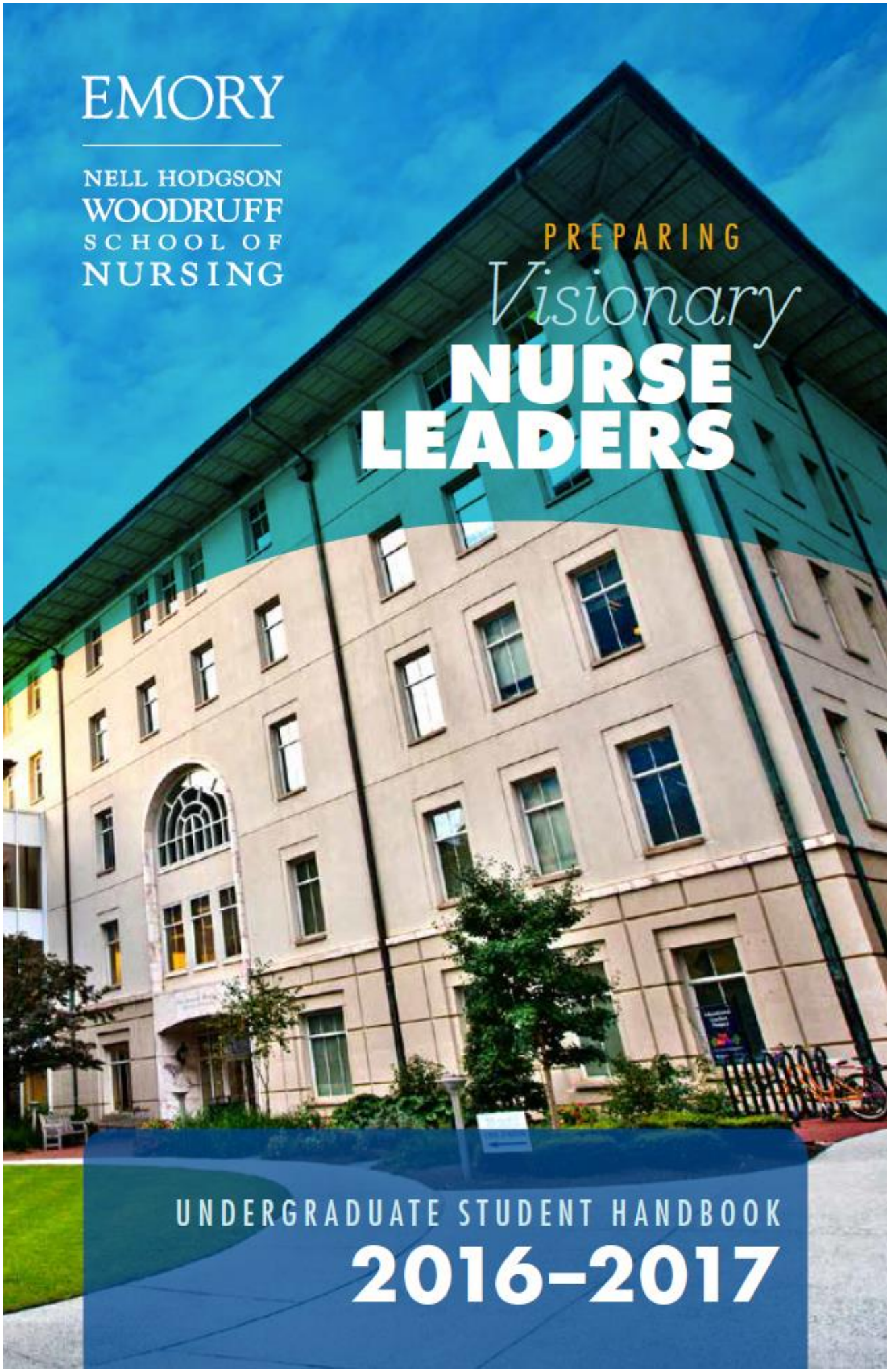
EMORY

NELL HODGSON
WOODRUFF
SCHOOL OF
NURSING

PREPARING
Visionary
NURSE LEADERS



UNDERGRADUATE STUDENT HANDBOOK

2016–2017

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Emory University
Nell Hodgson Woodruff School of Nursing

Preamble

In support of the mission of Emory University and the Woodruff Health Sciences Center, the Nell Hodgson Woodruff School of Nursing sustains and nurtures the full range of academic programs from undergraduate to PhD and scholarly activity from basic research to clinical applications in the acute care setting, home, and community. The School of Nursing is fully invested in the scholarship of discovery, teaching, and application, uniting faculty and students in commitment to excellence and integrity. The faculty, students, staff, and administration endeavor to create a culture of scholarship that challenges thinking, encourages dialogue and critique, supports innovation, nurtures creativity, and celebrates diversity. The Nell Hodgson Woodruff School of Nursing draws from its rich history as it fulfills this mission in partnership with its interdisciplinary colleagues in the Woodruff Health Sciences Center and the larger university.

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

Mission

Our mission is 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.

Vision Statement

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.

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.

BSN Outcomes

The graduates of the School of Nursing BSN program will demonstrate the following characteristics and behaviors:

Leader: Provides leadership and collaboration within the health care team. Improves patient care outcomes through evidence-based innovations. Fosters safe and quality health care practices. Provides patient-centered care. Understands policy development, power, politics, and the economics of health care.

Scholar: Applies and translates evidence based findings to nursing practice and inquiry. Strengthens the intellectual skills of inquiry, engagement, reflection, and collaboration.

Socially Responsible Provider: Engages in socially responsible care, which improves patient outcomes. Understands the roles social change, advocacy, equity, access, and justice play in health.

Ethical Clinician: Reflects on and applies ethical principles to nursing practice in accordance with the professional code of ethics and professional standards of practice.

Critical Thinker: Applies critical thinking evidence-based methodologies in collecting, assessing, and analyzing relevant data, establishing priorities, making appropriate decisions, raising questions, and questioning assumptions.

Clinician: Provides safe, effective, evidence-based, culturally appropriate, patient-centered care. Collaborates with patients, families, and health care providers. Acts as client advocate. Assumes leadership in delegating and supervising care.

Effective Communicator: Provides clear and effective written and verbal communication with patients, families and peers by using culturally appropriate language (verbal, nonverbal, and written). Demonstrates competency with patient care plans, electronic medical records, informatics, formal, and technical writing.

Educator: Provides patient with evidence-based health promotion and disease prevention information and resources in order to improve patient outcomes.

General Information

Communication

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., @hotmail.com, @aol.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.

Weather

In the event of closing or delayed opening due to inclement weather, you may call 404.727.1234. Weather-related university closing or opening delays are also broadcast on local Atlanta radio and television stations.

Address and Telephone Changes

It is important that the university has your current address and telephone number correctly listed in the student information system. You are responsible for making sure this information is updated through your OPUS account.

Important Email Addresses

School of Nursing

Learning Resource Center	son-classrooms@listserv.cc.emory.edu
Office of Instructional Communications	son-classrooms@listserv.cc.emory.edu
Office of Enrollment and Student Affairs	nursingquestions@emory.edu
Nursing School Registrar	nursingregistrar@emory.edu
Lillian Carter Center for International Nursing	lccin@nursing.emory.edu

Emory University

Health Sciences Library	carolyn.m.brown@emory.edu
Help Desk (ITD)	euhelp@emory.edu
Information Desk (DUC)	duc-tix@emory.edu
Office of Financial Services	student.financials@emory.edu
Office of Financial Aid	finaid@emory.edu
Office of the Registrar (transcripts)	registr@emory.edu
Student Health Services	rjarvis@emory.edu
Career Center at Emory University	careercenter@emory.edu

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

Students serve several committees and the Honor Council and have full voting privileges. Students will be notified of openings on committees in accordance with the School of Nursing by-laws.

Students may also serve on selected university committees, including the University Senate.

Appointments are made by the dean or the dean's designee.

Administrative Resources

Faculty

Faculty is the most important resource for academic concerns. A complete list of faculty can be found on the School of Nursing website: www.nursing.emory.edu/directory/.

Administration

Dean	Linda McCauley	404.727.7976
Executive Administrative Assistant	Donita Crockett	404.727.7975
Associate Dean for Finance and Administration	John Worth	404.727.4348
Associate Dean for Academic Advancement	Sandi Dunbar	404.727.6939
Associate Dean for Research	Elizabeth Corwin	404.712.9805
Associate Dean of Enrollment and Communications	Jasmine Hoffman	404.727.6524
Assistant Dean for BSN Education	Angela Amar	404.727.6937
BSN Program Coordinator	Lisa Marie Wands	404.727.6837
Accelerated BSN Program Coordinator	Carolyn Reilly	404.727.8170
Accelerated MSN Program Coordinator	Brenda Baker	404-727-2552
Program Coordinator for BSN Education	Sandra Gribkoff	404.727.9719
Assistant Director for Nursing Education	Nicole Ingram	404.727.5498
Lillian Carter Center for International Nursing		
Administrative Director	Kathryn Kite	404.727.3063
Academic Program Coordinator	Jennifer Foster	404.727.8445

Educational Resources

The School of Nursing provides students with a number of educational resources designed to support them in meeting their academic goals. These resources include:

• Instructional Technology provides support for classroom technology and media production

• Learning Resource Center Computer Lab provides software and computer assistance to students and faculty as well as a computer lab workspace in the School for study, research and testing.

• Charles F. and Peggy Evans Center for Caring Skills is a clinical nursing skills simulation lab, which provides students with options for individualized, self-paced learning and supervised practice for clinical nursing skills. The faculty assigned to the simulation lab also assists in the selection and review models and instructional technology.

Instructional Technology

Instructional Technology supports the educational goals of the School of Nursing by maintaining the technology infrastructure in the classrooms and the student computer lab. It also provides presentation and multimedia services for faculty, staff, and students. The Nursing School has 14 smart classrooms and seminar spaces and 6 nursing skills labs. Instructional Technology handles the day-to-day operations of classrooms including presentation support. It also offers support for classroom activities, media production and wide variety of software like Blackboard, Vidyo, Adobe Connect, Echo 360, Emory Box and Skype.

Location: School of Nursing, Room 117
Hours of Operation:
Open Monday–Friday, 6:00 a.m.–8:00 p.m. Staffed 8:00 a.m.–5:00 p.m.
For help send email to son-help@listserv.cc.emory.edu

Staff

Steve Ellwood, Associate Director, Instructional Technology
Room 117C
404.727.7969
steve.ellwood@emory.edu

Matthew Freret, Computing Lab Coordinator
Room 117B
404.727.3473,
mfreret@emory.edu

Nursing Classrooms

All Nursing School classrooms are smart rooms. Each one has a computer (Windows 7), 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 classroom capture system. A few classrooms have special equipment for light¬ing 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 were designed for small group work and meetings. Some seminar spaces include webcams for videoconferencing. All classroom computers have a standard software installation that includes: Microsoft Office, Skype, Firefox, Google Chrome, and McAfee Antivirus. Additional software must be by Instructional Technology. 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.

Multimedia Production Services

Instructional Technology will consult with students to help them with their media projects. There are many resources available for students on campus including Emory Student Computer Services (http://it.emory.edu/studentservices/index.html) and Emory Center for Digital Scholarship (http://digitalscholarship.emory.edu/). In-house production services include video or audio recording and edit¬ing, desktop publishing, scanning for electronic presentation, photography, help with posters and displays, multimedia production, and help with website design and construction.

Learning Resource Center

The Learning Resources Center (LRC) is the Nursing School's computer lab. It has fifty-five Windows 7 computers. It also has printers, a FAX and a photocopy machine for students. Wireless printing is available in the LRC and the Plaza level student lounge. All students can use the LRC as their work or study space while at the school. The LRC is also used for computer-based student tests.

Learning Resource Center Policies and Procedures

- The computers in the LRC are only for the use of currently enrolled nursing students, faculty, and staff.
- Copying software or music is prohibited. The transfer or copying of copyrighted protected software or materials is in violation of US copyright laws.
- No eating or drinking is allowed in the LRC.
- Broken or malfunctioning hardware or software should be reported to the lab representative on duty.
- Users are requested to leave workstations clean for the next person before leaving the LRC.
- Cell phone usage is not allowed in the LRC.
- Printing in the LRC is managed by the EaglePrint system (http://it.emory.edu/studentdigitallife/services/eagleprint/). Students must have money on their Emory Card account and use the card to print. Only black and white printing is available in the LRC. Single-sided prints cost $.08 per page; double-sided prints are $.12 per page.

The Emory Student Digital Life website (http://it.emory.edu/studentdigitallife/index. html) lists services, spaces and support available for all Emory students.

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 at the 1520 Clifton Road building and the Wesley Woods Graduate Simulation and Skills Facility at the 1821 Clifton Road building are multifaceted labs used to promote learning, quality patient care, and safety.

The Evans Center

The Evans Center facility consists of dedicated innovative learning space on the plaza level of the building as well as equipment that adapts to learning spaces throughout the building. The primary focus of the lab space at the Evans Center is pre-licensure nursing education to provide a variety of educational experiences from the novice to the expert clinician.

The Wesley Woods Center

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.

Lab Contacts

Kate Moore, PhD, DNP, APRN-BC, CNE, FCCM, Director, 404.727.3766, kate.moore@emory.edu

Stella Clarke-Dubose, Administrative Assistant, 404.727.8141, stella.clarke-dubose@emory.edu

Library Services

Woodruff Health Sciences Center Library

The Woodruff Health Sciences Center 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 have access points via web services and discoverE, the university online library catalog. Major works can be found in permanent and course reserves, housed at the Information Desk. The library provides reference services and conducts workshops on methods of identifying, locating, and evaluating sources of information. Students can access group and individual study rooms with smart boards.

Carolyn M. Brown, the nursing informationist, has office hours at the School of Nursing in the Learning Resource Center on Wednesdays 10:00 a.m.–1:00 p.m. and also can be reached at carolyn.m.brown@emory.edu or by phone at 404.727.0285.

Woodruff Health Sciences Center Library | http://health.library.emory.edu
1462 Clifton Road, Atlanta, GA 30322

Hours:

- Monday thru Thursday: 8:00 a.m.–midnight (Summer Hours until 10:00 p.m.)
- Friday: 8:00 a.m.–7:00 p.m.
- Saturday: 10:00 a.m.–7:00 p.m.
- Sunday: noon–midnight (Summer Hours until 10:00 p.m.)

Contact Information:
Ask A Librarian: http://health.library.emory.edu/ask-librarian/
Information Desk: 404.727.8727

To Access Resources and Services, Always start here at Woodruff Health Sciences Center Library website: http://health.library.emory.edu/

To Connect to Library Resources from Any Off-Campus Location

- Start at the library website
- Identify yourself with your network ID and password when prompted
- As an alternative, install software from vpn.emory.edu

To Research Questions and Topics, Download Literature, or Analyze Data, start at the Nursing Community at http://health.library.emory.edu/communities/nursing:

Go to Biomedical Resources. http://health.library.emory.edu/biomedical-resources/index.html. See Essentials for quick links to the WHSC Library's most used resources.

- PubMed
- Ejournals
- Select etextbooks

See Clinical Resources:

- Click on Point of Care for Dynamed, Epocrates, Visual DX
- Click on Find Evidence: for Pubmed, CINAHL, Joanna Briggs

To Obtain Journal Articles from Database Search Results:

- Click on the Find it@Emory button to view full-text availability and other options
- If there is no full-text, click the discoverE -GO- button to check for print availability
- If there is no full-text or print available, click the ILLiad -GO- button to request the article

To Contact Informationists:

- Call WHSC Library Information Desk 404.727.8727
- Use Ask a Librarian form at http://health.library.emory.edu/about/contact/ask.php

Woodruff Library

The Library Services Desk is located on the second floor.

Hours: Monday–Thursday: open 24 hours; Friday: closed at 8:00 p.m.
Saturday: 9:00 a.m.–midnight; Sunday, noon–24 hour access
404.727.6873; web.library.emory.edu

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.

Cox Hall Student Lab

This computer lab for students is Monday through Thursday, 9:00 a.m. to midnight; Friday, 9:00 a.m. to 5:00 p.m.; and Sunday, 1:00 p.m. to midnight. The Computing Center at Cox Hall is equipped with 24" Apple iMacs running both Mac and Windows operating systems. The computers are configured with a variety of office productivity and multimedia applications, including video editing and DVD production software. Call 404.727.5093 or visit http://cox.emory.edu for additional information.

Faculty and Student Computing Support

There are a wide variety of computing services available to School of Nursing faculty and students. The Office of Information Technology (OIT) 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.

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

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 Network ID and a network password. Students who have forgotten either a Network ID or password may call the Help Desk at 404.727.7777.

Blackboard: http://classes.emory.edu

Blackboard is Emory's online course delivery system. Many courses at Emory are set up on Blackboard using information from the registrar's system to enroll the correct students. Faculty control how much Blackboard is used in their courses. It 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 Network ID and password. Students who have forgotten their passwords may contact the Help Desk at 404.727.7777 or classes@emory.edu for assistance.

Other Computer Resources at Emory

Computer Store @ Emory

Located in the Emory University Barnes and Noble Book store.

Store hours: Monday–Thursday, 9:00 a.m.–6:00 p.m.; Friday, 9:00 a.m.–4:00 p.m.; Saturday and Sunday, Noon–4:00 p.m.
404.727.6222

Printing and Photocopying

Student printing and photocopying machines are located in the Learning Resource Center of the School of Nursing. Emory University and the School of Nursing use the EmoryCard to pay for printing. Your student ID is your EmoryCard. To use it for printing, you must add money to your account. For more information on the EmoryCard, please visit http://www. emory.edu/studentfinancials/Your_Accounts.htm.

Copy and printing centers are also located in various libraries and computer labs on the campus, including the Health Sciences Library. Most of these use the EmoryCard for copy and print charges. Additionally, you can do many types of printing and copying including large format posters at Emory Document Services (http://www.docservices.emory.edu/index.html in the Dobbs University Center).

Financial Aid

Students who apply for financial assistance in the School of Nursing at Emory are considered for various types of financial resources, including grants, scholarships, and low-interest loans. Students must be enrolled for at least six semester hours to be

considered for need-based financial aid. However, students must be enrolled for at least twelve semester hours to be considered for School of Nursing merit-based awards. A student's merit-based aid will be cancelled if she or he enrolls for less than twelve semester hours. Each year students will need to 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 that the university receives the results from the processing agency in a timely manner.

The Emory University Office of Financial Aid, is located on the third floor of the Boisfeuillet Jones Center.

Financial aid is available for the summer semester. Students must be enrolled for at least six semester hours in order to be considered for need-based aid. 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 2016–2017 information.

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. Advisers can also 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 Patricia Nicol at patricia.nicol@emory.edu

University Student Services

Academic and Personal Counseling

Each student is assigned a faculty adviser for curriculum planning and consultation regarding academic and other matters. Members of the faculty and administration welcome students who have special questions or concerns. Students can access the Campus Life Handbook, a guide to university services and resources, at www.emory.edu/CAMPUS_LIFE/students. html. Information is available within the guide relating to a variety of available services.

The university offers counseling for personal, psychological, religious, and legal matters through the Division of Campus Life, the United Campus Ministry, Student Health and Counseling Services, and Student Legal Services in the School of Law. The Career Center is another university resource open to nursing students. The Career Center provides listings of part-time jobs open to students and offers guidance in regard to resume preparation and the job search. Counseling and Psychological Services (CAPS) provides outpatient services for nursing students at no charge, and psychiatric counseling is also available from Student Health and Counseling Services. All student concerns are always handled on a confidential basis except as required by law (including danger to self or others). In addition to the above-mentioned resources, the International Student Programs Office is available to assist international students.

Office of Access, Disability Services, and Resources (ADSR)

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 Access, Disability Services, and Resources, ADSR, (formerly ODS) is the administrative office responsible for managing "access needs" and providing ADA accommodations. In this role, we 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 ADSR. All requests and documents are managed and maintained at the highest level of integrity. More detailed information is available at www.ods.emory.edu. In addition, ADSR may be contacted via phone (404.727.9877) or at our dedicated/confidential email address at oadisab@emory.edu. Also, you are welcome to make an appointment or stop by our office with any questions.

Office of Access, Disability Services, and Resources (ADSR) at Emory University, 201 Dowman Drive, University Administration Building, Suite 110, Atlanta, GA 30322. 404.727.9877 (office), 404.712.2049 (TDD), 404.727.1126 (fax).

Student Health and Counseling Services

Emory University Student Health Services (EUSHS), located at 1525 Clifton Road, is the primary outpatient healthcare facility for enrolled, officially registered students with valid Emory ID cards. Students' spouses, qualified domestic partners, and unmarried children eighteen years of age or older that are insured by the Emory Aetna Student Insurance Plan are seen by appointment on a fee-for-service basis. The Student Health team is comprised of primary care physicians, psychiatrists, physician assistants, nurse practitioners, nurses, registered dietitians, an alcohol and other drug counselor, and a licensed clinical social worker. Students wishing to schedule a medical or psychiatry appointment should call 404.727.7551(press 1) or schedule your own appointment online via the Patient Portal at www.studenthealth.emory.edu.

Services

Emory University Student Health Services is staffed by physicians, board certified in family medicine, internal medicine, sports medicine, emergency medicine and psychiatry and are faculty members of the Emory University School of Medicine. EUSHCS is fully accredited by the Accreditation Association for Ambulatory Healthcare, Inc. (AAAHC) and offers a variety of outpatient clinical services designed to meet the needs of Emory students.

- Primary outpatient healthcare
- Physical examinations
- Confidential HIV Testing
- Women's health and contraception services
- Colposcopy and IUD placements
- Mental health counseling and referral
- Preventive health
- Substance abuse counseling and referrals
- Allergy injections and immunizations
- On-site specialty clinic in dermatology and referrals to off-site specialists
- Health education and wellness programming and individual consultation
- International travel clinic and immunizations
- Nutrition counseling
- Laboratory testing

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS), located at 1462 Clifton Road, provide 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. Students should call 404.727.7450 to make an appointment or for more information visit www.studenthealth.emory.edu/cs.

Medical Fees

Except as otherwise noted below, Emory tuition covers visits to the EUSHCS. Charges for the following services are not covered by tuition and must be paid by the student: hospitalization, laboratory tests and x-rays, consultations with physicians outside EUSHS, injections (including allergy shots), medications and medical supplies, travel consultations, medical procedures and colposcopy, physical examinations (form/document physicals), dermatology clinic and appointment no-shows. Payment is expected at the time service is rendered. Cash, checks, Visa and MasterCard are accepted.

Health Insurance

All students enrolled in the School of Nursing are required to purchase or waive health insurance by completing the Student Health Insurance Enrollment/Waiver form online at www.OPUS.emory.edu by the designated deadline. Students may purchase the Emory University Aetna Student Health Insurance Policy (EUSHIP) or show proof of comparable coverage with another plan through waiving. Any student who does not show proof of health insurance coverage equal to the minimum waiver criteria, or who does not submit the Student Health Services Enrollment/Waiver form by the designated deadline, will be automatically enrolled in the Emory University Student Health Insurance Policy and billed by the Student Financial Services. The waiver process must be completed each year prior to the start of fall semester.

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 full policy is contained in the Campus Life Handbook.

Transportation

There are free shuttle services that serve 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.

Campus Map

The Emory University campus map can be viewed on the web at www.emory.edu/MAP/.

Emory Card Services

As your official ID card, the EmoryCard is an identity tool for the safety and security of our campus and community. It should be in your possession at all times and presented upon request to any University official. The EmoryCard is nontransferrable and may not be altered in any way.

The EmoryCard can be used in a variety of ways such as a personal Eagle Dollars declining balance card for goods and services at on- and off-campus retail locations, residence hall access, meal plan access, Woodruff Library access, and Woodruff P. E. Center.

Please Note: Access is granted by the facility. A Common University access point such as Woodruff Library is, automatically, granted to everyone; however, Woodruff PE Center is only automatically granted to Emory University Students. Faculty/Staff must purchase a membership to obtain access into the P. E. Center.

For more information about EmoryCard Services, please visit www.emory.edu/emorycard or contact us at 404.727.6095. EmoryCard Services is located on the first floor of the Boisfeuillet Jones Center. Normal business hours are Monday—Friday; 8:30 a.m.–4:30 p.m.

Academic Policies and Procedures

Registration Policies

Registration is processed by the director of registration each semester. The dates for registration can be found on the academic calendar included in this handbook.

Students will be enrolled in the prescribed curriculum and may register for additional courses during the registration period. The class schedule will be available on the School of Nursing website, www.nursing.emory.edu/audience_guides/students.html. For enrollment in additional courses, visit the Emory registrar's website at www.registrar.emory.edu/Students/Registration_Folder/Scheduleofclasses.html

Students may stop by the Office of Enrollment and Student Affairs to complete a registration add form, which must be signed by any BSN faculty or the assistant dean for BSN education and returned.

Note: Each student's 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.

After registration is completed, students will be able to view their schedules on OPUS. Tuition bills for the upcoming semester can also be viewed on OPUS, and students should review both carefully and report any problems to the Office of Enrollment and Student Affairs.

Minimum Enrollment

The School of Nursing reserves the right to cancel any course for which there is insufficient enrollment. Sufficient enrollment is normally defined as six (6) students. Final decisions about course offerings are made by the assistant dean for BSN education in consultation with the appropriate 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 the 2016-17 school calendar located on the nursing school website at http://nursing.emory.edu/audience-guides/students-audience-guide.html). Students can make some schedule changes online in the OPUS system during the drop/add period or by emailing nursingregistrar@emory.edu for any additional assistance.

Auditing a Course

Students may audit courses with permission of the faculty course coordinator and the academic adviser. The faculty coordinator determines requirements (criteria) for the audit, full tuition is required, and no academic credit is earned for audited courses.

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. A student who withdraws from a course or multiple courses by the mid-term date posted on the Nell Hodgson Woodruff School of Nursing website 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 mid-term 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.* Students should note that a grade of "WF" factors into a grade point average as an "F" and will result in dismissal from the program. Students may withdraw from multiple courses during the undergraduate 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 BSN program and the student will be withdrawn from the school at the end of the academic semester during which the withdrawal occurs.

***Note:** 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. The student must have an average score of 70 percent or above based on the 3 available tests to receive a grade of "W" for the course. An average score on the 3 available tests of less than 70 percent will result in the assignment of a grade of "WF" for the course.

Medical Leave of Absence

Degree seeking students in the School of Nursing are eligible to take an official medical leave of absence. The period during this leave will not count against the time limit to complete degree requirements.

To be eligible for medical leave, students must provide a letter to the Office of Enrollment and Student Affairs stating the nature of the leave, the anticipated return date, and a note from a physician documenting the medical condition that is cause for the leave. When the School of Nursing has received this documentation, 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.

Re-Enrollment after Absence

If withdrawal or absence from the school is necessary for any reason for one or more semesters, except summer, the student must request permission for readmission through the Office of Enrollment and Student Affairs. Requests for readmission must be submitted and approved no later than June 1 for fall consideration and November 1 for spring consideration.

Formal Student Evaluation

Student evaluation of courses is very important to the faculty of the School of Nursing. Students are in a position to provide informed and useful feedback about the accessibility of the curriculum, the quality of the instruction, and the overall educational experience they have received here. Each student is encouraged to take the responsibility seriously. Comments that students make on evaluation forms may be of assistance in the development of content and course material for future classes.

Course evaluation in the School of Nursing is accomplished electronically and has appropriate safeguards for student confidentiality. Orientation to the process for evaluation is provided to students prior to the end of each semester. Data from student evaluations are provided to faculty as aggregate data.

Transfer Credit

With approval, up to twelve (12) semester hours of undergraduate course work from an accredited institution may be transferred to a degree program in the School of Nursing. Only courses with a grade of "B" or better may be transferred.

Students may obtain a Transfer Credit Form in the Office of Enrollment and Student Affairs. The form must be completed and returned to the same office before approved transfer credit can be added to a student's record.

If transfer credit is being used to replace both the content and credit hours of a course in the School of Nursing curriculum, then the credit may not have been used for a prior degree.

If transfer credit was used for a prior degree, it can still replace the content of School of Nursing course work, but not the credit hours. An appropriate elective, selected by the student and approved by his or her adviser, must be selected to replace the needed credit hours.

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 time frame. The course coordinator must approve this grade and arrangements must be made to replace the "I" grade within one calendar year or another time frame 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, he/she must be enrolled in other courses or registered as "in residence."

Students seeking this option must obtain an Application for Incomplete Grade form from the Office of Enrollment and Student Affairs and take it to the course coordinator. Once the form has been completed and signed by both the student and the course coordinator, the course coordinator will give a copy of the form to the student and turn the original in 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. Unless otherwise stated on the Application for Incomplete Grade form, incomplete grades that are carried for more than one calendar year will automatically be changed to an "F."

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, the behavior will be addressed as a disciplinary matter under the applicable Student Conduct Code. The Student Conduct Code defines prohibited conduct and outlines 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 Student Conduct Code may apply. In all cases, the dean of the School of Nursing 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 assistant dean for BSN 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, he or she may initiate an assessment of the student's ability to safely participate in the university's program.

The assistant dean for BSN education initiates this assessment by first meeting with the student to (1) review available information concerning the behavior and/or incidents 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 mental health services. If the student refuses to withdraw voluntarily from the university, and the assistant dean for BSN education continues to have

reasonable cause to believe the student meets one or more of the criteria for involuntary withdrawal, the assistant dean for BSN education may require the student to be evaluated by an appropriate mental health professional.

Evaluation
The assistant dean for BSN education may refer the student for a mandatory evaluation by an appropriate mental health professional. The mental 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 school 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 mental health professional(s) and the university. Upon completion of the evaluation, copies of the evaluation report will be provided to the assistant dean for BSN education and the student.

The mental 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 mental health professional will, with appropriate authorization, share his/her recommendation with the assistant dean for BSN education, who will take this recommendation into consideration in determining whether the student should be involuntarily withdrawn from Emory. A copy of the mental health professional's recommendation will be provided to the student, unless, in the opinion of the mental health professional, it would be damaging to the student to do so. If the evaluation results in a determination by the mental 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 assistant dean for BSN 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 a hearing officer appointed by the assistant dean for BSN education by submitting a written request to be heard within two 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 an Emory faculty or staff member or 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 hearing officer shall decide whether to uphold the involuntary withdrawal or whether to reconsider, and the student shall be provided written notice of the hearing officer's decision as soon as possible.

Appeal to the Dean
The student may appeal the hearing officer'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 assistant dean for BSN education, (d) the student refuses to complete the mandatory evaluation, or (e) the assistant dean for BSN 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 this Involuntary Withdrawal Policy applies to cases in which there is a concern about the safety of the student or others, the dean or his/her designee may require a student who has been involuntarily withdrawn under this Policy to be re-evaluated before he/she is readmitted in order to assure that he/she presents no direct threat to himself/herself or others.

Undergraduate Program Academic Standards and Policies

Approved by Faculty, May 2006 ; Revised April 2010; Revised April 2011

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.

1. Grading Policies for Undergraduate Courses

1.1 The grading scale:

Quality Points	Letter Grade	Numerical Grade
4	A+	97–100
4	A	93–96
3.7	A-	90–92
3.3	B+	87–89
3	B	83–86
2.7	B-	80–82
2.3	C+	77–79
2	C	73–76
1.7	C-	70–72
1	D	60–69
0	F	59 and below

1.2 Clinical performance will be rated and is defined as follows:
The Clinical Performance Evaluation is used to assist the student/faculty in determining the student's level of achievement in meeting course objectives. Additionally, this tool serves to provide evidence of student progress in meeting each level of outcome objectives of the BSN program as well as core clinical competencies. Achievement of behaviors listed will be determined through observation of performance and evaluation of written work.

Purpose:

- Describes conduct and competencies that must be demonstrated in every clinical course in the baccalaureate curriculum of the NHWSN.
- Describes clinical behaviors that have been identified as essential competencies for every undergraduate in order to advance in the clinical curriculum.
- Competency is defined as consistent performance of the desired behaviors and seeking appropriate guidance/assistance as needed. The competency reflects incorporation of prior learning and self-assessment in order to successfully perform the desired behaviors.
- Competency that has been achieved is expected to be demonstrated consistently throughout future clinical courses.

Definition of Terms: Clinical performance and professional conduct/competency during each clinical rotation are evaluated on an ongoing and summative basis.

Satisfactory (Pass): The student meets the performance expectations for level of BSN 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.

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

In Progress (Need for remediation): The student demonstrates progress towards meeting the expected level of BSN outcomes and core clinical competencies, but requires further opportunity to demonstrate competence.

- If the student is not meeting expected competencies at any point in a clinical rotation, the student, clinical instructor, and mentor will meet together as soon as possible to review the specified issues/concerns and to develop a written contract for remediation. This contract will outline a plan, criteria, and timing for satisfactory performance in the clinical area. A copy of the contract will remain in the student's evaluation folder.
- Rating as In Progress (IP) is allowed at the end of a specialty clinical rotation (Pediatrics/ maternity) when the rotation ends partway through the semester, but not at the end of a course/semester. If a student's contract is still being fulfilled when the clinical site/rotation is changing, the student is permitted to continue to the next clinical site while completing the terms of the contract. It is necessary for the student, course coordinator or BSN program director and both clinical instructors to meet to discuss this contract before the second clinical begins. By the end of the semester the student must successfully fulfill the terms of the contract in order to progress (earning a satisfactory for the clinical requirement for the course). The student will not be permitted to progress to the next clinical course in the program if the clinical performance is rated as In Progress (IP) or Unsatisfactory.

Unsatisfactory (Fail): The student has not demonstrated the ability to apply theories and concepts to clinical practice situations commensurate with expected level of function as described in BSN outcome objectives and core clinical competencies. The student fails to demonstrate safe competent nursing practice. A student who earns a rating of Unsatisfactory is not eligible for remediation.

- Students may earn an Unsatisfactory if, by the terms of a remediation contract for a rating of IP on the clinical evaluation tool, a competency is not met.
- Students may automatically earn an Unsatisfactory for not meeting the competencies related to clinical outcomes, competency or professional conduct (behaviors that compromise quality and safety or professionalism).
- A failure in any one clinical competency warrants a failure for the course regardless of other course scores.

Students who earn an unsatisfactory clinical evaluation may continue to attend classes, but cannot attend clinical.

PROCEDURE

- The student's clinical performance, conduct and competency are evaluated at the end of each clinical assignment and at midpoint at the discretion of the instructor or student.
- Evaluation conferences are scheduled at a time appropriate for the instructor and student to review evaluation data.
- Because self-evaluation is an integral component of professional behavior, the student is expected to complete a self-evaluation prior to every evaluation conference.
- Joint conferences can be held at the request of either the faculty member or the student.
- Indicators are examples only. There are many other behaviors that 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.

2. Academic Standing and Academic Dismissal

2.1 Students earning a grade of "C" in any clinical course or, more than one grade of "C" in any single semester, or earning consecutive grades of "C' in two science or professional development courses or obtains a score of "1" or below on an ATI proctored exam, will be reviewed by the Assistant Dean for BSN Education for appropriate follow up. Follow up will include the development of a plan for improvement including registration in NRSG 324 or 424, Case Study Analysis.

2.2 Students earning one letter grade of "D" in any nursing course will be required to retake the course in which the "D' was earned. Repeating a course means the student may have to interrupt the program of full-time study and graduation may be delayed for at least one year. Individuated plans of study will be developed jointly by the student, the faculty advisor, and the assistant dean for BSN Education. These students are also required to take NRSG 324/424, Case Study Analysis.

2.3 Achievement of two or more letter grades of "D" in nursing courses will result in exclusion from the program.

2.4 Achievement of one letter grade of "F" in any nursing course will result in exclusion from the program.

2.5 ABSN Students
Any ABSN student earning a letter grade of "D" in any nursing course will be placed in the BSN program of study.

2.6 ABSN Students
Any AMSN students earning a letter grade of D in any course in the AMSN program will not be able to matriculate automatically into the MSN program and must apply to the MSN program. The student will be placed in the BSN program of study and will be required to earn a B or better in the comparable course to continue in the BSN program of study. Any AMSN student who moves from the ABSN track to the traditional BSN track for academic reasons will not matriculate automatically into the MSN program and must reapply to the MSN program.

3. Grade Point Average Requirement

3.1 A 2.5 average must be maintained in each semester to remain in good academic standing and to continue in the program.

3.2 A cumulative GPA of 2.5 in junior level courses is required in order to be eligible to continue to senior level courses.

3.3 A cumulative GPA of at least 2.5 is required for graduation.

3.4 A cumulative GPA of 3.0 is required for accelerated students to continue into the MSN program.

Academic Grievance and Appeal Procedure

Approved by faculty May 4, 2009

The Nell Hodgson Woodruff School of Nursing prefers and encourages all academic concerns to be addressed directly between constituents and settled through appropriate and respectful conversation between the parties involved. At times, when issues cannot be resolved through these informal, appropriate means, the Academic Grievance and Appeal Procedure is provided to allow a formal avenue for students to address concerns related to faculty performance, assignment of grades, and the administration of academic policy.
Inquiries or concerns related to coursework, grading, or faculty interaction should be first directed to the instructor of the related course and the student's faculty advisor. If those discussions do not lead to a resolution that is satisfactory to the student, then she/he may request in writing a formal review through the assistant dean for BSN education.
For appeals of an academic dismissal, the student may request in writing a formal review directly to the assistant dean for BSN education.
To begin the formal grievance/appeal process, the written request submitted to the associate dean for BSN education should describe:

1. The grievance(s)
2. The reasons for appeal
3. The student's desired resolution

If the grievance or appeal effects the student's future enrollment in an upcoming term, the appeal must be submitted within 10 days of the end of the term. All other grievances or appeals that have no effect on future enrollment should be submitted within a reasonable and appropriate time frame.

Supporting documentation (examples: graded coursework, course syllabus, transcripts) should also be submitted with the letter of appeal. If the assistant dean for BSN education deems that the grievance merits a full, official review, she/he will then advance the appeal process as described below. If the grievance is not an academic matter or otherwise does not merit a full review by the Academic Grievance and Appeals Committee, the assistant dean for BSN education will notify the student within 5 business days and provide alternatives when appropriate.

The Academic Grievance and Appeals Committee

Approved by faculty May 4, 2009

The Academic Grievance and Appeals Committee will be composed of:

The assistant dean for BSN education
A faculty member external to the School of Nursing
The student's faculty adviser
A School of Nursing course instructor for a course not involved in the grievance

If the grievance is directly related to any of the individuals named above, the assistant dean for BSN education will name a replacement for that particular review.

The committee will convene and review written documentation of the student's appeal, appropriate policies and procedures and any other relevant information. The student will be offered the opportunity to meet with the Academic Grievance and Appeals Committee within 10 days of the appeal request to present her/his case. The student may be accompanied by an adviser who is a current member of the Emory community (faculty, staff, or student) and is not a lawyer or law student. The student may decline the request to meet with the Academic Grievance and Appeals Committee and, if so, the committee will continue the review with all other available information.

The Academic Grievance and Appeals Committee will also request information from the faculty member or course instructor named or involved in the grievance. The information from the faculty member or instructor may be provided in writing or in person at the discretion of the Academic Grievance and Appeals Committee.

The Academic Grievance and Appeals Committee will be asked to address the following questions:

1. Have the appropriate policies and procedures been followed and have they met fair and reasonable standards?
2. Are there any mitigating circumstances?
3. Should the student's appeal be granted and, if so, what action should be taken?

The assistant dean for BSN education will then forward their summary of findings and recommendation to the dean, who is responsible for and administers the final decision regarding academic grievances. The assistant dean for BSN education will notify the dean, department chairs, and associate dean for enrollment and communications of the outcome and relevant information regarding the deliberations.

Graduation Policies and Procedures

Students may graduate from the Nell Hodgson Woodruff School of Nursing 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.

The Office of Enrollment and Student Affairs requires completion of a graduation checklist by the students and academic adviser in order to verify that all requirements are met. All students graduating with a bachelor of science in nursing will have completed at least 120 hours of college coursework, including 60 hours of the nursing curriculum.

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. Applications turned in after the deadline must be accompanied by a $25 late fee. There is no fee for applying before the deadline.

Honors at graduation are determined by the following guidelines:

Summa cum laude	4.0
Magna cum laude	3.850–3.999
Cum laude	3.7–3.849

Graduation Attendance

Official university and school Commencement exercises are held at the end of the Spring Semester. All candidates completing degree requirements in the spring are required to be present at commencement events, including university Commencement and the School of Nursing Commencement. Candidates completing degree requirements in the summer or fall 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 prior to participating in graduation ceremonies, including commencement.

Students who have an Honor Code violation pending or have not completed the sanctions given by the Honor Council will not be allowed to participate in graduation activities, including commencement. Students must be enrolled in the university for the term in which they wish to graduate.

School of Nursing Policies and Procedures

Clinical and Service Learning Requirements for Students

NOTE: Students cannot participate in clinical or service learning experiences without completing the following requirements:

Students and faculty in the School of Nursing must meet clinical agency requirements relative to health and immunization status as well as complete site-specific orientation. Immunization requirements, criminal background investigations, and drug tests are subject to revision. This information is required by clinical agencies, and students may be asked to obtain newly updated information at their own expense at any time during their enrollment.

Drug Testing and Criminal Background Investigation Requirements

The faculty and administration of the Nell Hodgson Woodruff School of Nursing of Emory University are strongly committed to following the professional standards of the health care community in order to benefit patients, students, and faculty. Criminal background checks and drug testing for students and faculty with clinical responsibilities are becoming standard requirements for health care and community agencies prior to clinical placement. In order to comply with clinical agency contractual requirements, the School of Nursing will require all students to consent to a Criminal Background Check and drug screen. Students are required to submit an original signed copy of the policy and related release forms. Please see the full text of the policy at the end of this section.

Health Requirements

All students who have been accepted into the School of Nursing are required to submit three (3) health forms to the Office of Educational Innovation, Nicole Ingram and Emory University Student Health Service. All of these forms are available on line at http://studenthealth.emory.edu/.

- The first is the Emory University Student Health Service (EUSHS) medical history form online through the Your Patient Portal system, which is to be completed by the student.
- The second is a physical exam form that must be completed by a physician or nurse practitioner.
- The third is a student immunization record showing a negative two-step tuberculin skin test (PPD), Quantiferon Gold, or chest x-ray (yearly), documented evidence of immunity for polio, vaccine or titer for varicella (chicken pox), and titers or physician's documentation for each of the following: hepatitis B series and titer; tetanus, diphtheria, pertussis, whopping cough (Tdap); measles, mumps, and rubella; and influenza vaccine.
- In addition, tuberculin skin testing (PPD), Quantiferon Gold, or chest x-ray is required every twelve (12) months while enrolled in the School of Nursing. Any student who has had a positive tuberculin test is advised to consult a physician regarding appropriate follow-up care. More information on Student Immunization Requirements can be obtained at the end of this section or at http://studenthealth.emory.edu/hs/hs_immunization.php. Students are also required to receive the influenza vaccine even in flu season.
- In addition to the health forms, students need to complete the Authorization for Use/ Disclosure of Protected Health Information test, also known as HIPAA.

Student Health Records

Student Health and Counseling Services maintains student immunization records, health history forms, and physical exam records, but students should keep copies of their records in order to maintain the proof of the appropriate requirements. Students are responsible for maintaining compliance with the immunization requirements. Students are also required to provide Student Health and Counseling Services and the clinical contract and placement coordinator with updates of these same materials. Nicole Ingram, clinical contract and placement coordinator in the Office of Educational Innovation verifies and maintains these records in the School of Nursing as appropriate.

Health Information Privacy and Accessibility Act (HIPAA) Training

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) directs health care providers, payers, and other health care entities to develop policies and procedures to ensure the security, integrity, privacy, and authenticity of health information, and to safeguard access to and disclosure of health information. Students are also obligated to follow these laws. As part of the contractual requirements between clinical training sites and the School of Nursing, students must receive documented training regarding confidentiality and privacy of protected health information covered under HIPAA. For undergraduate students, this is accomplished through classroom, lab and clinical setting training and on-line 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 will also receive site-specific training upon arrival at the clinical site. Documentation from other institutions or employers cannot be accepted.

Bloodborne Pathogens and Universal Precautions 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 should understand the need to use universal precautions with all patients, at all times, regardless of 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, lab 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 will also receive site-specific training upon arrival at the clinical site. Documentation from other institutions or employers cannot be accepted.

Evidence of Current Certification in Basic Cardiac Life Support

Students are also required to provide evidence of current certification in basic cardiac life support for health care providers and to maintain certification during the entire time they are students in the School of Nursing. Certification must be obtained through the American Heart Association (AHA) or through a health care provider who is certified as AHA BLS Instructor. Students will not be allowed to participate in clinical training if their certification has expired. Presentation of an original certification card with the instructors name is required.

Student Identification Badge

All students in the School of Nursing must wear appropriate identification while in the clinical area. All enrolled students can get an Emory ID card. The Emory Card Office is located in the Boisfeuillet Jones building on the first floor. The website is www.emory.edu/ studentfinancials/emorycard.htm and the telephone number is 404.727.6095.

If the student already works for Emory University Hospital–Midtown, they can get an Emory ID, which will allow them access for clinical sites and to identify him or her as an Emory student. There is no need to request the Proximity card (Prox card) for EUH–Midtown access, since they are already an employee and should have a EUH–Midtown issued ID card.

If the student is an Emory Healthcare employee, the student does not need a new ID card. However they should go to the card office to request to have their current ID card encoded to get access as a student.

Students may only use the name that is on record at the Office of the Registrar. 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.

NOTE: Prox card is required for access to Emory University Hospital–Midtown, the student should request the card at the time of issuance. Please see the appropriate program director to determine whether or not he or she will have clinical rotation at Emory University Hospital–Midtown. The fee is $8. Payment can be made by cash or check only. Also at the time of sign in at the Emory Card Office please list after your name whether you are a BSN or MSN student.

Preceptor Relationships

Students are frequently assigned to preceptors for clinical practice. These preceptors agree to serve in this capacity without monetary compensation and to work in close collaboration with both students and specialty coordinators. Students are urged to maintain professional relationships with preceptors and to maintain close communication with faculty regarding the preceptor experience.

Student Employment

Unlicensed students employed or volunteering in health care settings, either during their enrollment in the School of Nursing or during the holidays and summer between semesters, shall be employed or volunteering only as unlicensed personnel. They shall not represent themselves or practice as licensed professional nurses and will only present themselves as students in the Nell Hodgson Woodruff School of Nursing.

Readmission or Lapse in Attendance

For readmission after a year or more lapse in attendance, a new university health history form, physical exam, documentation of immunizations, drug screen, and criminal background investigation status report are required. For readmission after withdrawal for medical reasons, medical clearance by designated university officials is also required. All materials must be received before registration or the student will not be allowed to participate in clinical training.

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.

Policy on Drug Testing and Criminal Background Investigations of Students

Nell Hodgson Woodruff School of Nursing of Emory University

The faculty and administration of the Nell Hodgson Woodruff School of Nursing of Emory University are strongly committed to following the professional standards of the health care community in order to benefit patients, students, and faculty. Criminal background checks and drug testing for students and faculty with clinical responsibilities are becoming standard requirements for health care and community agencies prior to clinical placement. In order to comply with clinical agency contractual requirements, the School of Nursing will require all students (including those who have been admitted but who have not matriculated) to consent to a Criminal Background Check and drug screen.

- Drug test panels will include: Marijuana, Cocaine, Opiates, Phencyclidine, Barbiturates, Benzodiazepines, Amphetamines, Propoxyphene, Methadone, Oxycodone, and Meperedine;
- The background check must cover the past seven (7) years or the time period since the student's 18th birthday, whichever is less and will cover all states of prior residence. The following checks will be conducted:
  Social Security Verification, Residency History (all states), Georgia Statewide Criminal Search, Nationwide Sex Offender Search, Nationwide Healthcare Fraud and Abuse Scan, United States Patriot Act Search; Employment
- The student's failure to consent to the background checks or drug screen may prevent the School of Nursing from securing suitable clinical placement for the student, thus rendering the admitted student unable to matriculate or the enrolled student unable to complete the nursing degree program NHWSN;
- Results of the background checks and drug screens will be kept in separate confidential files. The Office of Education will convey the status of the background check to the health care or community agency per contractual obligations;

- Adverse results of the background checks and/or drug screens may prevent the School of Nursing from securing suitable clinical placement for the student, thus rendering the student unable to complete the nursing degree program, which may result in either the revocation of admission prior to enrollment or dismissal from the program for enrolled students. Adverse results include, but are not limited to:

  Felony convictions, weapons possession, history of Medicaid fraud, terrorist activities, pedophilia, sex offender crimes, assault and battery and patterns of misdemeanors (for example, but not limited to, charges of driving under the influence (DWI, DUI) driving with suspended license, shoplifting, fraud, trespassing;
- Students must report felony or misdemeanor convictions (excluding minor traffic violations) that occur during enrollment within 10 business days of occurrence to the Clinical Contract and Placement Coordinator. Failure to report requisite information may constitute grounds for immediate dismissal.
- Students will have the opportunity to investigate and correct adverse findings with certified court documents. Students may appeal administrative actions of revocation of admission or dismissal taken as a result of information obtained in the criminal background search by submitting a written statement of appeal and supporting documents to the Clinical Contract and Placement Coordinator within 10 business days of the receipt of the administrative action.

Procedure for Student Exposure to Blood/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

This information can be found on the School of Nursing website at www.nursing.emory.edu. The Woodruff Health Sciences Needlestick Hotline is 404-727-4PEM (4736) 24 hours per day.

Introduction

The purpose of this protocol 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 Nell Hodgson Woodruff 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 of all students against Hepatitis B prior to matriculation.
- Instruction of all enrolled students in the use of standard precautions. For undergraduates this includes comprehensive reading assignments and supervised laboratory experiences.
- Students are supervised by qualified faculty during clinical experiences.
- All students and faculty receive annual training regarding OSHA Blood Borne Pathogens (Universal Precautions) guidelines.
- All BSN and MSN students must complete the required School of Nursing training and cannot substitute training obtained at other institutions or places of employment.
- At clinical sites, students must comply with the communicable/infectious disease policy of the affiliating agency or facility with which the student is associated for clinical training, as well as the policies of the School of Nursing.

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. Personal Protective Equipment (PEP) 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.

Always report any type of exposure immediately.

Immediate Response for Emergency Treatment After Exposure to Blood or Bodily Fluids:

ACTION For Eye Splashes:

- Remove contact lenses if present
- Immediately flush eyes with cold water for 15 minutes

ACTION For Splashes to Oral and Nasal Mucosa:

- Flush vigorously with cold water for 15 minutes

ACTION For skin exposure/needlestick

- Immediately wash skin thoroughly with soap and water

1. DO NOT WAIT. Notify your on-site preceptor or charge nurse IMMEDIATELY
2. GO
   - Non-hospital setting: GO immediately to an Emergency Department in the nearest hospital
   - Obtain name of follow-up contact at the site (Practice Administrator, Employee Health, community site supervisor—the person who is coordinating assessment of the source patient.)*
   - Hospital setting: GO to Employee/Occupational Health or the Emergency Department
3. IDENTIFY yourself as an Emory Nursing Student who has received a needlestick
4. 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)
   - If the Emergency Center has any questions regarding procedure, call the Needlestick Hotline at 404.727.4PEM (4736), 24 hours a day
   - 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.
5. STOP. Before you leave the Emergency Department
   - Obtain copy of facility Incident Report from preceptor or charge nurse*
   - Obtain copy of Lab Results*
   - Obtain copy of Emergency Department discharge paperwork*
   - Call your Emory faculty clinical instructor and inform him/her of the incident
   - If the instructor is not available within one hour of the exposure, the undergraduate student should contact the BSN program director; the graduate student should contact the appropriate clinical Instructor, specialty coordinator or program director as soon as possible after the incident. If these individuals are not available, the student should contact the assistant dean for BSN education.
6. FOLLOW UP
   - REPORT the incident to the Needlestick Hotline 404.727.4PEM (4736) 24 hours a day
   - COMPLETE the SON Exposure Incident REPORT and submit it to your Emory faculty member along with copies of the documents indicated with the * above. Report can be found on the SON website at www.nursing.emory.edu.
   - 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

- 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.

- 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 Academic Administration prior to allowing the student to return to clinical.)

Faculty Responsibilities

Faculty are expected to reinforce with both BSN and MSN students the appropriate education and practice related to the use of standard precautions and are to review this policy with all students.

When a student reports an exposure:
Refer to the Emergency Response Instructions listed above and on the folding card

Immediately, or as soon as possible, assist in investigating the source (patient or client) status relating to bloodborne pathogens.

- Determinations regarding source of exposure, including contact with the source, testing of the source, and notifying the source's health care provider 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.
- Obtain a detailed description of the incident from the student AND have the student complete the attached Incident Report form. The completed Incident Report form should be reviewed by the faculty member, who may add notes to clarify and provide more detailed information. The form is signed by the student, the faculty member and submitted by the faculty member to the Clinical Contract and Placement Coordinator within 24 hours or, if the incident occurs on a weekend or holiday, by 8:00 a.m. the next business day.
- If an incident report is completed by the site where the exposure occurred or by the emergency room, the clinical instructor should obtain a copy of the facility's report from the student and attach it to the School of Nursing Incident Report.
- The faculty member will review standard precautions with the student and proper procedures for avoiding exposure prior to the student returning to the clinical setting.
- Initial and subsequent care and follow-up activities, including recommendations relating to counseling, prophylactic treatment, and continued or restricted practice activities should be made by the student's health care provider.
- If the student's health care provider restricts the student's practice, the faculty member will follow up regarding the status of the restrictions prior to allowing a return to clinical training.
- Students 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 Academic Affairs Services prior to allowing the student to return to clinical.
- Document and maintain all information relating to the exposure incident in a confidential manner and forward all information to the Clinical Contract and Placement Coordinator.

Affiliating Agency Responsibilities

Affiliating agency representatives are informed of the School of Nursing's policies and procedures related to pathogen exposure through routine correspondence from the school.

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

NELL HODGSON WOODRUFF SCHOOL OF NURSING
INCIDENT, INJURY, and Pathogen Exposure REPORT

STUDENTS SHOULD COMPLETE THIS FORM;
Emory Faculty member will add follow up comments.

NEEDLESTICK HOTLINE: 404.727.4PEM (4736)

Student's Full Name _____
Address _____
Soc Sec #_____-_____-_____ Birth Date _____/_____/_____
email _____
Home Phone _____ Cell Phone _____
Program: BSN MSN Specialty: _____
Student's Immunization Status:
Tetanus _____Hepatitis B Vaccine _____ Titer _____ Last PPD _____Other (specify) _____

Date of Incident: _____/_____/_____ Time: _____:_____ AM PM
Location/Facility Name _____
Dept/ Unit _____
Type of Facility: Hospital Private Practice Community Agency
Other: _____
Site Preceptor _____
Work Phone and Cell # _____
Site Contact for follow up: _____
Title: _____
Phone _____

TYPE OF INCIDENT

- Needlestick Type of Needle_____
- Other sharp object _____
- Other Injury (explain below)
- TB Exposure
- Other (explain below)

TYPE OF EXPOSURE

- Body fluid splash
- Wound drainage
- Eye
- Intact skin
- Blood
- Animal scratch
- Mouth
- Inhalant
- Urine
- Animal bite
- Nose
- Saliva
- Mucous membrane
- Broken skin
- Other _____

Who witnessed the incident? _____
To whom at the facility was it reported? _____
When was Emory faculty member notified? _____
Was an incident report created by the site? Yes No Please attach a copy
Where were you treated for the needlestick? Facility Name: _____
Please attach a copy of the Emergency Center Report Were baseline labs obtained from the source or source patient? No Why not?
Yes Which serology?? _____

Attach copy of results (without patient name) or list: _____
Was acute serology drawn on you (the student)? No Yes By: _____
Note: what will be tested: (rapid HIV, Hep B, etc.) _____
Did you call the Needlestick Prevention Center Hotline? Yes No

FULLY describe the incident/injury/exposure and explain in detail what you were doing when the injury/exposure/incident occurred, including the use of tools, equipment, or materials. What body part was affected? Have you ever required medical treatment for this part of your body or condition before? Please use additional sheets if necessary.

_____
_____
_____
_____
_____
_____
_____

Student Signature _____ Date _____

To be Completed by EMORY FACULTY: Clinical Instructor's Comments

In addition: please review and provide additional information/clarification to the student's statement.
Emory Faculty Clinical Instructor _____ Work # _____
Cell Phone #_____
Faculty Member notified: Date _____ Time: _____ AM PM

Faculty Report:

_____
_____
_____

Follow Up Actions by student already conducted and to be conducted (please note timeline)

_____
_____
_____

Are student's clinical activities restricted? No Yes (If Yes, please describe and give begin and end dates or date for review by student's personal health care provider.)

_____
_____
_____

Signatures Department (Chair should also be notified)
Faculty Member/Specialty Coordinator: _____ Date: _____
Assistant Dean for BSN Education: _____
Signature: _____ Date _____
Present original to Clinical Contract and Placement Coordinator within 24 hours
Date Received by Office of Education _____by _____

Notes:

_____
_____

Student Conduct

Undergraduate Student Conduct Code

The associate dean for enrollment and communications at the Nell Hodgson Woodruff School of Nursing serves as the student conduct code adviser. (CCA) Please refer any questions or concerns regarding the University Undergraduate Student Code of Conduct to him/her for clarification.

The Office of Student Conduct at Emory University investigates and resolves alleged violations of nonacademic misconduct by students enrolled in Emory College and the Nell Hodgson Woodruff School of Nursing.

The University Undergraduate Code of Conduct defines the rights and responsibilities of students with regard to nonacademic conduct. Students are expected to know and abide by the provisions of the code, as well as other applicable university policies. This code can be found at http://conduct.emory.edu/policies/code/.

The conduct process has a dual purpose—to educate and develop individuals who may have violated the code as well as to protect the safety and interests of the university community.

Recognizing that the university is an academic community and educational environment, the Code of Conduct and the conduct process are designed to be educational in nature.

Resolution of conduct issues takes place in a nonadversarial setting with a primary focus on learning outcomes that are individualized for each student who participates in the process.

Emory University's Sexual Misconduct Policy

Policy 8.1 (http://policies.emory.edu/8.2) 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. At all times, however, the Nell Hodgson Woodruff School of Nursing conduct and honor codes, even if a conduct process is initially pursued against the responding student under Policy 8.2. 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 8.2 shall govern allegations of sexual misconduct.

Student Academic Honor Code
Introduction

In accordance with university by-laws, the responsibility of designing the academic code for its students rests with each school. The Nell Hodgson Woodruff School of Nursing (NHWSN) has established these codes to ensure academic standards consistent with those of the nursing profession and the missions of both Emory University and the NHWSN. This Student Academic Honor Code addressed herein applies to any student registered in courses at the NHWSN, and those students are responsible for upholding all aspects of the Code.

Student Honor Code

The Honor Code governs academic conduct of a student in the NHWSN. Any student who submits an examination or other academic work thereby certifies that the work is his/her own and that he/she is unaware of any instance of violation of this code by him/her or others. Students enrolled in the NHWSN are accountable under the jurisdiction of the Student Academic Honor Code of the NHWSN.

It is the obligation of every student to know the regulations regarding academic misconduct. Ignorance of these regulations will not be considered a defense. If a student is unclear about what violates the academic integrity of an assignment or course and/or degree requirement, the student should seek clarity with the professor or the assistant deans of BSN and MSN education. In situations outside the classroom, the student should seek clarifications from appropriate NHWSN officials.

Academic misconduct involves a violation of academic principle as viewed by students, faculty, and colleagues. Violations within these areas will be processed by the Honor Council without regard to the sex, race, color, national or ethnic origin, age, veteran status, sexual orientation, or disability of any of the participants.

All students will be required to sign an academic conduct honor pledge prior to enrollment at the NHWSN.

Academic Misconduct

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. This offense includes, but is not limited to the following:

1. *Cheating*. Seeking, acquiring, receiving or giving information intended to facilitate performance on an exam prior to its authorized release or during its administration, or attempting to do so. Cheating also includes seeking, using, giving, or obtaining unauthorized assistance in any academic assignment or examination, or attempting to do so.

2. *Plagiarism*. This is an act of presenting as one's own work the expression, words, or ideas of another person. This includes published or unpublished work without proper acknowledgement.

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.

4. *Falsification and Forgery of University Documents*. This includes knowingly making a false statement, concealing material information or forging a university official's signature on any 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 Honor Council Hearing or refusing to give evidence when requested by the Honor Council.

Policies and Procedures of the Honor Council regarding violations of the Student Academic Honor Code Violations

The Honor Council

Purpose

The Honor Council is a group within the NHWSN to which allegations of academic misconduct are directed. Alleged violations of the student academic honor code are reviewed by the Honor Council. The council is responsible for determining the validity of any student allegation of academic misconduct. In addition to its judicial purpose, the Honor Council serves to strengthen the academic ethical orientation of those in the NHWSN.

The duties of the Honor Council include the following:

1. The Honor Council will introduce the Student Academic Honor Code to the student body during Orientation each year.

2. All students will be required to sign the Student Academic Honor Code Pledge form prior to enrollment at the NHWSN. This document will be valid the entire time the student is enrolled at the NHWSN.

3. The Honor Council is responsible for recommending actions to the dean of the NHWSN as appropriate.

4. The Honor Council will work in collaboration with the Dean of the NHWSN and other administrators as appropriate to revise the Student Academic Honor Code as necessary.

5. The Honor Council will keep in strictest confidence any infraction, preliminary meeting and/or hearing. This is of utmost importance. No one outside of the Honor Council shall be informed of any activities surrounding reported infractions.

6. When new members of the HC are elected, it is the responsibility of the Honor Council to meet to orient new members regarding Honor Council procedures and expectations.

Membership

Membership includes both students and faculty and the Council is comprised according to the following:

1. Student Membership
The Honor Council will convene as necessary. The Honor Council shall consist of six (6) representatives from the BSN class, three (3) from the AMSN class, three (3) from the MSN class, and three (3) from the DNP class and the faculty. If the existing Honor Council members do not enroll in the summer semester, additional students shall be appointed by the Dean to fill these vacancies on a temporary basis.

There shall be ten (10) student members of the Honor Council and five (5) alternate student members. Representatives to the council shall consist of two 2) representatives and one (1) alternate each from the junior, senior, the AMSN program, the MSN and DNP graduate classes.

Student members of the junior class shall be elected to serve for the two-year period. Graduate students shall serve for the length of time they are in the educational programs.

All council members shall be nominated and elected by their class members. There will be one senior student adviser to the faculty chair chosen by the members of the council.

Qualifications

1. To be considered for membership on the Honor Council, a student must be in good academic standing and display qualities of honesty, integrity, and maturity. Selections are made annually in the spring semester. It is recommended that candidates have an interest in dealing with ethical issues, possess an ability to work under pressure, and be willing to commit time as required by the council. The qualifications and duties of the Honor Council should be read by nominated students before the interview/election of council representatives.

2. Faculty Membership
The Nursing School Honor Council shall also seat four faculty members (one of them will serve as chair) and two alternates. These members shall be chosen with these stipulations:

a. He/she must be currently full time on the faculty of the NHWSN.

b. The dean of the NHWSN shall appoint four faculty (one senior faculty member will serve as chair) and two alternates to the council.

c. Each faculty member shall be appointed to serve a two-calendar year term to begin in August. Two faculty representatives and two alternates shall begin their term the August of one (1) year while two representatives shall begin their terms the August of the following year. In the event of a vacancy occurring in one of those positions, another shall be appointed by the Dean of the NHWSN to fill that vacancy until the end of the original term.

3. Alternate Member Duties The designated alternate representatives of the four class divisions and the two alternate faculty members shall have the following obligations:

• To attend any initial Honor Council Orientation sessions at the beginning of the semester;
• To replace his/her representatives for a hearing procedure in the event that the representatives cannot be present;
• A quorum shall consist of 3 students and 2 faculty.

The Investigation Process

It is the responsibility of every member of the student body to cooperate in supporting the student academic honor code. In pursuance of this duty, any individual, when he or she suspects that an offense of academic misconduct has occurred, shall report this suspected breach to a student member of the Honor Council, a faculty on the Honor Council, the assistant deans of BSN,and MSN education or the director of the DNP program for the NHWSN.

1. On receipt of a report of a suspected violation, the recipient shall notify the chairperson of the Honor Council who shall designate one (1) member of the council and one (1) faculty adviser to investigate the charge. The investigators shall inform the accused in writing of what course and work is involved in the charge and shall supply the accused with a copy of this code. The investigators shall meet separately with the accuser, the faculty of record for the course in question, and with the accused. The investigators shall interview other potential witnesses, and review any documentary and/or physical evidence. The accused may suggest the names of witnesses to testify and may submit additional documentary or physical evidence not previously brought to the attention of the investigators. The investigators shall determine whether to refer the accusation for a hearing and notify both the chairperson and the accused of their decision.

2. If a decision is made to refer the case for hearing, the chairperson shall schedule the hearing as promptly as possible and shall notify the accused of the date and time.

3. During the preliminary meeting and proceedings of the Honor Council, members shall act in accordance with the strictest neutrality and all deliberations shall be confidential. In the event a member of the council is biased either for or against the accused, or if he/she is called upon to be a witness, it is his/her obligation to recuse (dismiss) himself/herself from the proceedings. It is recommended that at least one student and the faculty member be of the class/ program of the individual accused.

4. Hearings shall be fair and impartial. All evidence shall be elicited by the Honor Council. Witnesses will testify without oath, and signed statements may be submitted from unavailable witnesses. Only the members of the Honor Council, the accused, his/her adviser, and the faculty advisers to the Honor Council may be present during the hearing other than a witness while testifying. The accused shall have the right to testify and to make a closing statement. The accused may be accompanied by a student or faculty member of the school as an adviser for purposes of consultation, but neither the accused nor the adviser shall have the right to examine witnesses. The advisor may not speak to the council members. The Honor Council shall be allowed all possible latitude in investigating whether a violation has occurred and shall itself determine the weight and pertinence of the evidence obtained from the investigation.

It is also required that one (1) member of the Honor Council be designated to act as official reporter during any hearing. It shall be his/her responsibility to keep an accurate record of the proceedings.

5. At the conclusion of the evidence, the Honor Council and faculty adviser to the Honor Council shall retire to deliberate in secret. Only evidence presented at the hearing will be considered in reaching a decision. A majority (3 of 5) vote of the Honor Council members shall be required for a finding of a Student Academic Honor Code violation, that is, that the accusation is more likely to have occurred than not.

6. The Honor Council shall promptly prepare a concise, but thorough, written summary of pertinent evidence and facts (together with all documentary and physical evidence brought before the council) and these shall be transmitted to the Dean of the NHWSN with the accompanying finding of an academic code violation The dean, along with the course faculty of record shall impose the sanction(s). After a decision by the dean and the faculty of record has been made, the student shall be promptly notified by the dean in writing of the decision and the sanction(s) imposed. The written record of the investigation and decision of the dean will be placed in the student's file.

Disposition of Hearing Materials

All statements and any written materials used during the course of an investigation shall remain confidential information unless needed for implementation of recommendation and with the knowledge of the accused. At the conclusion of each hearing where there is an adjudged violation, all related materials will be filed in the Office of the Dean or the dean's designee for a period of not less than five (5) years. Also in the instance where there is no adjudged guilt all related materials must be filed in the office of the dean or the dean's designee for a period of not less than five (5) years. No other materials or records will be maintained by a member of the Honor Council.

Nothing in this document constitutes a contract or creates a contractual obligation on the part of the NHWSN and/or Emory University. The NHWSN reserves the right to interpret and apply its policies and procedures, and to deviate from these guidelines, as appropriate in the particular circumstances and in accordance with the mission and goals of the NHWSN and/ or Emory University; The NHWSN further reserves the right to alter or modify any statement.

Professional Behavior

Preamble

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

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

A Code For Nursing Students

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

1. Advocate for the rights of all clients.

2. Maintain client confidentiality.

3. Take appropriate action to ensure the safety of clients, self, and others.

4. Provide care for the client in a timely, compassionate and professional manner.

5. Communicate client care in a truthful, timely, and accurate manner.

6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.

7. Promote excellence in nursing by encouraging lifelong learning and professional development.

8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.

9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care

10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.

11. Encourage faculty, clinical staff, and peers to mentor nursing students.

12. Refrain from performing any technique or procedure for which the student has not been adequately trained.

13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.

14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.

15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.

16. Strive to achieve and maintain an optimal level of personal health.

17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.

18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.
Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001.

Bill of Rights and Responsibilities

The NSNA Student Bill of Rights and Responsibilities 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).

- 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.

Guidelines for Professional Appearance and Attire for Nursing Students

Approved by Faculty: May 2002 Effective August 2002; Revised June 2014

The nursing student's professional appearance and attire influences patient care as well as the public's image of nursing. Whether the nursing student is providing care for the acutely ill patient in a hospital setting or teaching the family in the home, she or he is being scrutinized by others who are forming mental images about nurses and nursing. The public's perception of nurses and nursing may influence the effectiveness of nursing practice and should be considered as the nurse provides care. The nursing student is expected to provide an environment that enhances and promotes healing. This is accomplished in a number of ways. The student will maintain a professional appearance and attire that is neat, clean, and appropriate. The student will provide a hygienic, unobtrusive, calm, and comfortable environment that focuses on the needs and a healing of the patient. In keeping with these commitments the school has adopted the following policies:

Policies Regarding Professional Appearance and Presentation

- Perfumes, colognes, and body odor
  Should be avoided, the odor of cologne and perfumes can be nauseating and distressing to someone who is ill,

- Tobacco: third-hand smoke and odor
  In a like manner the third-hand smoke and odor on clothing, breath, skin, or hair is an impediment to health, can be offensive, and is not acceptable.

- Hair
  - Short, off the collar, or secured in a way that avoids hair falling over the shoulders
  - Dreadlocks or braids, if worn, must be clean, well maintained, and, if below the collar, must be secured
  - Beards and mustaches must be short, trimmed neatly, and clean
  - Most of our partnering healthcare organizations require hair to be a naturally occurring color.

- If the student will potentially be using N95 facemasks, face must be clean and shaven.

- 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
  - Earrings: only one small earring in each ear lobe is permitted
  - Body Piercing: other than earlobes, may not be visible. Only clear retainers may be used to maintain the piercing while the jewelry is out so as to make the piercing less noticeable.
  - 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.
  - Bracelets are not permitted
  - Wristwatches may be worn; expansion bands are preferred.

- Tattoos

- Visible tattoos are not permitted. Clothing, a large band-aid, or make up must cover all tattoos at all times in clinical settings.

- Cell phones
  - Students are expected to bring smart phones to clinical for access to references only. Students are not to access email, text messaging, or call features at the clinical settings.
  - Students may give a faculty member's cell phone number to individuals who may need to contact them in an emergency during clinical hours.

Policies Regarding Attire

The nursing student's professional attire influences the public's image of nursing in general and the school specifically. Whether the nursing student is providing care for the acutely ill patient in a hospital setting or teaching the family in the home, she or he is being scrutinized by others who are forming mental images about nurses and nursing. The public's perception of nurses and nursing may influence the effectiveness of nursing practice and should be considered as the nurse provides care. Likewise, the student's image of nursing is positively influenced when students take pride in their professional appearance, in their school, and in their identification with peers.

Attire in Hospitals: Clinical Practice That Includes Direct Patient Care

- The student uniform must be purchased from one of three places. No other alternative is acceptable. Students should plan to buy two complete uniforms at the beginning of the first semester. Uniform Advantage is located at: 1496- A Church St. Decatur, GA phone 404.370.0993. This is about two to three miles from campus.
  Scrubs & Beyond's online store is located at www.scrubsandbeyond.com (password: ENWSN!)
  Emory University Barnes & Noble Bookstore (Oxford Rd Bldg., 1390 Oxford Rd., Atlanta, GA 30322) scrubs and lab coats at a **20 percent discount.**
- The uniform consists of navy blue pants, a navy blue tunic top with the Emory University School of Nursing emblem embroidered on the left upper chest area, and an optional blue or white cuffed long-sleeved jacket. The jacket may have the NHWSON emblem embroidered on the left upper chest. Both men and women will wear this uniform. In addition, students may choose between two styles of navy blue uniform pants, and women may choose between a pullover tunic top and a snap front closure tunic top. Additionally, 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.
- A thin, plain, nude, black or white long sleeve shirt may be worn under the scrub top to hide tattoos (not turtle neck).
- In addition to the above, all students must have a white, professional, mid-thigh length lab coat to be worn when in the clinical setting, but not involved in direct patient care. Lab coats will also be available from Uniform Advantage. Do not have lab coats embroidered so you can continue to use after graduation.
- Only all white or black leather or vinyl shoes with flat rubber or other quiet soles (designed specifically for nurses) will be acceptable. Nursing shoes can also be purchased from Uniform Advantage. 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 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 stringent uniform requirements that supersede the NHWSON policy and will be discussed and adhered with during the clinical rotation.

Attire in Hospitals: Clinical Learning Activities that Exclude Direct Patient Care

- Slacks are permitted when in the clinical setting, but shorts are never acceptable. Dress should be "business casual."
- Shoes must be completely closed; no open toe shoes or sandals are acceptable.
- Denim jeans, T-shirts with logos, halter or spaghetti straps, short skirts, or capri pants are never acceptable when in the clinical agency.
- The lab coat and the Emory University School of Nursing Photo ID badge must be worn at all times.

Attire in the Mental Health, Community Settings and Some Specialty Areas of the Hospital

Faculty will issue guidelines for attire in these clinical settings, but in general business casual dress or the student uniform with the Emory University School of Nursing Photo ID badge will be required.
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. Exceptions to this policy may be made by the faculty and administration as appropriate. Suggestions for change may be submitted to the BSN program director by any faculty or student. Both students and faculty share the responsibility for adherence to the established guidelines.

BSN Curriculum Design

Organizing Framework for BSN Curriculum

The organizing framework for the BSN curriculum has two components: program outcomes and a basic to complex organization of content and concepts.

The program is organized into four levels, one for each semester of study. Outcomes for each level are based on the program outcomes and specify a progressive increase in the level of expectation for student achievement from the first to the fourth semester. Content and concepts are selected to assist students to meet outcomes for each level and for the program as a whole.

Three general content areas provide continuity between the levels: a) The Practice of Professional Nursing (e.g. accountability for own action is seen as basic and involvement in political process is seen as more complex); b) Human Responses (Refers to physiological and psychosocial emotional responses, e.g., providing care to a client after elective surgery is seen as basic while caring for a client in an ICU step-down unit is seen as complex); c) Nursing in a Changing Health Care Environment (e.g., in the first semester students have clinical in traditional hospital settings, in the second and third semester hospitals as well as clinics and home health agencies are used to provide experiences with individuals and families, and in the fourth semester experiences include community health as well as acute care in hospitals).

Narrative Description of Curriculum Organized by Semesters

The undergraduate nursing courses begin with Foundations of Nursing Practice and Population Health courses and Clinical Practicum I. Foundations provides essential concepts intended to introduce students to clinical nursing practice. The Clinical Practicum course provides time for skills lab and clinical practice. The Population Health course introduces students to basic concepts of population health, social determinants of health, health disparities, and public health nursing. Health Assessment, an existing course, is included in this semester. This course is heavily weighted as a lab course with sufficient didactic content needed for a successful lab experience. Pathophysiology for Nurses is taught in tandem with Health Assessment so that content is reinforced across the courses. The Professional Development series begins with a course that uses Social Responsibility and Bioethics as a framework to introduce students to professional nursing practice.

The second semester nursing courses include Acute and Chronic Care, Pediatric Nursing, and Clinical Practicum II. The content in acute and chronic care will be taught in tandem with Pediatric Nursing and Pharmacology for Nurses so that the schedules are congruent and students have the content reinforced in both courses. The Clinical Practicum course will provide clinical experiences in Pediatric Nursing and Adult Medical Surgical Nursing. Clinical Integration is the course that enables students to integrate the first year's content of clinical nursing, sciences, and professional development into their practice. The seminar assists students to apply and synthesize this knowledge in the care of patients.

Students also take Health Promotion and Wellness in this semester that introduces them to concepts of optimal health, wellness and disease prevention rather than only learn management of disease and prevention of complications. The second Professional Development course continues to be NRSG 371 Evidence Based Nursing Practice.

The third semester courses provide theoretical and clinical education in maternity and women's health and mental health nursing. Students will take Maternity and Reproductive Health Nursing and Mental Health Nursing courses. These courses are paired with Clinical Practicum III that provides equal clinical experiences in both practice areas. All students have two electives that occur in the third and fourth semester. At the third semester, students choose from five Professional Development courses. The basic content of these five courses is included in the curriculum. However, these courses allow students to take a deeper look into the content rather than a more survey approach. The choices in the Perspectives in Professional Nursing courses are Global Health; Policy and Advocacy; Research; Leadership, Administration, and Management; and Clinical Nursing Education.

The final semester provides courses on Nursing in Complex Care Situations and Clinical Practicum IV. Complex Care teaches students basic principles of acute care nursing. The Clinical Practicum course provides a precepted clinical experience that provides the opportunity for students to synthesize their learning to provide patient and family centered nursing care. The Ambulatory Care course provides students with a patient and family centered ambulatory care clinical experience coupled with classroom education on care coordination, transitional care, tele health, and technology approaches. High-level concepts regarding public health nursing will also be included in the Ambulatory Care course. The final course in the Professional Development sequence is Becoming an RN. This course provides students with useful information regarding their transition to professional nursing practice.

The Accelerated students take eight credits at the graduate level in lieu of undergraduate courses. Students will take NRSG 575: Optimal Wellness. Other graduate level courses include NRSG 505: Research and Evidence Based Practice and NRSG 591: Quality and Safety. The Senior Mentor program assigns course credit to participation in this existing multidisciplinary program and students may choose an elective in their 3rd and 4th semesters. The professional development series for the Accelerated students includes courses on Professional Nursing: Concepts, Issues and Trends and Leadership, Advocacy, and Policy.

BSN Honor's Program Descriptions

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

The Honors Program is a 4 semester sequence that culminates in a thesis. The thesis can include, but is not limited to, a research project, policy analysis, leadership project, and health promotion/disease prevention project.

Monthly seminars will be offered on a wide range of topics to provide opportunity to scholars to be exposed to and interact with leaders in nursing and health care in small group settings.

Each Honors Student will receive intensive mentoring from the faculty mentor for the Honors Program as well as from an expert nursing faculty in their area of interest with whom they have been paired.

Courses

- Honors Seminar is taken in the first semester to acclimate the students to the honor's program.
- In the second semester, students will take a 3-credit course on scholarly inquiry,
- 2 1-credit thesis advisement courses taken over the senior year

NRSG 331 (1) Honors Seminar

Honors Seminar is the first of four required courses designed to introduce topics relevant to the development and completion of the honors thesis. This course emphasizes introduction to areas of inquiry significant to the discipline of nursing through interaction with scholars and researchers. Students will identify an area of interest for their thesis work and develop a relationship with a faculty member. Students will begin initial exploration of their area of study through a focused literature review. In conjunction with their faculty mentor, students will define their project purpose and structure and develop a plan and timeline to complete their work.

NRSG 332 (3) Scholarly Inquiry

Scholarly Inquiry is the second of four required courses designed to introduce topics relevant to the development and completion of the honors thesis. This course focuses on developing skills in scholarship, critical thinking, divergent modes of inquiry, and communication of ideas. Students will be challenged to explore, cultivate, and pursue an area of interest with imagination and discipline. Qualities that promote scholarship such as enthusiasm, resilience to challenges, ownership, a spirit on inquiry, engagement in dialogue and collaboration, and contemplation will be emphasized. Students will be challenged to further develop their critical thinking skills in the areas of making sound inferences, interpretations, and judgments. In particular, students will frame pertinent questions; access, understand, and interact with existing knowledge; and analyze, synthesize, and interpret knowledge and information. Students will explore divergent ways of knowing and the ethical application of different approaches to problem solving and the pursuit of inquiry. Finally, students will refine their communication skills especially in the areas of writing and speaking.

NRSG 453 (1) Honors Thesis I

Honors Thesis I is the third of four required courses designed to introduce topics relevant to the development and completion of the honors thesis. This course builds on the work accomplished in NRSG 331 Honors Seminar and NRSG 332 Scholarly Inquiry. Students will continue to work with their project mentor and course faculty to develop skills necessary to implement the thesis plan. It is expected that students will complete the methods and analysis portions of their projects by the end of the semester. Students will explore potential opportunities and establish a plan for dissemination of their work.

NRSG 454 (1) Honors Thesis II

Honors Thesis II is the fourth of four required courses designed to introduce topics relevant to the development and completion of the honors thesis. This course builds on the work accomplished in NRSG 331 Honors Seminar, NRSG 332 Scholarly Inquiry, and NRSG 453 Honors Thesis I. Under the advisement of the project mentor, students will complete the written thesis. The quality of the student's work will be determined at a defense of the thesis before a certifying committee.