HANDBOOK DISCLAIMER

While the provisions of the Georgia Southern University School of Nursing Student Handbook are as accurate and complete as possible, the School of Nursing reserves the right to change any provision herein without actual notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the faculty. It is the responsibility of each student to know what changes, if any, have been made to the provisions of the School of Nursing Student Handbook and to successfully complete the requirements of the nursing program.

Utilization of Student Handbook

Please use this Nursing Student Handbook to review the policies which guide your educational experience with us. Any changes or new policies will be added to this handbook. In addition, you will be notified by e-mail through your Georgia Southern e-mail address of any updates.

School of Nursing Vision

The School of Nursing aspires to develop professional nurses who emulate a culture of caring, engage in scholarly inquiry, transform health care, and serve others through health promotion and the alleviation of suffering.

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Welcome to the Georgia Southern University School of Nursing!

The faculty and staff of the School of Nursing (SON) are pleased that you have chosen our university for your nursing education to earn Baccalaureate in Nursing (BSN), a Bachelor of Science in Nursing to a Doctor of Nursing Practice (BSN to DNP) with “Opt out”, a Post-MSN Certificate, or a Doctor of Nursing Practice (Post MSN DNP). The Department of Nursing was approved for School status spring of 1998. The School of Nursing is vibrant and on the move. It has been called "one of the best in the nation" and deserves this kind of recognition. We are proud to be one of the few programs in the country that has a curriculum based on caring. We are certain that over time you will increasingly appreciate the value and quality of the nursing education you receive at Georgia Southern University.

This handbook is provided in order to help you understand and easily find your way through the Undergraduate and Graduate Nursing Programs. It is a map of sorts, giving information about the School of Nursing, its history, the programs offered, and policies that affect you.

Reading this handbook will help you to get oriented and to develop realistic expectations about the school. We would appreciate being advised of additional, beneficial material that you would like to have included.

1. This handbook will serve as your guide throughout your nursing education experience. A current handbook will be maintained on the School of Nursing website. New policies will be posted until added to the handbook.

2. Georgia Southern University student policies can be found on the University website at www.georgiasouthern.edu.

Greetings

CHAIR, SCHOOL OF NURSING

Dear Students,

On behalf of the faculty and staff it is my extreme pleasure to welcome you to the School of Nursing. This is an exciting time to be part of the profession of nursing especially here at Georgia Southern University. As a provider of world class education, the School of Nursing offers innovative and rigorous academic programs that provide our students the opportunity to become part of an institution dedicated to caring, transformation of health care, and service to others through health promotion and the alleviation of suffering. As a School we strive to create a rich academic environment that is both engaging and rewarding. The School of Nursing is dedicated to graduating nursing professionals who are leaders and capable of meeting the health care challenges of the 21st century.

The School of Nursing offers baccalaureate, masters and doctoral programs. They all enjoy full accreditation from the Commission on Collegiate Nursing Education (CCNE) and the FNP program has been consistently ranked in the top 20 programs nationally by US News and World Report. The PMHNP program is addressing the critical shortage of mental health practitioners available to meet the mental health needs in the state. This in part is due to programs with curricula at both the undergraduate and graduate levels that have innovative classroom, clinical and community experiences to prepare our students to promote the health of our population now and in the future. We prepare BSN graduates for beginning practice and leadership in nursing, BSN to DNP with MSN “Opt out” graduates for expert advanced practice and DNP graduates as leaders and innovative change agents in professional practice. The School of Nursing represents a strong and extraordinary community of excellent students, well-prepared faculty, dedicated staff, and supportive alumni and friends that promote and advance the quality,
accessibility, and availability of nursing care for the people of southeast Georgia and beyond.

So as you begin or expand your career in professional nursing we are here to provide you with a quality educational experience. We are proud to have you join our ranks of nursing professionals that contributes to the expertise of the profession and the well-being of the community.

Sincerely,

Sharon Radzymini, PhD JD RN
Professor and Chair, School of Nursing

BSN (PRELICENSURE) PROGRAM DIRECTOR

Dear Pre-licensure BSN Nursing Students,

On behalf of all the Undergraduate Nursing faculty and staff I want to extend a warm welcome to the Georgia Southern University School of Nursing. I came to Georgia Southern in 1998, attracted by the beautiful campus, warm people, and quality nursing programs. Since then, I have found that the School of Nursing has maintained its tradition of providing a quality educational experience with a commitment to caring for our students. Faculty and staff hold dear the value of helping our students achieve the professionalism, knowledge, and compassion that is the standard for professional nursing. The school is a place of caring.

During the course of study, students explore the foundations of the profession, understanding health and the human experience from a holistic perspective. As students progress, increasingly advanced nursing care is provided for vulnerable individuals, groups, families, and communities. The curriculum guides students in a path of discovery.

Upon entering the program, nursing students find that their educational experience takes on a higher level of significance. For many nursing is a calling. Our students make the commitment to enter a profession which will significantly impact the quality of the lives of other human beings. The school provides opportunities for students to experience transformation.

The school is a special place where bonds have been made and dreams have been realized. I congratulate you on your choice of a career in nursing, and welcome you wholeheartedly to the School of Nursing.

Sincerely,

Melissa Garno, EdD, RN
Professor and BSN Program Director

RN-BSN PROGRAM DIRECTOR

Dear RN-BSN Students,

It is a pleasure to welcome you to Georgia Southern University’s RN-BSN Program. Your decision to work toward the BSN degree is applauded by the faculty and staff.

While the RN -BSN Student Outcomes for this program are identical to those for the prelicensure BSN students, the courses were developed to meet the needs of Registered Nurses. Each class of RNs brings a variety of experiences to the program. Some classes include those with less than a year to 30 or more years of nursing practice. The faculty values all levels of experience and we look forward to your progress. Learning about each student is always a highlight of the new semester. We are here to facilitate your learning. This program is known for its flexibility as well as its high standards.

Sincerely,

Sheri Carey, DNP, APRN, PCNS-BC
Assistant Professor, RN-BSN Program Director
Dear Graduate Students,

I am proud to be working with a great group of faculty members here at Georgia Southern University and to be a part of such an exemplary nursing program, especially the Graduate Program here in the School of Nursing (SON). Since I began my career in nursing, learning has always been a part of change and a commitment to excellence. To increase the number of advanced practice nurses with a doctoral degree, Georgia Southern University instituted and admitted its first cohort of students to the **Doctor of Nursing Practice (DNP)** program in the fall semester of 2008. In spring 2014, the **Bachelor of Science in Nursing to the Doctor of Nursing Practice (BSN to DNP)** program was approved. In this program, a student may choose to “opt out” at the MSN level and receive the MSN degree in order to sit for their national certification examination.

In the spring of 2016, a specialty track and post MSN certificate was offered for a Psychiatric Mental Health Nurse Practitioner (PMHNP) concentration in the graduate program. This is an exciting time to be a part of such a specialty enhancement for nurse practitioners.

It is important to all of us at Georgia Southern University that we maintain a quality program in the BSN to DNP and Post MSN DNP programs. Therefore, the decision was made to admit BSN to DNP and Post MSN DNP students in the fall semester only instead of the rolling admissions previously offered. Each group of students move together as a cohort completing courses together and moving forward as a group. This creates cohesiveness among each other that may extend well beyond graduation.

The Post MSN DNP program is designed for current advanced practices nurses who work full-time in their individual practice. Each student is encouraged to pursue change within their organization and target their individual efforts toward that goal. Students work together to share information and the faculty are committed to helping students pursue their personal dreams.

It is important to remember that each student’s learning experiences may be different. It is up to the individual student to strive toward excellence in their learning in order to achieve individual goals. The faculty engage and challenge students to foster success and preparation for advanced practice nursing roles.

I, too, would like to extend a sincere welcome to each of you for joining the Georgia Southern University School of Nursing Graduate Nursing Program. I look forward to meeting and working with each of you personally and sharing my experiences as well as learning from you ways to improve the discipline of nursing. It is fulfilling to partner in students’ growth and achievement of their dreams for advanced practice nursing education.

Sincerely,

Ursula A. Pritham, Ph.D., WHNP-BC, FNP-BC, SANE
Associate Professor and Graduate Program Director

**Description**

The School of Nursing is a constituent academic unit within the College of Health and Health Sciences at Georgia Southern University. Georgia Southern University, a unit of the University System of Georgia, was founded as the First District Agricultural and Mechanical School in 1906. On July 1, 1990, it became the fifth University established in the University System of Georgia. A comprehensive residential university of nearly 20,000 students, Georgia Southern's hallmark is a superior undergraduate experience emphasizing academic distinction, excellent teaching, and student success. The University's graduate programs are offered either fully online or more than 95% online in order to expand advanced education and develop professional leadership in fields critical to regional development. Georgia Southern is one of Georgia's largest universities in state. Georgia Southern celebrated its centennial year in 2006 and during the past 10 years has experienced one of the most active periods of growth, not only in physical size, but in the quality of its academic programs.
One of the top choices in Georgia for new freshmen, including HOPE Scholars, Georgia Southern enrolls an increasingly selective student body representing all of Georgia, every state, and 86 nations. The University continues to enhance its academic profile through higher admission standards, an expanded scholarship Honors Program, and targeted recruiting of academically-talented students.

The nearly 700-acre park-like campus continues and expansive building and beautification renaissance which has spanned the past 10 years. The learning environment for students and the public is enhanced by a museum of cultural and natural history, a botanical garden, and a unique wildlife education center. The University's Division I athletic teams compete in the Southern Conference. The campus is located in Statesboro, a safe, hospitable Main Street community of 30,000, an hour from historic Savannah and beach resorts of Hilton Head Island, and approximately 200 miles from Atlanta.

Georgia Southern's missions of education, research, and service promote education, economic, cultural, and social progress through creative solutions to regional problems. The School of Nursing is committed to helping meet the needs of the multiethnic rural populations of the region by providing high quality nursing education programs. The nursing program incorporates high academic and ethical standards, and a caring, learning environment for students consistent with the mission and objectives of the university.

**Accreditation Status**

The Georgia Southern University School of Nursing is fully accredited by all appropriate national, state, and specialized/professional nursing accrediting agencies. Accrediting agencies assure that programs in nursing education engage in effective educational practices in the preparation of nurses. A determination of accreditation by an accrediting agency is an indication of confidence in the educational institution to offer a program of quality, deserving of public approbation. (NOTE: Universities and colleges in the United States must hold appropriate regional accreditation in order to be recognized to award higher education degrees. All undergraduate nursing programs must hold approval from their State Board of Nursing. Voluntary program accreditation by one specialized/professional nursing accreditation body is highly desirable, particularly to assure graduates of continued educational and employment mobility.)

**Georgia Southern University holds the following accreditation:**

- **Commission on Colleges of the Southern Association of Colleges and Schools.** This regional accreditation grants Georgia Southern University the right to award Associate, Master, Specialist, and Doctorate degrees.

  *Current Accreditation Period: 2015-2025*

**Georgia Southern University holds the following state and specialized/professional nursing accreditations:**

1. **Georgia Board of Nursing.** (Required Approval). The Georgia Board of Nursing grants Full Approval to undergraduate nursing programs who maintain compliance with the Georgia Board of Nursing Rules and Regulations as evidenced by: annual reports submitted by the program, site visit reports, and appropriate passing percentages of first-time writers on the NCLEX-RN examination. Inquiries regarding the accreditation status of the program can be directed to: Georgia Board of Nursing, 237 Coliseum Drive, Macon, GA 31217-3858. Phone: (912) 207-1640.

  *Current Approval Period: 2005-present*

2. **Commission on Collegiate Nursing Education (CCNE).** (Voluntary Specialized/Professional Accreditation). Formed in 1998, the Commission on Collegiate Nursing Education is the premier accrediting agency recognizing professional baccalaureate and graduate programs in nursing in the United States. Georgia Southern University School of Nursing has been granted preliminary approval for its baccalaureate and graduate programs by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120. Phone: (202) 887-6791.
Current Accreditation Period: April 20, 2011-June 30, 2021

The Georgia Southern University held the following professional nursing accreditation:

3. National League for Nursing Accrediting Commission (NLNAC). (Voluntary Specialized/Professional Accreditation). The National League for Nursing Accrediting Commission (formerly National League for Nursing) granted Georgia Southern University initial approval for the baccalaureate nursing program in June of 1985 and for the graduate nursing program in 1992. Until 1998, the NLN was the only specialized accrediting body for nursing education programs in the United States. This accrediting body recognizes LPN, Associate Degree, Diploma, Baccalaureate, and Masters level nursing programs. NLNAC, 61 Broadway–33rd Floor, New York City, NY 10006. Phone: (212) 363-5555.

Accreditation was held from: October 1994-Spring 2002

History and Accomplishments of the School of Nursing (abbreviated)

The Early Years, 1980-1984, as Authored by Dr. Em Olivia Bevis

I was leaving my office, running late as usual, headed for the Chatham County Health Department for a meeting of the Board of the Home Health Agency, when my secretary called me back for a long distance telephone call. It was Dr. Dale Lick, president-elect of Georgia Southern College, calling me from Old Dominion University in Virginia where he was still Dean. Dr. Lick wanted to discuss with me the possibility of starting a nursing program at Georgia Southern College. Dr. Harry O’Rear, Vice Chancellor for Health Affairs had given him my name. When our discussion was over, I was not just running late, I was 45 minutes late to my meeting and didn't even care. A special chemistry had occurred in that long first conversation: I knew something great was about to happen, and I had the opportunity to help make it happen. As we hung up that first call, I told Dr. Lick, "I've been waiting for you all of my life".

What was so special, so wonderful, that I would say that to a perfect stranger? I had found someone who believed as I did, that southeast Georgia had unique needs and deserved a nursing program that was designed so that its courses enabled the graduates to be responsive to the unique conditions and ethnic/cultural characteristics of the people of the rural south.

From that day forward things progressed rapidly. Dr. Lick drafted a proposal to the Board of Regents. I established a committee of potential faculty and interested people who drew up a tentative philosophy, conceptual framework, and curriculum. In July, Dr. Lick became president and the work increased in pace. I became the consultant, the State Board of Nursing was contacted, and Dr. Virginia Volmer was hired to do some of the spade work. After a few months, Dr. Volmer resigned and Jean Barber was employed to begin surveying clinical facilities and identify potential students. Feasibility studies were conducted and formal proposals sent to the Board of Regents and the Board of Nursing.

Some of the sister colleges in the area objected, fearing we would compete with them for budgets, students and clinical experience sites. No one knew what we meant when we spoke of Rural Nursing. One famous statement was "what are they going to do, take care of rural appendicitis?". We became acutely aware that the public, including some nurses didn't know nurses took care of people, not diseases, and that people vary among cultural and ethnic groups and the settings for nursing practice vary greatly and have a huge impact on nursing practice.

Believing that the best way to teach people is to show them, we went our own way, avoiding adversarial relationships and responding to emotional opposition in conciliatory ways. Traditionally nursing educators believe that nursing can only be taught in large urban medical facilities. Believing that, the Board had concerns relative to the potential difficulty that Georgia Southern might have in attracting qualified faculty, finding adequate clinical practice sites, attracting qualified students and finding adequate funding. Community support was very strong and was instrumental in the Board of Nursing granting tentative approval for the program. I was employed July 1, 1980, Joyce Murray two weeks later, Valaria Smith and Martha Coleman in September. The Department was awarded a start-up grant of $349,579 by the Division of Nursing in Washington. Using the money from the grant, materials, equipment, and faculty were employed. This grant provided the department with a solid fiscal basis to initiate the program.
The first class of 23 students began classes in January, 1981. Fourteen graduated in June, 1983. Of these fourteen, one was a Registered Nurse with an Associate of Arts Degree in Nursing, one was a Licensed Vocational Nurse, one was male, four were black, the rest were white females.

In September, 1981 the Department of Human Resources, through District 8 Health department gave the Department of Nursing $40,000 as a seed money grant to begin a continuing education Family Nurse Practitioner Program. Charlene Hanson was employed to coordinate the program. The first class of six nurse practitioner students was accepted in October. In 1983 the department was awarded its second grant of $820,023 from the Division of Nursing of the Department of Health and Human Resources to fund the Rural Family Nurse Practitioner Program for three more years. More faculty were recruited. In 1983 the program was accredited by the American Nurses Association. Its graduates practice in rural areas in Georgia, Florida, Louisiana, Mississippi, and California.

In the first four years of its existence the Department achieved the following:

a. One million and eight thousand dollars in grants from various agencies.
b. The initiation of the Generic Baccalaureate Program, its full State Board Approval and a 94% pass rate on the National Council Licensing Examination.
c. The initiation of the Family Nurse Practitioner Program, its accreditation and a 98% pass rate on the certification examination.
d. A one hundred thousand dollar endowment in the Curtis Hames Scholarship fund.
e. Between two hundred and fifty thousand and one half million in gifts, wills and trust to eventually create a Departmental endowment.

The Department of Nursing has a past to be proud of, a high purpose that is unique, a committed, area wide support system, a wise advisory committee and a future of unlimited possibilities. You are now part of its story.

Respectfully,

Em Olivia Bevis, Professor
and first Department Head
1980-1984

Note: Dr. Em Olivia Bevis died in July, 2000. Dr. Bevis is sorely missed by both the nursing community worldwide and her Georgia Southern nursing colleagues.

*The Early and Middle Years, 1978 – 1995, as Authored by Dr. Kaye Herth*

In 1978, Georgia Southern College and the people of the surrounding seventeen-county service area, decided, based on many years of discussion and exploration, to commit to the development of a department of nursing. A consultant was secured and feasibility studies were conducted. Based on the results of the findings, GSC petitioned the Board of Regents and secured permission to open a Department of Nursing. Contact was made with the State Board of Nursing, the appropriate planning papers were submitted, and provisional approval to proceed was secured. The Department was formed in July, 1980. Two faculty were hired to formulate a philosophy, a conceptual framework, a curriculum plan based on objectives for each level, and each course. In September, two additional faculty were hired to continue to develop courses, design student evaluation tools, set admission standards, and contract with clinical laboratory agencies. From that beginning there developed two programs, the baccalaureate and the nurse practitioner.

By January 1985, under the able guidance of Em O. Bevis, EdD, founder of the Georgia Southern College Department of Nursing, there was a flurry of activity. The faculty was in the midst of completing a self-study report for National League for Nursing accreditation. The CE Family Nurse Practitioner Program was continuing to be very successful in preparing Family Nurse Practitioners and notification was received of an award for $402,036 for the LPN Gerontology Grant. Upon Dr. Bevis’ retirement in January of 1985, the Department selected Joyce Murray as Head.

On June 12, 1985, the National League for Nursing awarded the Department a full 8 years of
accreditation, recognizing the success of faculty, staff, and students in developing a quality program. Graduates of the BSN and the CE FNP Programs performed well on NCLEX and American Nurses Association Certification Examinations, respectively.

The Department of Nursing has continued on its path of growth and recognition in the past few years. Some of the major accomplishments include:

1. The Board of Regents of the University System of Georgia approved the establishment of the Master of Science in Nursing Program for the Department of Nursing.
2. Grants supporting the MSN Programs have been funded from the Division of Nursing for approximately $1,218,265.
3. The LPN Gerontology Program performed successfully for 3 years. Over 300 participants completed the program during this time.
4. The Helene Fuld Health Trust Fund awarded the Department of Nursing $15,000 to establish a computer lab for nursing students.
5. Scholarships and traineeships for students continue to be sought. Currently, the Department of Health and Human Services, Division of Nursing awards traineeships for graduate students. The Whitehead Foundation provides $30,000 for scholarships and the Curtis Hames Scholarships are awarded annually.
6. In May 1990, Georgia Southern University Department of Nursing and Armstrong State College Department of Nursing received a charter for Mu Kappa Al-Large Chapter of Sigma Theta Tau International Honor Society of Nursing.
7. Research conducted by faculty and students provides for numerous publications and presentations from the Department. Current efforts include Development of Rural Nursing Theory, AIDS and Crack in Adolescents, Migrant Health Care, and numerous others.
8. An RN to BSN Completion Track was initially funded in September of 1990 by the Division of Nursing and allows associate degree and diploma nurses to obtain a baccalaureate degree in nursing. Upon its completion, a new grant to expand the RN to BSN track was submitted to the Division of Nursing and was approved and funded for five years beginning Fall, 1993.
9. The initial plans for an innovative Rural Nursing Outreach Program began September of 1993 to meet the health care needs of underserved rural populations.
10. National League for Nursing in October 1994 awarded eight years continuing accreditation for the baccalaureate and master's programs.

Time nor space allow for coverage of the collaboration and services provided by the faculty of the Department of Nursing. Faculty and staff continue to grow personally and professionally. Several faculty have received doctorates and several more are in progress. The faculty continues to create an environment conducive to caring and learning for students and each other. The concept of empowerment of nursing students is a continuous process at Georgia Southern University. Students continue to do well on State Board Exams and to represent the Department of Nursing in many on- and off-campus activities.

The Department of Nursing has a past to be proud of and an exciting future to anticipate. As you read this account of our history, use it to feel pride in our nursing program and choose to be a productive part of our exciting future.

Sincerely yours,

Kaye A. Herth, PhD, RN, FAAN
Chair, Department of Nursing
July 1993-June 1998

The Later Years, 1995-2009, as Authored by Dr. Jean Bartels

The year 1995 marked a milestone year for Georgia Southern University as well as the School (then Department) of Nursing. Beginning in 1995, the University joined others in the Georgia University System to begin a transition from a quarter to a semester academic year structure. Faculty in the School of Nursing actually began the major undertaking of completely revising the curriculum prior to this mandated move to a semester structure. Faculty voted to move away from an integrated curriculum in November of 1994 and began developing a new mission and purposes statement, philosophy, program objectives, and curriculum in 1995. This intense faculty effort included input from students and many local communities.
The faculty approved new mission and philosophy statements in September of 1995. The revised curriculum was instituted at the undergraduate level (pre-licensure program) in the Fall of 1996. The graduate and RN-BSN continuation programs instituted their new curricula in the fall semester of 1998 in synchrony with the University’s conversion to semesters.

In 1998, Georgia Southern University awarded School status to the then Department of Nursing, a clear recognition of the programs’ growth in stature and national recognition. The School of Nursing became one of only two Schools on the Georgia Southern University campus, all other programs being recognized as Departments within their respective Colleges. Shortly thereafter, the School won Board of Regents approval for the building of a new 117,000 square foot Science and Nursing Building with a projected construction date of January 2001.

In 1998, continuing on a path of academic excellence (and joining the majority of college and university nursing programs in the United States), the School of Nursing faculty pursued and was granted preliminary accreditation approval from the Commission on Collegiate Nursing Education (CCNE). The CCNE accreditation process, newly recognized by the Department of Education as a premier accrediting agency for baccalaureate and graduate programs in nursing, provided the School with the framework to focus on continuous improvement unique to its programs of study. Full approval by CCNE was achieved in Spring 2001.

The year 1998 also saw a transition in leadership at the School of Nursing. Dr. Kaye Herth resigned her position as the School’s Chair in order to pursue career opportunities in Minnesota. Her work in bringing the Department of Nursing to its current School status in the University as well as her leadership during the School’s monumental curricular and programmatic changes set the stage for the next level of growth for the School. Dr. June Alberto served as Acting Chair through the next year during which time the entire University converted to the semester system, planning for the Science and Nursing Building continued, and the search for a new Chair of Nursing was completed. Dr. Jean Bartels, left her position as Chair of the Division of Nursing at Alverno College in Milwaukee, Wisconsin, to begin in July, 10 years as the Chair of the School of Nursing.

Georgia Southern University welcomed a new president in July of 1999 setting in motion a major strategic planning initiative for the entire University. President Bruce Grube articulated a vision for the University focused around six themes:

1. Academic Distinction
2. Student-Centered University
3. Technological Advancement
4. Transcultural Opportunities
5. Public and Private Partnerships
6. Physical Environment

Beginning in 2000, the School of Nursing engaged in Strategic Planning efforts that picked up these themes. Other noteworthy accomplishments of the School since 1995 are documented below.

1. Final approval for the construction of a new Science and Nursing Building complex, the largest building structure on the Georgia Southern University campus, was obtained. Construction began in January 2001 with move-in completed summer 2004.
2. An LPN-BSN program option was launched affording individuals with an LPN license an accelerated path to obtaining a BSN degree.
3. An RN-MSN program option was approved allowing RN students an accelerated progression path to graduate education.
4. Three successive rankings by US News & World Report place the FNP program in the top 5%, 11% and 25th % of all FNP programs in nursing in the United States. Graduate pass rates on national certification examinations exceed 99%.
5. Graduate program grants were received for pharmacology teaching initiatives, managed care collaborations, and educational traineeships. A Women’s Health Nurse Practitioner program was started in 1998 (deleted in 2009) to complement the Family Nurse Practitioner, Rural Community Health Clinical Nurse Specialist, and post graduate certification programs.
6. A $100,000 grant from the Helene Fuld Health Trust Grant, HSBC. Trustee was awarded to the School to provide substantial financial support for the educational mobility of LPN-BSN, RN-BSN, and RN-MSN students. Federal Traineeship grants for graduate education provide support for graduate students yearly. In addition to these awards, the School is able to award over $80,000 per year in scholarship monies to
undergraduate and graduate students.

7. A new computer lab was opened with 30 individual student computer stations. A+ Testing software was installed on all computers allowing for student testing on computers across the curriculum. The lab also facilitated increased use of web-based initiatives for student learning.

8. In the 1998-1999 academic year, the Rural Nursing Outreach Program began offering primary care nursing services at its Rural Nursing Outreach Community Center in Portal. Over 150 clients actively use the Clinic. In the 1999-2000 academic year, two migrant population health care service opportunities were instituted in Tattnall and Screven Counties. These initiatives provide learning experiences for both graduate and undergraduate nursing students.

9. In October of 2000, The Georgia Southern University School of Nursing Alumni Association, representing over 830 alumni, was formally organized at its first annual alumni homecoming event.

10. The Jimmy Crockett Lectureship Series, endowed by the Crockett family of Georgia in memory of the outstanding humanitarian efforts that marked the life of Mr. Jimmy Crockett, continued to be a resounding success. Featured nursing leaders to date have included Drs. Madeline Leiningner, Jean Watson, Christine Tanner, Nola Pender, Anne Boykin, Em Olivia Bevis, Joyce Murray, and Sally Karioth.

11. In May 2000 the School of Nursing created the Em Olivia Bevis Spirit of Nursing Award to recognize a graduating senior who demonstrates exceptional leadership qualities, is committed to excellence in nursing through professional achievements, and displays notable scholarship in maintaining good academic standing. This award will be presented in honor of Dr. Em Olivia Bevis, the founder of the Georgia Southern University School of Nursing. Dr. Bevis was on hand to present the first award. A Georgia Southern University School of Nursing era ended shortly thereafter with the untimely death of Dr. Bevis on July 20, 2000. Her legacy, however, will long be remembered.

12. In 2001, the number of doctorally prepared faculty in the School rose to 13. Of those, 10 hold a PhD in Nursing, 1 holds a Doctor of Nursing Science, and 2 hold Doctorates in Education. This results in 68% of the total faculty in possession of their terminal degree. Twelve of thirteen faculty (92%) in tenure track positions hold a doctoral degree. Diversity of the nursing faculty also improved. In 2001, 21% of the faculty were non-Caucasian, closely approximating the 23% non-Caucasian student population.

13. In May 2001, the School of Nursing received a $400,000 gift from the Bulloch Health Care Foundation, Inc. to establish the first endowed chair in nursing at Georgia Southern University. The gift was doubled by matching funds to build the $1 million endowment required for a university chair. Georgia Southern secured the additional $100,000 needed to qualify for a $500,000 grant from the Board of Regents Eminent Scholars fund. The Board of Regents approved the Eminent Scholar in 2002.

14. The Commission on Collegiate Nursing Education granted the School of Nursing BSN and MSN programs full approval (without recommendations) on April 20, 2002 following a successful self-study and site review visit. The accreditation granted 10 years of approval for the School's programs through 2012.

15. In May 2002, the School of Nursing received the University System of Georgia Board of Regents’ 2002 Teaching Excellence Award. This award recognized the School of Nursing’s programs from all the regional and state university programs.

16. In October 2003, the College of Health and Human Sciences was reorganized into the College of Health and Human Sciences. Three units were formed: The Department of Public Health, The Department of Hospitality, Tourism, and Family & Consumer Sciences, and the School of Nursing. The School of Nursing received oversight for the Medical Technology major with this relocation, but was otherwise unchanged in structure.

17. From 2004-2006, the Family Nurse Practitioner Program was named #11 in the U.S. News and World Report rankings.

18. The RN-BSN Program was converted to a totally on-line program in 2004.

19. The School of Nursing received a $712,000 grant for 2003-2006 from HRSA/Office of Rural Health Policy to support the expansion of the Rural Nursing Outreach Program and graduate educational opportunities. The Healthcare Georgia Foundation also awarded the RNOP $75,000 towards outreach nursing activities.

20. In 2004, the School of Nursing received a 3 year HRSA grant totaling $753,302 to expand educational offerings in the graduate program. Grant monies were used to redesign the Community Health Clinical Nurse Specialist program to be offered as a hybrid program combining on-line (Internet) and on-campus classes offered on Saturdays.

21. In 2007, the School of Nursing submitted a proposal to the University System of Georgia to begin offering a Doctor of Nursing Practice program Fall 2008. The program would be offered totally online. The DNP was approved on January 16, 2008.

22. By 2007, the School of Nursing Rural Outreach Program became recognized for serving a major role in meeting the health care needs of the local community and surrounding Counties. The Rural Nursing
Outreach Program developed additional practice and research sites for faculty and students and continued operation of Community Nursing Clinics located in the School of Nursing building and in Portal, Georgia. The program conducted primary care nursing clinics, blood pressure clinics, osteoporosis, stroke and cholesterol screening clinics, and other health promotion and health education activities at the Rural Nursing Outreach Community Clinics on campus, in Portal, and in many outreach locations in Southeast Georgia. Nursing faculty, staff, and students saw 3147 unduplicated patients through the Program. Migrant population health care initiatives in Tattnall, Toombs, Screven, and Lyons Counties provided clinical practice opportunities for faculty and students at the graduate and undergraduate levels. Currently there are eight faculty research projects being conducted through the rural Nursing Outreach Program.

24. In August 2007, the School of Nursing welcomed its first Bulloch County Hospital Foundation Endowed Chair, Dr. Elaine Marshall. Dr. Marshall, a renowned scholar, assumed the position focusing on enhancing the research program of the School and contributing to community health nursing education and outreach activities.

25. In January 2008, the University System of Georgia Board of Regents granted approval for the School of Nursing to offer a Doctor of Nursing Practice (DNP). The first class of students for the DNP began in Fall 2008 and subsequent Fall admission cohorts followed.

History has a way of giving honor to past accomplishments and stimulating new challenges. Such is the history of Georgia Southern University’s School of Nursing. Through the dedicated efforts of the School’s past and present nursing faculty and the ongoing accomplishments of its graduates, the School has its best years yet ahead. Echoing the words of Dorothy Jean Novello (1984), a nursing leader and poet:

Only as high as we reach can we grow.
Only as far as we seek can we go.
Only as deep as we look can we see.
Only as much as we dream can we be.

It is my pleasure and honored privilege to add to this history and to join the Georgia Southern University School of Nursing in its next pursuits of excellence. We invite all of our communities of interest—faculty, students, alumni, community members—to reach for, seek, and dream our future.

Jean E. Bartels, PhD, RN, CNL
Chair and Professor of Nursing (1999-2009)

The Transition, 2010-2011, as Authored by Dr. Donna Hodnicki

The University and the School of Nursing experienced many changes in positions on January 1, 2010. Dr. Jean Bartels became Interim Dean, College of Health and Human Sciences when Dean Fred Whitt left to take a position at Appalachian State University. Dr. Donna Hodnicki left the role of Director of Graduate Nursing Programs to assume the Interim position, School of Nursing position. Dr. Deborah Allen assumed the position of Director of Graduate Nursing Programs, and Dr. Melissa Garno became Director of the BSN Programs when Dr. Danette Wood asked to return to a faculty position. After 6 months as Dean, Dr. Bartels became Interim Provost on July 1, 2010.

At the University level, Dr. Brooks Keel became the 12th President of Georgia Southern when Dr. Bruce Grube retired. Dr. Gary Means became the Interim Provost Fall 2009 when Dr. Linda Bleiken assumed the role of President of Armstrong Atlantic State University.

During the time of transition, I welcome the opportunity to continue the growth and stature of the School of Nursing undergraduate and graduate programs. We face many challenges in the coming years with national trends, the nursing and nursing faculty shortage, and other significant issues impacting nursing both academically and professionally. Working as a team of faculty and students we can continue to offer outstanding leadership and educational opportunities for our students. Without challenges we would not grow or be encouraged to “think outside the box”—so let’s work to together to maintain excellence, quality and pride in all that we do to promote improved health care outcomes for our communities (local, state, national and global) and to advance the nursing profession! My door is always open to you.

Changes and accomplishments of the Nursing Program:

1. As of January 2010 rolling admissions to the MSN program are put in hold. The deadline for admission to the Fall cohort admission is March 15 of every year. This decision is made to maintain our traditional philosophy of direct faculty oversight of graduate (MSN) students during clinical experiences.
2. For the first time a limit is placed on admissions to the RN-BSN program to provide improved faculty oversight and interaction with students in the on-line delivery of the program. Susan McClendon, MSN, CHCNS (2008) wrote and received a $300,000 grant to bring diabetes education to three rural areas in SE Georgia. She achieved certification as a diabetic educator in December 2009 serving as the only CDE in an 80 mile radius. With the grant she was instrumental in the development of primary care clinic for the indigent in Vidalia, GA.

3. Michael Scott, DNP Cohort 1, is recognized by AANP as the 2010 Outstanding FNP for NC. In his 3rd year on the Board of Directors representing Practice, he begins a term as Vice-Chair of CCNE.

Donna R. Hodnicki PhD, FNP-BC, FAAN
Interim Chair and Professor of Nursing (2010)

The Present, 2011-2015 as Authored by Dr. Sharon Radzyminski
As of 2011 the School of Nursing is entering into a period of stabilization. Dr. Jean Bartels became the Dean of the College of Health and Human Sciences and Dr. Sharon Radzyminski accepted the position as the fifth Chair in the School’s history. The year also marked the retirement of two exceptional faculty members and program directors, Dr. June Alberto and Dr. Donna Hodnicki. Dr. Kathy Thornton became the Program Director for the RN to BSN/MSN program following Dr. Alberto’s retirement. In 2013 Dr. Bartels became the first nurse at Georgia Southern University to be named Provost and Vice President of Academic Affairs. In July of 2015 she became the Interim President following the resignation of President Keel. She is the first woman and nurse to hold this position at Georgia Southern University.

Significant changes also occurred at the College level. The College of Health and Human Sciences (CHHS), which houses the School of Nursing, created the School of Human Ecology (SOHE), realigning several programs within the College. Previously housing six programs, the Department of Hospitality, Tourism and Family and Consumer Sciences is now the SOHE, and is comprised of child and family development, interior design, fashion merchandising and apparel design and recreation. This program joined the School of Nursing and the Department of Health and Kinesiology which houses the sport management program. In 2014 the Department of Health and Kinesiology also became a School making the College of Health and Human Sciences the first college on campus to be comprised only of Schools.

During this time of transition the faculty continued to meet the challenges affecting nurses both academically and professionally. In spite of a grave faculty shortage the School continues to excel in both student accomplishments and faculty achievements. Faculty submit over twenty manuscripts to professional journals, present at state and national meetings and conferences annually and serve as officers in multiple professional organizations.

The undergraduate and graduate programs continue to strive to meet the challenges of the ever changing health care environment. Graduates from all programs are actively sought by area health care agencies. The graduate programs continue to be ranked in the top 25% nationally by U.S. News & World Report. The program also secured top honors among all colleges and universities in Georgia, both public and private. The RN-BSN program was recognized as being 8th in the country in the areas of affordability and competitiveness for online degree programs.

Significant contribution to program success was made by Professor Elaine Marshall whose book, Transformational Leadership in Nursing, was recognized by the American Journal of Nursing as one of two 2011 Books of the Year in the area of Leadership and Management in nursing. The book stresses the importance of adopting interdisciplinary viewpoints that include physicians and other healthcare providers, business leaders, economists and patients in order to contribute to effective healthcare. The book is dedicated to the first Doctor of Nursing Practice (DNP) class taught by Marshall at Georgia Southern, and has been added to curricula of nursing programs nationwide.

Faculty continue to be involved in multiple educational grants. During this time period, The RUN-2-Nursing grant provided support to minority students interested in pursuing nursing as a career. The Minority Health International Research Training (MHIRT) program, funded by a grant from the National Institutes of Health and the National Center on Minority Health and Health Disparities (NCMHD),
provided students with the opportunity to experience the research of various minority health care issues in the U.S. and abroad, while also increasing minority representation in the health research profession.

The DNP program enjoys HRSA support and has been able to add an educational cognate to its graduate curriculum which provides opportunities for students to develop skills needed for teaching roles. In 2014 a certificate program, open to all health professionals, was added to advance skills in caring for patients with multiple chronic conditions. The post-masters DNP program was expanded to the BSN-DNP, phasing out the MSN entry level program while retaining the option for students to exit the BSN-DNP with a MSN and the ability to re-enter the program within 2 years for the DNP completion. That same year the School of Nursing received grant support from the University Systems of Georgia to implement a Center for Nursing Scholarship and Research. The Center achieved its first major success in 2015 by securing funding to develop a Psychiatric/Mental Health Nurse Practitioner post-masters certificate program and a track within the BSN-DNP program.

Students continue to excel professionally within the School of Nursing as well. This year The School of Nursing Senior I nursing students were honored with the 2011 Volunteer of the Year Award for the Silver Lining Club. The mission of the Silver Lining Club is to provide a social day program for individuals who suffer from Alzheimer’s or dementia-related illnesses while contributing to an improved quality of life for both the participants and their caregivers. Students at all levels actively support the mission of the School through active participation in community services including health fairs and screenings. Graduates of the graduate programs contribute to the nursing profession through manuscripts in professional journals, poster presentations and appointments as officers or fellows in professional organizations.

The academic years 2011-2015 provided both challenges and opportunities. As always the faculty and students met the challenges and moved forward both academically and professionally. As we move forward into the future the School of Nursing will continue to provide excellent educational opportunities for students and health services to the community and beyond.

Sharon G. Radzyninski PhD, RN, JD
Chair

MISSION, PURPOSES, VISION, PHILOSOPHY, AND CONCEPTUAL FRAMEWORK

Mission Statement: Georgia Southern University

Georgia Southern University is a public comprehensive university devoted to academic distinction in teaching, scholarship, and service. The University’s hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Georgia Southern’s nationally accredited academic programs in the liberal arts, sciences, and professional studies prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.

Central to the University’s mission is the faculty’s dedication to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. Georgia Southern faculty are teacher-scholars whose primary responsibility is the creation of learning experiences of the highest quality, informed by scholarly practice, research, and creative activities. The University offers a student-centered environment enhanced by technology, transcultural experiences, private and public partnerships, and stewardship of a safe residential campus recognized for its natural beauty.

Georgia Southern University is committed to advancing the State of Georgia and the region through the
benefits of higher education, offering baccalaureate through doctoral degrees and a variety of outreach programs. The University fosters access to its educational programs, provides a comprehensive and fulfilling university experience, and enhances quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional development.

**Mission and Purposes: School of Nursing**

The primary focus of a regional university is to serve the needs of a specific region, rather than an entire state, in the areas of teaching, research, and service. Consistent with this focus, the mission of the School of Nursing of Georgia Southern University is to work to help meet the nursing and health care needs of southeast Georgia. This mission will be accomplished through a multifaceted approach which incorporates teaching, research, and service.

The School of Nursing is committed to the education of nursing students at both the undergraduate and graduate levels. To meet the nursing needs of southeast Georgia, students are recruited from this region. The faculty believe that students who live, work, and are educated in the region will be more likely to remain after graduation and, thereby, fill vital health care needs.

The faculty believes that excellence in teaching is an integral part of the educational process. Quality teaching and positive faculty - student interactions are imperative for the development of caring and knowledgeable nurses. Teaching is enhanced by faculty participation in practice, doctoral studies, continuing education, and mentoring. The improvement of teaching is a continuing process which reflects a commitment to excellence by both administration and faculty.

Research activities, sponsored or guided by the School of Nursing are directly responsive to regional needs. Consistent with the University's position, applied research is predominate, although not exclusive, focus of nursing research projects. Exploring regional health care needs, evaluating the effectiveness of clinical interventions or programs which were created to meet identified needs, and analysis of health care delivery issues are examples of research projects supported by the School of Nursing.

The service mission is met in a variety of ways, including professional practice, consultation, and collaboration. The nursing faculty serves as resource persons to the university, the community, clinical agencies, and the nursing profession. Relationships between the university, the community, and clinical agencies, which are forged and maintained through these types of activities, are vital to the advancement of nursing care, and to the improvement of health in the region.

The foundation of these beliefs is the value placed on the holistic nature of human beings, concern for the quality of human life as it relates to experiences and concerns people have about health. Consistent with the mission of the University, the purposes of the School of Nursing are:

1. **To promote and advance the quality, accessibility, and availability of nursing education and nursing care for the rural population of southeast Georgia by:**
   a. providing for the education of baccalaureate and master's level nursing students capable of delivering high quality nursing care with skills and knowledge in keeping with the Statutes of the State of Georgia and as defined by the National League for Nursing;
   b. providing the opportunity for upward mobility for the registered nurse;
   c. providing instruction which focuses on the ethnic, cultural, and social content necessary to enable nurses to deliver care in a manner acceptable to the diverse population of the southeast region of Georgia;
   d. providing a regional academic center for professional nursing which contributes to the expertise of the profession and the well being of the community by promoting scholarly activities, creative endeavors, and continuing education for nurses;
   e. providing an educational base upon which graduate study may be built for specialization in nursing as a clinician, educator, administrator, or researcher; and
   f. promoting the placement of baccalaureate and masters prepared nurses in rural health care shortage areas;

2. **To influence the course and progress of the health care delivery systems in the rural southeast**
region of Georgia by:
   a. preparing nurses to contribute to strategic planning and change in community health care organizations; and
   b. preparing nurses with appropriate skills to function effectively with community groups to impact health policy;
3. To increase the effectiveness of nurses as individuals and nursing as a discipline by:
   a. promoting professional identification and commitment;
   b. teaching caring and mutually enabling factors that will enhance the personal and professional growth and development of nurses;
   c. promoting professional autonomy and multidisciplinary collaboration;
   d. preparing self-directed, life-long learners, capable of initiating change and adapting to the rapidly changing environment;
   e. providing preparation for self-governance and participation in the institutions of a democratic society; and
   f. enhancing the quality and excellence of nursing care delivered in the region.

(Reaffirmed March 09, 2015)
(Reaffirmed August 10, 2010)
(Approved and Revised June, 2004) (Approved 10/27/95)

Vision Statement: School of Nursing

The School of Nursing aspires to develop professional nurses who emulate a culture of caring, engage in scholarly inquiry, transform health care, and serve others through health promotion and the alleviation of suffering. Our vision is embodied by Caring. Discovery. Transformation.

Philosophy: School of Nursing

The philosophy of Georgia Southern University's School of Nursing embodies the following core beliefs:

• Nurses are essential to the healthcare of the nation and must act both locally and globally to positively affect the health of individuals, families, groups, and communities.
• Based on professional standards, nursing practice is grounded in ethics, caring, altruism, holism, transcultural competence, diversity, and respect for the individual.
• Nursing education embraces theory, research, and evidence-based practice.
• Nursing educators, using a student-centered approach, prepare socially responsible graduates who provide high quality health care, function as leaders in the community and profession, and engage in lifelong learning.

Conceptual Framework of the Curriculum: Health Promotion Throughout Life

The conceptual framework of the nursing curriculum at Georgia Southern University is Health Promotion throughout Life. Health promotion is “behavior motivated by the desire to increase well-being and actualize human health potential” (Pender, 2011, p.5) which includes primary, secondary, and tertiary prevention throughout all life stages. The emphasis of primary prevention is health education and protection from illness and injury; secondary prevention is directed toward limiting illness; and tertiary prevention involves rehabilitation, restoration of health or support for end-of-life care. Central to the Health Promotion Framework are the metaparadigm concepts of nursing, person, health, and environment. Educating reflective nurse professionals requires a curriculum that is built on a liberal arts background and that incorporates professional values, core competencies, core knowledge, and role development.

Metaparadigm Concepts
A person is a holistic being central to nursing, with a unique culture, values, and beliefs. Having certain rights and responsibilities, a person is capable of self-actualization and self-determination. Whether alone or in families, groups, or communities, a person interacts with his or her environment.

Nursing is a practice discipline involving human caring that is concerned with improving quality of life and promoting, maintaining, and restoring health in partnership with persons, families, groups, and communities. The evolving art and science of nursing consists of a unique body of knowledge based on theory, research, and practice in nursing and other disciplines. Nursing strives to improve the quality of life not only in institutional and community arenas, but to positively influence health globally. More specifically, rural nursing involves the delivery of nursing care to underserved and vulnerable populations, including those living within rural areas. These underserved and vulnerable populations include diverse groups of persons who live and work within an environment which may be relatively isolated from the influence of metropolitan areas. Vulnerable populations have increased risk to health related problems, reduced access to care, and diminished quality of life. Rural nursing is unique in that it requires of the nurse highly developed levels of assessment, decision making, and communication skills, as well as the ability to live and work in close association with family and friends who may require care. Often, based on isolation and scarcity of health care providers, independent decision making and the ability to interface with other members of the health care team are the hallmark of rural nursing practice. Nursing practice is actuated through therapeutic nursing interventions which enhance health promotion of persons, families, groups, and communities. Therapeutic nursing interventions are based on an ethic of human care that is contextually and culturally relevant to the receiver. Therapeutic nursing interventions are purposeful strategies and informed actions performed by a nurse for or with a person using primary, secondary, and/or tertiary prevention. Evidence based interventions are developed through synthesizing evidence from theory, research, and experience. Therapeutic nursing interventions require the use of critical thinking, psychomotor, psychosocial, and communication skills. Factors that enable the nurse to perform therapeutic interventions include: human caring, communication, ethical principles, critical thinking, empowerment, research, healthcare technologies, cultural appropriateness, leadership, and professional roles and responsibilities. At the undergraduate level, therapeutic nursing interventions are developed through the nursing process with a goal to facilitate health of persons, families, groups, and communities. Subsequently, the focus of therapeutic nursing interventions at the graduate level is on influencing the health of persons, families, groups, communities, and healthcare systems.

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO, 2003). Health promotion and disease prevention at the individual and population level are necessary to improve population health. In partnership with the nurse, health is defined by individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

Environment constitutes the internal and external influences that affect or are affected by the person. These influences include, but are not limited to, biological, psychological, and spiritual factors, population density, socioeconomic status, cultural diversity, social values and beliefs, and scientific and technological development.

Curriculum Threads

Nurses, in partnership with persons, families, groups, and communities, engage in the dynamic process of Health Promotion. While the metaparadigm concepts of nursing, person, health and environment form the foundation of the Health Promotion Framework, the following curriculum threads shape the Health Promotion process.

Human Caring in nursing is a set of interpersonal acts that extend beyond concern, emotion, and benevolent desire. Caring in this context involves values, intent, commitment, knowledge, actions, and outcomes.

Communication, within the context of nursing, is a dynamic and interpersonal process that requires at least one messenger and one receiver. The process, which includes interprofessional collaboration, can
be either verbal (oral or written) or nonverbal and is influenced by a person’s culture, setting, values, beliefs, and perceptions. Undergraduate and graduate students engage in increasingly complex levels of communication skills.

Ethical Principles, which include altruism, autonomy, integrity, freedom, veracity, privacy, beneficence, fidelity, human dignity, and social justice, are used to clarify and resolve identified moral problems and ethical dilemmas. The beliefs and values outlined in the Code of Ethics for Nurses (ANA, 2015) provide guidelines for ethical nursing practice.

Critical Thinking is an active process of analysis exploring relevant phenomena and making judgments to intervene in a therapeutic manner. This reflexive, transferable process involves the ongoing integration and application of a complex set of abilities. The critical thinking process is made public through various modes of communication.

Empowerment is an interpersonal process of providing resources, tools, and environment for people to achieve their optimal potential and well-being. Nursing’s role is to support people to actively participate in their healthcare decision-making to improve health care outcomes.

Research is the systematic inquiry that uses disciplined methods to answer questions or solve problems (Polit & Beck, 2014). Evidence Based Practice (EBP) involves using best evidence in making patient care decisions (Polit & Beck, p. 3) and is based on clinical expertise, patient preferences/values and external evidence (Melnyk & Fineout-Overholt, 2014). External evidence is generated through rigorous investigations to produce new data. The nurse translates evidence, into professional nursing practice. At the undergraduate level, external research evidence is critiqued, analyzed, and applied to the provision of care of persons, families, groups, and communities. At the graduate level, research related to nursing and healthcare is conducted, synthesized, disseminated, and integrated within nursing practice.

Cultural Appropriateness is the skilled delivery of care based on the appreciation for and knowledge of the diversity in backgrounds of persons. The nurse who is culturally competent takes into account the person’s view of the world which is transmitted from generation to generation. The person’s world view, which is manifested in beliefs, practices, likes, dislikes, customs, norms, and rituals, is incorporated within appropriate therapeutic nursing interventions. In addition, ethnic sensitivity takes into account the person’s group affiliation or membership.

Healthcare Technologies are utilized and managed by nurses in various settings. Technology may enhance nursing practice in direct and indirect patient care, health related communication, nursing informatics, and clinical information management. Nurses must therefore maintain the knowledge and skills necessary to provide care that is technologically current while maintaining a caring, interactive approach.

Leadership in nursing is an awareness of complex systems, and the impact of power, politics, policy, and regulatory guidelines on these systems. Leadership skills emphasize ethical and critical decision-making, initiating and maintaining effective working relationships, using mutually respectful communication and collaboration, care coordination, delegation, and conflict resolution. The nurse uses leadership skills to promote high quality patient care and patient safety within organizational and community arenas (AACN, 2008).

Health Policy is the compilation of decisions made within the government, and sometimes private entities, regarding health and health care. Policies influence health in areas such as access to care, patient care delivery, and financing. It is therefore incumbent upon the nursing profession to consider the impact of health policy on professional nursing practice and to participate in policy development as warranted (Estes et al., 2012).

Professional Roles and Responsibilities include delivering safe care and designing, managing, and coordinating care as a member of the interprofessional team. The professional nurse evaluates one’s own practice as well as contributes to the support and advancement of the profession. The professional nurse
focuses on continuous self-evaluation and lifelong learning. The nurse who upholds professional roles and responsibilities advocates for quality health care and functions as a leader in the community and profession (AACN, 2008).

References for Conceptual Framework:

References for SON Mission and Purposes, Philosophy, and Student Outcomes

Because the School of Nursing’s mission includes the professional development of a diverse group of students, nursing faculty carefully reviewed and chose professional standards and guidelines that represented a broad base for various levels of nursing practice. A variety of professional nursing standards (along with selected specialty area nursing practice standards) representing the most current and developed perspectives of the discipline of nursing were chosen to underpin and develop the mission, philosophy, purposes, goals/objectives of the School of Nursing. All are consistently applied as guidelines for the development of program and curricula materials for the preparation of nursing students. Specifically, the standards referenced include:

BSN PROGRAMS

Pre-Nursing: Core Curriculum Requirements

The core curriculum is a reflection of courses required of all students attending state supported schools in Georgia who are seeking a baccalaureate degree. Full information about the core curriculum can be found in the Georgia Southern University General catalog. Nursing is built upon an educational base provided by courses from the natural sciences, social sciences and humanities. These courses fulfill some of the core curriculum requirements outlined by the University System of Georgia.

The semester system core curriculum consists of courses from 5 areas (Areas A-E): Essential Skills; Institutional Options; Humanities and Fine Arts; Science, Mathematics, and Technology; and Social Science. The core curriculum requirements for the prelicensure program equal 65 credits, whereas the core for RN-BSN equals 60 credits.

Pre-Nursing: Regents Testing Program and US/Georgia History Requirements

The baccalaureate student must meet the University System of Georgia requirements for the Regent's Testing Program and the legislative requirements for US and Georgia History and Constitution as stated in the Georgia Southern University General Catalog. History and constitution requirements may be met by passing an examination or taking both POLS 1101 and HIST 2110 in a Georgia System School.

1. To exempt these Georgia and history requirements you can obtain a study guide for these exams at the Reserve desk at the university library. Each study guide can be checked out for 1 day only. There are no practice exams with the study guide. Students must schedule their own test and time with the testing center.

2. Students can enroll in a Folio preparation course for the Georgia Constitution and or Georgia History test through the continuing education department at Georgia Southern University. Each course has a practice examination and each course costs $18. Both courses can be taken for $30 (costs may increase with inflation).

3. You may obtain study guide for US History and/or US Constitution at the Reserve desk at the Henderson. The study guide for the US history can be checked out for 2 hours only. The study guide for the US constitution can be checked out for 1 day only. Students must schedule their own test and time with the testing center at the Williams center, room 2004, at 478-5415. There are no preparation courses for these tests at continuing education.

4. For more information consult the Continuing education website or by calling the Continuing Education office at 478-5555.

Pre-Nursing: The College Level Examination Program (CLEP)

See the Georgia Southern University General Catalog for information on the College Level Examination Program (CLEP) for courses other than nursing courses. For information on Nursing Proficiency Examinations, see the policy section of this handbook.

BSN Student Outcomes and Level Objectives

1. **Apply core knowledge and problem solving principles in evidence based decision making to provide therapeutic nursing care within a health promotion framework.**
   
   **Level I:** Demonstrate understanding of core knowledge and problem solving principles in evidence based decision making to provide therapeutic nursing care within a health promotion framework.
Level II: Apply core knowledge and problem solving principles in evidence based decision making to provide therapeutic nursing care within a health promotion framework.

2. **Assume responsibility and accountability for professional nursing roles.**
Level I: Apply principles of responsibility and accountability for professional nursing roles.
Level II: Assume responsibility and accountability for professional nursing roles.

3. **Apply scholarly inquiry and analysis for decision making, critical reasoning, and creative thinking to improve nursing practice thereby enhancing healthcare outcomes.**
Level I: Explore scholarly inquiry and analysis for decision making, critical reasoning, and creative thinking to improve nursing practice thereby enhancing healthcare outcomes.
Level II: Apply scholarly inquiry and analysis for decision making, critical reasoning, and creative thinking to improve nursing practice thereby enhancing healthcare outcomes.

4. **Incorporate caring, compassion, and empathy in all aspects of nursing practice. Level I:** Express caring, compassion, and empathy in all aspects of nursing practice. Level II: Incorporate caring, compassion, and empathy in all aspects of nursing practice.

5. **Develop collaborative partnerships to promote, maintain, and restore health.**
Level I: Demonstrate collaboration in partnerships to promote, maintain, and restore health. Level II: Develop collaborative partnerships to promote, maintain, and restore health.

6. **Apply leadership principles in nursing practice. Level I:** Identify leadership principles in nursing practice. Level II: Apply leadership principles in nursing practice.

7. **Demonstrate competence incorporating healthcare information and technology in providing nursing care.**
Level I: Practice utilizing healthcare information and technology in providing nursing care. Level II: Demonstrate competence incorporating healthcare information and technology in providing nursing care.

(Approved 9/18/95)
(Reordering of objectives approved 12/5/95)
(Objective # 11 approved 4/12/96)
(Reviewed with curriculum change work 9/13/99, 10/15/01, and 2/04/02)
(Reviewed and Revised by Curriculum Committee: 04/2009; Approved by Nursing Faculty: 05/2009)

PRELICENSURE BSN PROGRAM

**Admission Criteria**
BSN Program applicants must meet the University entrance requirements as described in the University Catalog. All applicants must apply for admission to both the University and the School of Nursing. Once admitted to the University, students should contact the Student Services Center or the School of Nursing for advisement. Requirements for admission into the School of Nursing are based on requirements in place at the time of application to the BSN Program. In order to be considered for admission to the BSN Program, prelicensure applicants must have met the following requirements:

1. Attained admission to Georgia Southern University;
2. Achieved a minimum cumulative grade point average of 3.0 or better on all attempted hours in the Core Curriculum in Areas A-F. Those students who hold a B.A. or B.S. degree must have a cumulative GPA of 3.0 for all course work.
3. Completed a minimum of 45 semester credit hours of required course work with a minimum grade of “C”;
4. Completed 16 hours of the 24 hours of required lab science course work, including 4 hours in Area F with a minimum grade of “C”; Note: The student's record of achievement in science and math courses will be an important consideration in the admission process.
5. Achieved a minimum score equivalent to or higher than the national passing score on the reading and math portions of the Admission Assessment Test (A²). The A² test scores must be submitted with
the nursing application. Scores submitted for the A² Exam must reflect a test date no more than 12 months prior to application to the nursing program. (Contact the School of Nursing for test dates, locations, and applicable fees)

6. Returned the nursing application to the School of Nursing by the announced deadline;
7. For transfer students: Requested official transcript(s) for all college work attempted and assured that the transcripts have been received in the Admissions Office by the announced deadline.
8. Through the LPN-BSN Program, LPN students may be eligible to earn up to 9 credit hours by proficiency examination, and receive credit for NURS 3230 by successfully completing an approved university level health assessment course.

Applicants must have met the following requirements before enrollment in NURS 3160:
1. Maintained a minimum cumulative GPA of 3.0.
   **Note:** The student’s record of achievement in science and math courses will be an important consideration in the admission process.
3. Met School of Nursing clinical course requirements, including: (a) health history and physical examination; (b) essential performance standards for nursing practice; (c) immunization requirements including measles, rubella, and hepatitis B; (d) tuberculosis screening; (e) current American Heart Association CPR for Health Care Providers’ certification; (f) health professions student liability insurance; and (g) personal health insurance.
4. Participated in a School of Nursing orientation session.
5. For applicants holding a current valid health profession’s license (e.g., LPN, EMT, RT, RD), provided proof of licensure.

**Admission by Transfer**

The School of Nursing at Georgia Southern University welcomes transfer students who meet the admission requirements and the following nursing transfer credit conditions. Credit for courses taken at schools other than Georgia Southern University will be considered on an individual basis using the following guidelines:
1. Transfer students must apply using the same admission criteria for application as all nursing applicants.
2. Transfer credits for non-nursing courses will be evaluated by the Admissions Department of the University.
3. Transfer credits for nursing courses will not be accepted.
4. Students having failures (C- or less) in previous nursing courses are not eligible for admission into the nursing program at Georgia Southern University.

**Program Duration Limits**

All courses for the nursing program must be completed within a total of three consecutive calendar years. Science courses including the Anatomy and Physiology sequence, Microbiology, and Chemistry must be successfully completed in no more than two attempts and must not have been completed more than seven years prior to entering the nursing program. **The Anatomy and Physiology sequence must be taken at the same educational institution.**

**Progression Requirements**

1. **BSN students must earn a grade of “C”** in all required nursing courses in the major in order to progress in the nursing program.
2. **After withdrawal from a nursing course for any reason, a student’s ability to continue or to progress in the nursing program will be contingent on a review of the student’s record and approval of the Undergraduate Student Affairs Committee.**
3. Students who earn an unsatisfactory in a clinical practicum rotation may not continue in any clinical practicum rotation during the same semester until their academic and clinical performance is individually reviewed by the BSN Program Director and the School of Nursing Chair. An unsatisfactory performance in a clinical practicum rotation represents failure of the course. The
student will also be required to withdraw from all courses requiring a clinical practicum rotation in the same semester.

4. If approved, a nursing student may repeat a required nursing course only one time.
   
a. **A student who earns a “D” or an “F” in a required nursing course and wishes to continue in the major, must write a letter directed to the BSN Director requesting permission to continue in the nursing major. Students should submit the letter a minimum of one week prior to the anticipated date of reentry to the program. Requests to repeat a course are considered by the School of Nursing Undergraduate Student Affairs Committee on an individual basis and the student is notified in writing of the decision of the Committee. If approval is granted, the student may repeat the course at its next offering pending space availability.**
   
b. Students given permission to repeat a required nursing course will be expected to complete a **supplemental study program to remediate any areas of deficit identified by the student's prior performance in the course. Approval for repeating a required nursing course and for progression in the nursing program is dependent on the reasons for unsuccessful performance in the course. Denial of a request to repeat a required nursing course will result in the dismissal of the student from the nursing program. The student will be notified in writing of the Undergraduate Student Affairs Committee's decision.**
   c. After two required nursing course failures, the student will be dismissed from the nursing program.

5. Dismissal from the nursing major does not affect the ability of the student to progress in the University in another major.

6. **Strict adherence to the American Nurses' Association Nursing: Scope & Standards of Practice is required of all nursing students.** Additionally, nursing students who are Registered Nurses are held accountable to the Georgia Nurse Practice Act for Registered Nurses. Failure to comply with these professional standards will result in review and action by the School of Nursing faculty and could result in the student's dismissal from the nursing program.

   *(Revision Approved Undergraduate Committee of the Faculty Senate: 4-12-2011) (Approved by School of Nursing Faculty: February 2010) (Approved by School of Nursing Faculty: November 14, 2005) (Approved by Undergraduate Committee of the Faculty Senate: January 24, 2006) (Effective January 24, 2006 (for Spring 2006 admission cohort)*

**Readmission**

Application for re-entry after an absence of more than one semester will be evaluated on an individual basis.

1. The student must submit an application for admission to the program at least one semester prior to the planned date of re-entry.

2. The student must have a cumulative GPA of 3.00 (on a 4.00 scale). The Undergraduate Student Affairs Committee will review the student's application and record and will make a recommendation to the faculty with regard to readmission. If readmission is approved by the faculty, an individualized schedule of readmission requirements will be provided for the student. These readmission requirements may include repeating courses that have been previously taken successfully. If the student agrees to comply with the readmission requirements, he/she must write and sign a letter of intent.

3. Students readmitted to the program must comply with program policies applicable to the year in which they are readmitted.

4. Students with more than two failures in nursing courses will not be eligible for readmission.

5. Courses completed prior to the semester in which the student left the program will be accepted if the course objectives have remained essentially the same. If major content revision has occurred, the student will be required to audit or retake the course.

6. The student must validate clinical competencies of previous nursing performance courses prior to beginning any nursing clinical course. Faculty may require that student's repeat previously passed clinical courses as part of their readmission requirements.

**Prelicensure Curricula**

**BSN NURSING 126 Credits Total**
## Area A - Essential Skills
9 Credits

## Area B - Institutional Options
4 Credits

## Area C - Humanities and Fine Arts
6 Credits

## Area D - Science, Mathematics, and Technology
11 Credits

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
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<tbody>
<tr>
<td>CHEM 1151</td>
<td>Survey of Chemistry I</td>
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<td>CHEM 1152</td>
<td>Survey of Chemistry II</td>
<td>4</td>
</tr>
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<td>Environmental Science/Lab (BIOL 1230/1210, GEOL 1340, Or PHYS 1149)</td>
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## Area E - Social Science
12 Hours

- Elective (3)

## Area F - Courses Appropriate to Major
18 Credits

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<thead>
<tr>
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<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>BIOL 2240</td>
<td>Microbiology</td>
<td>4</td>
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<tr>
<td>CHFD 2137</td>
<td>Lifespan Development</td>
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</tr>
<tr>
<td>KINS 2511</td>
<td>Human Anatomy and Physiology I Lab</td>
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<tr>
<td>KINS 2512</td>
<td>Human Anatomy and Physiology II Lab</td>
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</tr>
<tr>
<td>KINS 2531</td>
<td>Human Anatomy and Physiology I</td>
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<tr>
<td>KINS 2532</td>
<td>Human Anatomy and Physiology II</td>
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<tr>
<td>*STAT 2231 OR NTFS 2535</td>
<td>*STAT 2231 - Introduction to Statistics OR NTFS 2535 - Nutrition and Diet Therapy</td>
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</table>

* Statistics required unless taken in Area D

## Health and Physical Education Activities
6 Credits

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<th>COURSE</th>
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<tr>
<td>HLTH 1520</td>
<td>Healthful Living</td>
<td>2</td>
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<tr>
<td>Physical Education Activities (2)</td>
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<tr>
<td>FYE 1220</td>
<td>University Orientation</td>
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## Bachelor of Science in Nursing:

### Junior I Level Curriculum

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<thead>
<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>NURS 3230</td>
<td>Health Assessment Across the Lifespan</td>
<td>3</td>
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<tr>
<td>NURS 3160</td>
<td>Introduction to Professional Practice</td>
<td>6</td>
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<tr>
<td>NURS 3211</td>
<td>Pharmacologic and Integrative Therapeutics I</td>
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<tr>
<td>NURS 3121</td>
<td>Professional Practice Competencies and Medical Terminology</td>
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<td>Elective</td>
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### Junior II Level Curriculum

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<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>NURS 3163</td>
<td>Nursing Care of Adults</td>
<td>6</td>
</tr>
<tr>
<td>NURS 3252</td>
<td>Mental Health Nursing</td>
<td>5</td>
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<tr>
<td>NURS 3140</td>
<td>Critical Inquiry: Research and Applied Statistics</td>
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<td>COURSE</td>
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<td>CREDITS</td>
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<tr>
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<td>--------------------------------------------------</td>
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<tr>
<td>NURS 4351</td>
<td>Nursing Care of Developing Families</td>
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</tr>
<tr>
<td>NURS 4352</td>
<td>Nursing Care of Children</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4353</td>
<td>Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4211</td>
<td>Pharmacologic and Integrative Therapeutics III</td>
<td>1</td>
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<td><strong>Total Credits</strong></td>
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</table>

**Senior II Level Curriculum**

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<tbody>
<tr>
<td>NURS 4354</td>
<td>Advanced Nursing Care of Adults</td>
<td>5</td>
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<tr>
<td>NURS 4212</td>
<td>Pharmacologic and Integrative Therapeutics IV</td>
<td>1</td>
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<tr>
<td>NURS 4128</td>
<td>Nursing Leadership/Management: Health Promotion VIII</td>
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<tr>
<td>NURS 4728</td>
<td>Nursing Leadership/Management: Practicum VIII</td>
<td>2</td>
</tr>
<tr>
<td>NURS 4229</td>
<td>Critical Analysis of Nursing Concepts</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Additional Information on Courses**

1. Nursing courses are divided into 2 levels. Nursing courses begin Fall or Spring semester of the Junior year. There are 31 semester hours in the Junior year completing Level I, including a 3-hour free elective. The 3-hour free elective must be a non-nursing course and students frequently complete it before entering the nursing program. Level II is the Senior year and comprises 28 semester hours of nursing course work. Sixty semester hours of courses are required in the nursing major.

2. Students have an option to do an independent study in nursing. Nursing 4890 is the nursing independent study course. Students must obtain permission from the instructor prior to registration. The student must present objectives for independent study to the faculty member/instructor for approval. Depending upon the topic, objectives, and depth of study, the student may register to take from 1 to 3 credit hours.

**Essential Standards for Nursing Practice (Prelicensure)**

For admission and progression, an applicant to the BSN Program must have abilities and skills according to the standards listed below. Reasonable accommodations will be made on an individual basis; however, the applicant must be able to perform in an independent manner. Examples provided below do not comprise an exhaustive list.

**COMPETENCY**

**MENTAL/EMOTIONAL:**
Possesses the mental and emotional ability to adapt to the environment, function in everyday activities, and cope with stressors.

**EXAMPLES**

demonstrates behaviors appropriate to the situation, uses appropriate coping strategies.

**SENSORY:**
Possesses the ability to assess and/or evaluate patient responses and to perform nursing interventions safely and accurately.

**A. Visual:**
Has normal or corrected vision within the range of 20/20 - 20/80

**EXAMPLES**

observes patient responses, visualizes the appearance of surgical or traumatic wounds;
Distinguishes color shades and/or changes. recognizes changes in skin color or color of drainage; distinguishes gradations on syringes when drawing up medications, etc.

B. Auditory: Has normal or corrected hearing ability within the 0-45 decibel range. hears alarms, emergency signals, cries for help, auscultatory sounds.

C. Tactile: Possesses in at least one hand the ability to perceive temperature changes and pulsations and to differentiate different structures and textures performs functions of physical assessment and/or functions related to therapeutic interventions, e.g. insertion of catheters or IV’s

MOTOR: A. Possesses four (4) functional limbs (normal or artificial) that allow the student to perform abilities sufficient to move from room to room and maneuver in small places and possesses gross and fine motor abilities sufficient to provide safe and effective nursing care. moves among patient rooms and treatment areas, moves physical patients, performs CPR, calibrates and uses equipment

COMPETENCY EXAMPLES

MOTOR continued:
B. Possesses the ability to exert 20 - 50 lbs. positions and moves patients and equipment of force occasionally; 10-25 lbs of force frequently; and negligible to 10 lbs of force constantly to move objects.

INTERPERSONAL/COMMUNICATION:
A. Possesses communication abilities sufficient for appropriate and effective interaction with others in both oral and written form explains treatment procedures and/or initiates health teachings, documents nursing actions and patient responses
B. Possesses interpersonal abilities sufficient to interact appropriately and effectively with individuals, families, and group from a variety of backgrounds establishes rapport with patients and colleagues

CRITICAL THINKING:
A. Possesses critical thinking ability sufficient for clinical judgment identifies cause and effect relationships; develops nursing care plans; demonstrates personal organization
B. Applies principles of logical or scientific thinking to define problems, collect data establish facts, and draw valid conclusions interprets and implements a variety of technical instructions. Deals with several abstract and concrete variables. practical application of factions, percentages, ratio and proportion, and measurements

(Approved: 4/12/96)

Procedure for Implementation of Essential Standards for Nursing Practice
In order to implement the policy, the student must provide complete and accurate information on the health forms required at the time of admission and annually thereafter. If conditions exist outside the stated parameters, the student cannot be admitted or allowed to progress.

It will be the responsibility of the Undergraduate Student Affairs Committee in the School of Nursing to review the health forms for all entering and progressing students for completeness and compliance with the Essential Standards. If, during the process of review, additional information is needed, the Student Affairs Committee may request the information with the consent of the student. If problems arise during the academic year to change a student's health status, an updated physical exam and release form from the health care provider responsible for the ongoing care of the student will be required as per policy.

All information will be maintained in the strictest confidence subject only to the stipulations made in the Memoranda of Understanding. Failure to provide the needed information will result in the denial of admission to or dismissal from the program.

If a student is denied admission/progression based on inability to meet any of these standards, documentation must be forwarded to the student as well as copies placed in her/his file. The Program Director will bear the ultimate responsibility for ascertaining that all requirements are met.

Other Program Requirements

Students are responsible for:
1. Transportation for off-campus practicums and field trips.
2. The purchase of uniforms, white shoes, stethoscope, and sphygmomanometer.
3. Maintaining personal health and accident insurance coverage and professional liability insurance.
4. Fees for selected achievement tests during junior and senior years.
5. Additional expenses which may include the cost of a nursing pin, academic regalia rental, and state board licensing examinations fees.

For additional information, contact the BSN Program secretary, School of Nursing, Nursing/Chemistry Building, Room 2002, (912) 478-5242. RN students wishing to pursue the BSN degree (RN-BSN) should contact the RN-BSN Secretary, Nursing/Chemistry Building, Room 2002, (912) 478-5994.

(Approved: 11/14/2005)

Standardized Admission Examination

A standardized admission examination and all admission requirements must be completed before students are considered for admission to the program. The required standardized admission examination is offered by the School of Nursing. Standardized admission examinations may be taken at Georgia Southern University or other official testing offices. The standardized admission examination requirements are:

1. The Passing Score for the standardized admission examination.
2. The standardized admission examination must be taken no earlier than one year before the nursing application is submitted and may not be taken more than twice. In addition, there must be at least 6 months between each of the examinations. Students must submit all results with his or her application. Failure to do so will invalidate the application.

Achieving the required score on the standardized admission examination does not guarantee admission to the School of Nursing.

(Approved: 4/2010)

Standardized Testing: HESI Specialty Exam Policy

1. HESI Specialty Exams are required as specified in course syllabi.
2. HESI Specialty Exam performance may affect progression in the nursing program.
3. The secured versions of the HESI Specialty Exams will be given in a proctored setting.
4. HESI Specialty Exams must be taken on the scheduled date, unless arranged with the faculty in the event of extenuating circumstances (as determined by the faculty).
5. HESI Specialty Exams are not included in the 75% test average requirement per the BSN Testing
Policy.
6. Failure to take both HESI Specialty Exams, and successfully complete required remediation for a specific course will result in an incomplete "I" grade in the course.
7. An incomplete "I" grade requires removal from the student’s academic record before progressing in the program.
8. If a student is unsuccessful in meeting the remediation requirements and removing the “I” grade before or during the following semester, a grade of “F” will be assigned.

EXAM VERSION 1
- The HESI Specialty Exam Version 1 provides an accurate assessment of ongoing student achievement of learning outcomes in the respective course. It does not count toward the course grade, but does accurately assess the degree of remediation needed after most course content has been delivered.
- It is strongly encouraged to complete the HESI specialty practice examination (found in HESI Case Studies platform) before taking the first HESI Specialty Exam where applicable.
- After completing the HESI Specialty Exam Version 1, the student will complete remediation as outlined by the GSU SON Remediation Policy.
- All students are required to remediate after each HESI Specialty Exam Version 1.

EXAM VERSION 2
- The HESI Specialty Exam Version 2 provides a complete assessment of student achievement of learning outcomes in the respective course following the indicated remediation.
- The HESI Specialty Exam Version 2 will be administered near the completion of each specialty course, and within 3-5 weeks of the HESI Specialty Exam Version 1 per the course calendar.
- Each HESI Specialty Exam Version 2 will be worth 10% of each course grade according to the HESI Specialty Exam Score Grid.
- Prior to taking the HESI Specialty Exam Version 2, the student must provide documentation of completed remediation for admission to the HESI Specialty Exam Version 2 according to the GSU SON Remediation Policy.

Standardized Testing: HESI Specialty Exam Remediation Policy
- All students enrolled in the GSU SON will take the nationally normed HESI Specialty Exams in each applicable course. Students should aim to achieve a benchmark score of 900 or higher on each exam. Research demonstrates that scores in this range on the HESI Specialty Exams are highly predictive of NCLEX-RN success.
- HESI Specialty Exams Version 1 and Version 2 will be administered during the specialty course(s), involving required remediation between exams.
- Students receive online access to HESI Specialty Exam performance reports and correlating remediation usually within 24-48 hours of the exam being closed.
- After completing HESI Specialty Exam Version 1, all students are required to complete the remediation requirements outlined in the Remediation Plan based on their attained HESI Specialty Exam Version 1 score.
- The student, according to the Remediation Plan and HESI Specialty Exam report, will develop a personal remediation plan.
- Students must complete the Remediation Plan and submit to course faculty as assigned.
- Students must complete the remediation independently. Representing collaborative work as one’s own is considered academic dishonesty.

HESI SPECIALTY EXAM SCORE GRID:

<table>
<thead>
<tr>
<th>HESI Specialty Exam score</th>
<th>Your score will reflect in grade book as</th>
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<tbody>
<tr>
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<tr>
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<td>750-799</td>
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(Approved: 10/24/2016)
<table>
<thead>
<tr>
<th></th>
<th>HESI score</th>
<th>Remediation Plan</th>
</tr>
</thead>
</table>
| A | ≥900      | 1. Review online remediation packet provided in HESI Student Access specific to the Exam.  
|   |           | 2. Develop ONE 30 question custom quiz* in NCLEX-RN Adaptive Quizzing in your lowest scoring areas based on your HESI Exam Student Report. Continue to take quizzes until 90% is achieved. |
| B | 850-899   | 1. Review online remediation packet provided in HESI Student Access specific to the Exam.  
|   |           | 2. Develop TWO 30 question custom quizzes* in NCLEX-RN Adaptive Quizzing in your lowest scoring areas based on your HESI Exam Student Report. Continue to take quizzes until 90% is achieved. |
| C | 800-849   | 1. Review online remediation packet provided in HESI Student Access specific to the Exam.  
|   |           | 2. Develop THREE 30 question custom quizzes* in NCLEX-RN Adaptive Quizzing in your lowest scoring areas based on your HESI Exam Student Report. Continue to take quizzes until 90% is achieved. |
| D | 750-799   | 1. Review online remediation packet provided in HESI Student Access specific to the Exam.  
|   |           | 2. Develop FOUR 30 question custom quizzes* in NCLEX-RN Adaptive Quizzing in your lowest scoring areas based on your HESI Exam Student Report. Continue to take quizzes until 90% is achieved. |
| F | ≤750      | 1. Review online remediation packet provided in HESI Student Access specific to the Exam.  
|   |           | 2. Develop FIVE 30 question custom quizzes* in NCLEX-RN Adaptive Quizzing in your lowest scoring areas based on your HESI Exam Student Report. Continue to take quizzes until 90% is achieved. |

*When using Adaptive Quizzing as remediation after HESI exams, use custom exams rather than mastery exams.
(Approved: 8/8/2017)

**Standardized Testing: Exit Examination**

All prelicensure nursing students will be required to take two standardized exit examinations as part of NURS 4229 (Critical Analysis of Nursing Concepts). The two tests are not duplicative. A score of 900 is the benchmark target since this achievement is consistent with an excellent probability of passing the content area on the NCLEX-RN examination.

Students who score less than the benchmark target on the first HESI RN Exit examination are required to complete a faculty supervised, independent remediation program in order to complete the requirements for NURS 4229. Once a student has provided documentation of successful completion of the remediation program, the second exit examination is taken.

If the benchmark target is not attained on either of the two exit examinations, the student must participate in a second remediation program. This remediation program can include a national review course taken at the student’s expense with documentation of registration or an individualized study plan which is submitted to the NURS 4229 faculty. Either option chosen must be approved by the course faculty to meet the requirements of the NURS 4229 course. A student who does not follow this policy may not complete NURS 4229 course requirements.
(Approved: 3/7/2011)
RN-BSN PROGRAM

Admission Criteria

RN -BSN/RN-MSN Program applicants must meet the University entrance requirements as described in the University Catalog. All applicants must apply for admission to both the University and the School of Nursing RN-BSN Program. Requirements for admission into the RN-BSN Program are based on requirements in place at the time of application.

To be considered for admission to the BSN degree program, RN applicants must have met the following minimum requirements by the application deadline:
1. Attained admission to Georgia Southern University.
2. **Full Admission**: Achieved a minimum overall cumulative GPA of 3.0 on all course work attempted.
3. **Provisional Admission**: Achieved a minimum overall cumulative GPA of 2.7 on all course work attempted. Full admission status is granted after earning a "B" or better in first 6 semester hours of nursing courses completed. **For provisional admission, a grade of “C” or lower in the first 6 hours of coursework will result in automatic dismissal from the program.**
4. Completed all program pre-requisite courses including, 12 hours Area D lab science courses, Area A math course, and Area F courses including statistics.
5. Have no more than 10 hours of general university core courses left to complete.
6. Current Georgia RN licensure verification.
7. Submitted the nursing application to the School of Nursing.
8. Met the requirements of the Georgia RN-BSN Articulation Model.

RN applicants must have met the following requirements after admission to the RN -BSN Program and before enrollment in the first nursing course:
   a. Attended the RN-BSN mandatory Orientation session that substitutes for SOAR.
   b. Submitted School of Nursing clinical requirements including: (a) current American Heart Association CPR for Healthcare Providers' certification; (b) health professions liability insurance for Registered Nurses; and (c) proof of personal health insurance.

NOTE: RN-BSN applicants are not required to take the standardized admission test.

For additional information, contact the RN-BSN Program secretary, (912) 478-5166

Progression Requirements

1. All university required core courses and legislative requirements must be completed prior to or concurrent with the last semester of the program. The final capstone course, NURS 4229, cannot be taken unless these requirements are met.
2. After full admission is achieved, **RN-BSN students must earn a grade of “C” in all required nursing courses in the major in order to progress in the nursing program.**
3. For provisional admission **Students must attain a grade of “B” or higher in the first six hours of coursework and then follow the full admission progression stated above. A grade of “C” or lower in the first 6 hours of coursework will result in automatic dismissal from the program.**
4. Communication is expected throughout the program. Any student who does not follow their plan of study and does not communicate with the program director, after two semesters, will automatically be placed on inactive status. When a student is on inactive status, they will need to reapply to the program.
5. **After withdrawal from a nursing course for any reason, a student’s ability to continue or to progress in the nursing program will be contingent on a review of the student’s record and approval of the Undergraduate Student Affairs Committee. Also, progression will be based on space available in needed courses.**
Progression Requirements Continued

6. If approved, a nursing student may repeat a required nursing course only one time.
   a. A student who earns a “D” or an “F” in a required nursing course and wishes to continue in
      the major, must write a letter directed to the RN-BSN Director requesting permission to
      continue in the nursing major. Students should submit the letter a minimum of one week prior
      to the anticipated date of reentry to the program. Requests to repeat a course are considered
      by the School of Nursing Undergraduate Student Affairs Committee on an individual basis and
      the student is notified in writing of the decision of the Committee. If approval is granted, the
      student may repeat the course at its next offering pending space availability.
   b. Approval for repeating a required nursing course and for progression in the nursing
      program is dependent on the reasons for unsuccessful performance in the course. Denial of
      a request to repeat a required nursing course will result in the dismissal of the student from
      the nursing program. The student will be notified in writing of the Undergraduate Student
      Affairs Committee’s decision.
   c. After two nursing course failures, the student will be dismissed from the nursing program.

7. Dismissal from the nursing major does not affect the ability of the student to progress in the
   University in another major.

8. Students must maintain continued active RN licensure throughout the program. A lapsed
   license will result in the student being dropped from all courses that semester. Re-enrollment
   into nursing courses is contingent upon renewal of the RN License.

9. Strict adherence to the American Nurses’ Association Nursing: Scope & Standards of Practice is
   required of all nursing students. Additionally, nursing students who are Registered Nurses are held
   accountable to the Georgia Nurse Practice Act for Registered Nurses. Failure to comply
   with these professional standards will result in review and action by the School of Nursing faculty
   and could result in the student’s dismissal from the nursing program.

The RN-BSN Program is a participant in and endorses the Georgia RN-BSN Articulation Model for
registered nurses returning for the Bachelor of Science in Nursing (BSN) degree requirements. RN
Students who successfully complete 6 semester hours of specified junior level nursing courses, will
be awarded 29 credit hours of junior and senior level courses in the nursing major.

The following courses are equivalent to Prelicensure BSN courses, but are specifically designed
to meet the needs of the RN:

<table>
<thead>
<tr>
<th>RN-BSN Courses</th>
<th>CH</th>
<th>Prelicensure BSN Courses</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3139 Conceptual Basis of Nursing: Health</td>
<td>3</td>
<td>NURS 4354 Advanced Nursing Care of Adults</td>
<td>5</td>
</tr>
<tr>
<td>Promotion Throughout Life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4133 Complex Nursing Concepts</td>
<td>3</td>
<td>NURS 3230 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3230 Health Assessment</td>
<td></td>
<td>NURS 3140 Nursing Research</td>
<td>4</td>
</tr>
<tr>
<td>NURS 3149 Nursing Research</td>
<td></td>
<td>NURS 4353 Community Health</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4353 Community Health</td>
<td></td>
<td>NURS 4229 Critical Analysis of Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 4229 Critical Analysis of Nursing Concept</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4132 Complimentary &amp; Alternative Modalities</td>
<td>3</td>
<td>NURS 3221, 3212, 4221</td>
<td></td>
</tr>
<tr>
<td>NURS 4160 Nursing Leadership and Management:</td>
<td>6</td>
<td>Pharmacologic &amp; Integrative Therapeutics</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice</td>
<td></td>
<td>I, II and III</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS 4138 Nursing Leadership and Management</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Health Promotion VIII</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS 4278 Preceptorship</td>
<td>2</td>
</tr>
</tbody>
</table>

CH-Credit Hours

Program Duration Limits

All RN-BSN Program nursing courses must be completed within five years from the time the first
nursing course is begun.
RN-BSN Curricula

The Online RN-BSN Students are exempt from taking Health and Physical Education Courses due to their online status and their knowledge and experience relative to health.

RN-BSN NURSING 120 Credits Total

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Essential Skills</td>
<td>9</td>
</tr>
<tr>
<td>B - Global Engagement</td>
<td>4</td>
</tr>
<tr>
<td>C - Humanities and Fine Arts</td>
<td>6</td>
</tr>
<tr>
<td>D - Science, Mathematics, and Technology</td>
<td>11 (1 hour applied to elective)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1151 or substitute</td>
<td>Introduction to General and Organic Chemistry or Biology I - Introductory Course</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1230/210 or substitute</td>
<td>Environmental Science/Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A sequence course of chemistry or biology (e.g. CHEM 1152 or equivalent OR BIOL II)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area E - Social Science – 12 Hours</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2240</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHFD 2137</td>
<td>Lifespan Development (or approved substitute)</td>
<td>3</td>
</tr>
<tr>
<td>KINS 2511</td>
<td>Human Anatomy and Physiology I Lab</td>
<td>1</td>
</tr>
<tr>
<td>KINS 2512</td>
<td>Human Anatomy and Physiology II Lab</td>
<td>1</td>
</tr>
<tr>
<td>KINS 2531</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>KINS 2532</td>
<td>Human Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>STAT 2231</td>
<td>STAT 2231 - Introduction to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Bachelor of Science in Nursing: RN-BSN Program 31 Credits

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3130</td>
<td>Critical Inquiry-Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3139</td>
<td>Conceptual Basis of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3230</td>
<td>Health Assessment Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4132</td>
<td>Complementary Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4133</td>
<td>Complex Nursing Concepts</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4353</td>
<td>Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4160</td>
<td>Nursing Leadership &amp; Management</td>
<td>6</td>
</tr>
<tr>
<td>NURS 4229</td>
<td>HP: Critical Analysis of Nursing Concepts</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective (1 hour can be used from Area D)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 31

Proficiency Credit Awarded after Successfully* Completing 6 Hours of RN-BSN Courses** 29 Credits

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3160</td>
<td>Introduction to Professional Practice</td>
<td>6</td>
</tr>
<tr>
<td>NURS 3121</td>
<td>Professional Practice Competencies</td>
<td>2</td>
</tr>
<tr>
<td>NURS 3252</td>
<td>Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3163</td>
<td>Nursing Care of Adults</td>
<td>6</td>
</tr>
<tr>
<td>NURS 4352</td>
<td>Nursing Care of Children</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4351</td>
<td>Nursing Care of Developing Families</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 29

* "C" or better  **Based on the Georgia Articulation Plan
The School of Nursing at Georgia Southern University offers graduate program options for a Bachelor of Science to Doctor of Nursing Practice (BSN to DNP) with “Opt Out” option which began in 2014 and the Post Master of Science in Nursing Doctor of Nursing Practice (Post MSN DNP) which began Fall 2008. Note: the terms Post MSN DNP and DNP are used interchangeably throughout the document and denotes the same program. In addition, a Post-MSN Certificate is available for Family Nurse Practitioner (FNP) and Psychiatric Mental Health Nurse Practitioner (PMHNP).

BACHELOR OF SCIENCE IN NURSING TO DOCTOR OF NURSING PRACTICE (BSN to DNP) DEGREE AND POST-MSN CERTIFICATE

BSN to DNP Student Outcomes

1. Integrate scientific underpinnings, human caring values, ethical principles, cultural and spiritual competencies into the implementation of the role of the Doctor of Nursing Practice.
2. Utilize principles of organizational and systems theory, to demonstrate the leadership role in envisioning, designing, evaluating, and managing health organizational systems.
3. Use knowledge from nursing and other sciences to generate, appraise, and synthesize best evidence, patient preferences, and clinical expertise to formulate, design and evaluate evidence-based interventions and health care delivery systems that result in the most effective clinical outcomes for individuals and populations.
4. Incorporate effective communication and systems technology in demonstrating the ability to effectively participate in transforming health care delivery systems.
5. Demonstrate advanced leadership and advocacy related to health care policy to improve health care delivery and effect change in professional and political realms.
6. Provide leadership in interprofessional collaborations to design, implement, and evaluate individual and system-level interventions that improve health care outcomes of individuals and populations.
7. Synthesize critical thinking, diagnostic, and therapeutic reasoning skills in the Doctor of Nursing Practice role to develop initiatives that promote health, reduce risk, and manage the illness trajectory of individuals and populations.
8. Synthesize and demonstrate advanced practice nursing knowledge and competencies in the Advanced Practice Registered Nurse specialist role.

(Program 8/2014).

Program Majors

The BSN to DNP program offers the following majors:

1. Nurse Practitioner with Concentration in Family (FNP)
2. Nurse Practitioner with Concentration in Psychiatric Mental Health (PMHNP)

In addition, a Post-MSN certificate as a FNP or a PMHNP is offered. Individuals who have completed an accredited graduate degree program in nursing (MSN, MN or its equivalency) are eligible for these certificate options. However, a gap analysis must be performed by the program director to determine an appropriate plan of study. This plan of study is individualized based on the student’s previous coursework and recognized gaps in educational preparation. Preference is given to applicants with a desire to work and live in rural or underserved areas. Minority and rural students are encouraged to apply.
Upon completion of the FNP/PMHNNP major or Post-MSN FNP/PMHNP, the graduate is eligible to sit for national certification examinations. The Women’s Health NP MSN major and Post-MSN

Women’s Health NP Certificate options were deleted from the Graduate Program Spring 2009 and the CHCNS major and certificate were deleted from the Graduate Program in 2014. In 2014, the traditional MSN degree is no longer offered (only the BSN to DNP with “Opt Out” option in which the student may still receive a MSN degree). Once a student “Opts Out” to receive the MSN degree, they have four years to return to the BSN to DNP program without academic penalty to complete their DNP degree.

Admission Cycle

All admission application materials must be received by March 1st for admission consideration to the Fall cohort. The application is available online through the College of Graduate Studies. Students who are admitted to the BSN to DNP will be given a 7 semester program of study to include 2 summers before they are eligible to “Opt out” and receive the MSN, if they desire. Applicants will be pooled for admission consideration. Interviews with individuals under consideration may be conducted prior to admission, as needed.

(Approved: 8/2013)

Admission Criteria

1. Bachelor’s degree in the proposed field of study (BSN) or its equivalent from a college accredited by the appropriate accrediting association.
2. Current Georgia RN license. Out-of-state students must obtain a Georgia RN license.
3. One year of clinical nursing experience prior to entering the NP clinical specialty courses.
4. Prerequisite undergraduate statistics course or a statistically oriented methodology course.
5. Submission/completion of documentation which can all be accessed online at http://chhs.georgiasouthern.edu/nursing/admissions/dnp-admissions/
   a. College of Graduate Studies application (on-line)
   b. Georgia Southern University Health Services form
   c. Proof of current malpractice liability insurance
   d. Proof of American Heart Association Level C (2 person-BLS) CPR certification
   e. Three letters of recommendation
   f. School of Nursing Student Health Appraisal forms

Specific Admission Policies

Must gain Regular admission to the BSN TO DNP program to be eligible to enroll in graduate nursing courses. Non-degree students are not permitted to enroll in graduate nursing courses with the exception of students formally admitted to the Post-MSN Certificate options or permission of the graduate program director.

Regular Admission:

1. Minimum undergraduate GPA of 3.0 (on 4.0 scale) plus one option:
   a. Minimum Miller Analogy Test (MAT) of 402.
   b. Minimum Verbal and Quantitative of 450 and minimum Analytical Writing of 4.0 on the General GRE taken prior to August 2011 or Minimum Verbal Reasoning of 150; Quantitative Reasoning of 141 and minimum Analytical Writing of 4.0 on the New General GRE taken August 2011 or after.
2. GRE/MAT scores are not needed for admission for students applying for a 2nd Master’s degree who have earned a minimum GPA of 3.0 from the 1st Master’s degree from an accredited program (Approved: 1/2009).
3. Students must have 1 year of full-time employment as a Registered Nurse PRIOR to beginning their Specialty course work.
4. GRE/MAT scores are not needed for admission for a transfer student who is currently enrolled in an accredited MSN program and has an earned GPA of 3.0 or above [on a 4 point scale] for a minimum of 9 credit hours in nursing graduate level courses [only courses with a B or above can be considered for transfer] (Approved: 1/2009).
5. All international applicants, including resident and non-resident aliens, whose native language is
not English and who do not have an undergraduate degree from a regionally accredited U.S.
college or university, are required to submit official TOEFL scores taken within the year immediately
preceding the requested semester of admission. A minimum total score of 83, and minimum scores
of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An
original copy of the test score, sent by the testing agency to the Office of Graduate Admissions is
required before any action is taken on an application. The copy of the score provided to the student
and subsequently forwarded is not acceptable.

Accelerated Option:
1. Minimum undergraduate GPA of 3.3 (on 4.0 scale) plus one option below:
   a. Minimum Miller Analogy Test (MAT) of 410.
   b. Minimum Verbal and Quantitative of 500 and minimum Analytic Writing of 4.0 on the General
      GRE taken prior to August 2011, or Minimum Verbal Reasoning of 153; Quantitative Reasoning
      of 144 and minimum Analytic Writing of 4.0 on the New General GRE taken August 2011 or
      after.
6. Students must have 2 year of Full-time employment as a Registered Nurse PRIOR to admission
into the program.

Progression Policy
A student admitted Non-Degree to the Post-MSN Certificate options must meet the same
academic standards and regulations for progression and retention as a Degree-seeking
student.
1. To progress within the graduate nursing program, a grade of "A" or "B" must be earned in all
courses with the following exceptions:
   A. A limit of one "C" may be earned in the Graduate Core* only.
   B. If a "C" is earned in an Advanced Practice or Specialty core course, the course
      must be repeated.
   C. A student may petition one time to repeat a course in which a "C" is earned in the Advanced
      Practice or Specialty Core if space is available. A grade of "A" or "B" must be earned in the
      course being repeated to continue in the program.
   D. A third "C" earned in any course would prohibit continuation in the BSN TO DNP program.
2. A grade of "D" or "F" in any graduate nursing course will result in the inability to continue course
work in the graduate nursing program. Students must also meet the School of Graduate Studies
progression policies.
The BSN to DNP Curriculum structure is comprised of:
   Graduate Core (NURS 8136, 9131, 9134, 9137, 9138, 9231)
   Advanced Practice Core (NURS 5230G/5210G, 6134, 6135, 6230) Specialty Core (7224, 7225, 7226, 7231, 7233, 7235 for FNP)
   (7111, 7124, 7125, 7126, 7127, 7131, 7133 for PMHNP)
   Doctoral Core (9126, 9132, 9135, 9136, 9921, 9922, 9923, 9720)
   Elective Cognates (Three or four) 3 credit hour courses may be taken by the student in
   their plan of study that focuses on a specific theme. These course cognates must be
   approved by the graduate program director.
   (Approved Summer 2014)
3. Withdrawal - Any student who wishes to drop a course or withdraw from the graduate program
is instructed to contact the Graduate Program Director before taking such action. Either action
may result in the student being unable to return to the program due to the student allocation
limitations. Faculty who have students failing or who recognize progression risks are to discuss
the situation with the Graduate Program Director before advising the student to withdraw or
drop a course. (Effective Spring 2011)
4. Clinical Course Progression: If a student earns a grade of "C" in any MSN Clinical course dyad
with didactic and clinical hours as concurrent components (Health Assessment, PC1, PC2, PC3,
PMHNP-1, PMHNP-2, PMHNP-3, or similar dyad), the student will be required to repeat
both components of the course dyad to progress in the program.
5. Once students begin the Advanced Practice Core for FNP or PMHNP as described above, all
clinicals must be completed in the state of Georgia or within a 250 miles radius of the Georgia
Southern University main campus.

6. Readmission into the BSN to DNP Program: Any student desiring reinstatement, after withdrawal from the BSN to DNP program, who has successfully completed any of the FNP or PMHNP specialty core courses (Health Assessment, PC1, PC2, PC3 or similar dyad) will be required to complete a 1 credit hour Independent Study with 90 clinical hours (ch) in a clinical focus, determined by the Graduate Program Director, that has been successfully completed before being allowed to return to the next clinical dyad course in the curriculum sequence.

7. All students admitted to, or enrolled in, the BSN to DNP program are required to attend a MANDATORY on-campus annual Intensive which begins the summer PRIOR to each Fall cycle of course work. The dates of this Intensive are scheduled by the School of Nursing. Students assume responsibility for all scheduling and costs in order to attend this Intensive time period.

Other Program Requirements
- See academic standards and regulations in the graduate section for information on Program of Study and comprehensive examination procedures.
- Students must meet the progression policies of College of Graduate Studies and the BSN to DNP or Post MSN DNP Program.
- A student admitted Non-degree to the Post-MSN Certificate options must meet the same academic standards and regulations for progress and retention as a Degree-seeking student. Students are given the option to obtain their BSN to DNP degree upon completing the Specialty Courses in the program. However, the student MUST contact the Graduate Program Director NO LATER THAN the semester prior to beginning Specialty Core Courses in order for the degree to be conferred. Students completing the Family Nurse Practitioner part of the BSN to DNP program or Post-MSN certificate option are eligible to sit for national certification examination at that time. Otherwise, they will not be allowed to sit for the examination until they have completed the Doctoral Courses.
- Students who complete NURS 9134 Health Care Financing and Policy Development, NURS 9131 Biometrics for Advanced Practice Nursing, NURS 9137 Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence-Based Practice, NURS 9138 Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice, and NURS 9231 Advanced Nursing Practice and DNP Role Transition (in the BSN to DNP program) and “Opting Out” to obtain their MSN degree from Georgia Southern University have four (4) years from the date of their MSN final transcript to re-apply to the DNP program to obtain their doctoral degree without penalty. These five (5) courses would meet the requirements of the DNP program and would not need to be repeated. After successfully completing the additional five (5) semesters of course work, students would obtain the Doctor of Nursing Practice Degree.
- Preference is given to applicants with a desire to work in rural or underserved areas. Minority and rural students are encouraged to apply.
- Testing Policy:
  Beginning Fall 2014, students will be allowed to take their exams through an online proctoring agency approved by the School of Nursing. It is the student's responsibility to provide necessary information to the testing agency as required by the agency. It is also the student's responsibility to contact the agency and schedule their examinations. The student is responsible for any fees associated with taking their exam at an off campus location. Students must notify course lead faculty if they choose to take their exams in the computer lab at the School of Nursing at no charge.

Testing Policy
*To compute a final course grade, the test average will be computed first:

1. The average of the tests will be determined first. The student must earn a total minimum
average of 75 on the tests to earn at least a "C" in the course. The other classroom work will be added to the test average to compute the course grade only if a minimum of a 75 test average is earned.
2. The test average (if less than 75) will determine the course grade (D or F). No other course work will be averaged to compute the grade.
3. If less than a “B” grade is earned in the course, please refer to the Progression Policy in the MSN Student Handbook on the SON website.
4. All tests (paper and Internet-based) will be taken without the use of assistance (e.g., notes, textbooks, calculators, Internet sources, PDA’s, cell phones, other persons, or any other resources) unless otherwise directed by course faculty in writing. Exams and reviews may not be printed, copied or photographed. Students found cheating on a test will be given a zero on the test without the opportunity of a make-up assignment. A zero on a test may result in course failure. Students who are found cheating will be reported to Judicial Affairs per Georgia Southern University Academic Dishonesty policy. Written work is to be in the student's own words. Plagiarism will be adjudicated per Georgia Southern University policy.

Comprehensive Examination Requirements

All students will meet requirements for comprehensive examination. Structure of the examination is determined by the Graduate Program Committee (GC). Thesis defense meets comprehensive examination requirements.

Comprehensive Examination for BSN TO DNP-Seeking Graduate Students

In order to graduate, all degree-seeking (BSN to DNP) students must successfully complete a comprehensive examination.
1. The comprehensive examination for students completing a thesis will be the formal defense of the thesis.
2. All other students will complete a comprehensive examination approved by the GC.
3. Post-MSN certificate students are not required to complete the comprehensive examination.

A re-take examination opportunity may be provided to a student who is unsuccessful on their first attempt. The type of subsequent requirements are determined by the GC.

Curriculum Requirements

Development of Program of Study

Upon admission to the graduate program, a program of study (POS) will be developed with the graduate student. The Graduate Nursing Program utilizes a 1:6 didactic to clinical ratio.

<table>
<thead>
<tr>
<th>Degree-Seeking</th>
<th>FNP</th>
<th>PMHNP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Core</td>
<td>18 credits</td>
<td>18 credits</td>
</tr>
<tr>
<td>Advanced Practice Core</td>
<td>13 credits</td>
<td>13 credits</td>
</tr>
<tr>
<td>Specialty Core</td>
<td>15 credits</td>
<td>15 credits</td>
</tr>
<tr>
<td>Total Credits Required to “Opt Out”</td>
<td>46 credits</td>
<td>46 credits</td>
</tr>
<tr>
<td>Total Clinical hours if “Opt Out”</td>
<td>630</td>
<td>630</td>
</tr>
<tr>
<td>Total Didactic hours if “Opt Out”</td>
<td>405</td>
<td>405</td>
</tr>
<tr>
<td>Doctoral Core (including cognates)</td>
<td>19 credits</td>
<td>19 credits</td>
</tr>
<tr>
<td>Cognates</td>
<td>9-12 credits</td>
<td>9-12 credits</td>
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</table>
Total Clinical Hours Post “Opt Out” 540 540
Total Didactic Hours Post “Opt Out” 510 510

<table>
<thead>
<tr>
<th>Post-MSN Certificate</th>
<th>FNP</th>
<th>PMHNP</th>
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</thead>
<tbody>
<tr>
<td>Graduate Core</td>
<td>As met</td>
<td>As met</td>
</tr>
<tr>
<td>Advanced Practice Core</td>
<td>13 credits or met</td>
<td>13 credits or met</td>
</tr>
<tr>
<td>Specialty Core</td>
<td>15 credits</td>
<td>15 credits</td>
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<tr>
<td>Total Program Credits</td>
<td>varies</td>
<td>varies</td>
</tr>
<tr>
<td>Minimum Clinical Hours</td>
<td>500 in area of specialty</td>
<td>500 in area of specialty</td>
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</table>

Program of Study

In the School of Nursing, each student is assigned to a nursing advisor. Advisors are assigned by the Graduate Nursing Programs Director. As noted in the Georgia Southern University General Catalog, each student is responsible for their own choices and program selection. However, the Nursing advisor is available for assisting the student in planning their program of study and in reviewing with the student their progress on a periodic basis. Any changes in the POS must be approved by the Graduate Program Director. **Five (5) credit hours a semester is considered full-time.**

Curriculum (At “Opt Out” time – does not include additional courses for DNP degree)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>CLINICAL HRS</th>
<th>POST-MSN CERTIFICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 8136</td>
<td>Family Theory and Issues Management</td>
<td>3-0-3</td>
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<td></td>
</tr>
<tr>
<td>NURS 9131</td>
<td>Biometrics for APN</td>
<td>3-0-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 9134</td>
<td>Health Care Organizations, Financing and Policy Development</td>
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<td>NURS 9137</td>
<td>Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence-Based Practice</td>
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<tr>
<td>NURS9138</td>
<td>Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice</td>
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<tr>
<td>NURS 9231</td>
<td>Advanced Nursing Practice and DNP Role Transition</td>
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**GRADUATE CORE**

**ADVANCED PRACTICE NURSING CORE**

**SPECIALTY CORE: Family Nurse Practitioner**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>CLINICAL HRS</th>
<th>POST-MSN CERTIFICATE</th>
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</thead>
<tbody>
<tr>
<td>NURS 7231</td>
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<tr>
<td>NURS 7233</td>
<td>Primary Care 2: Pediatrics</td>
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<td>Primary Care Clinical 2: Pediatric Health</td>
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<tr>
<td>NURS 7235</td>
<td>Primary Care 3: Adult</td>
<td>3-0-3</td>
<td></td>
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</tr>
<tr>
<td>NURS 7226</td>
<td>Primary Care Clinical 3: Adult Health</td>
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Total Credit hours: 46 Didactic hours: 585; Clinical hours: 630 varies
SPECIALTY CORE: Psychiatric Mental Health Nurse Practitioner

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Clinical</th>
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<tbody>
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<td>NURS 7124</td>
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<td>NURS 7125</td>
<td>PMHNPC 2: Mental Health Care of the Child &amp; Family Clinical</td>
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<td>NURS 7131</td>
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</tbody>
</table>

Total Credit hours: 46  Didactic hours: 585; Clinical hours: 630  varies

Options for all BSN to DNP with MSN “Opt Out” Majors
NURS 7999  Thesis Nursing  3 credits
NURS 7890  Independent Study Nursing  1-3 credits
NURS 7090  Selected Topics in Nursing  1-3 credits

Foreign Language Requirement: None

See Academic Standards and Regulations section of the Graduate Catalog for information on Program of Study and Comprehensive Examination Procedure.

Examples: Programs of Study for BSN TO DNP and Post-MSN Certificate (5 credit hours is Full-time study)

1. FAMILY NURSE PRACTITIONER  46 credits

Year 1 FALL  SPRING  SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Clinical</th>
<th>Course</th>
<th>Credit</th>
<th>Clinical</th>
<th>Course</th>
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Year 2 FALL  SPRING  SUMMER

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Year 3 FALL  SPRING  SUMMER

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<td>“Opt Out” Take certification exam</td>
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Year 4 FALL  SPRING  SUMMER

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<td></td>
<td>NURS 9136</td>
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Year 5 FALL  SPRING  SUMMER

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<td>Elective</td>
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<td>Elective #4*</td>
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</table>

*Students are NOT required to take a 4th elective, but may do so in order to complete a certificate program or other type of cognate option.
# 2. PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER 46 credits

<table>
<thead>
<tr>
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<th>SUMMER</th>
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<tbody>
<tr>
<td>Course</td>
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<tr>
<td>NURS 8137</td>
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<table>
<thead>
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<th>Year 4 FALL</th>
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<td>-</td>
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</tbody>
</table>

*Students are NOT required to take a 4th elective, but may do so in order to complete a certificate program or other type of cognate option.

## DOCTOR OF NURSING PRACTICE (DNP) PROGRAM

This post-MSN DNP builds upon the foundation of the Advanced Practice Registered Nurse (APRN) role. The DNP program is directed toward Family Nurse Practitioners (FNP) and Psychiatric Mental Health Nurse Practitioners, and closely associated specialty areas (i.e. Adult NP, Adult CNS, etc.). Other specialty areas will be reviewed on an individual basis. All applicants' prior course work (including documented academic clinical hours and post-graduate practice experience) will be reviewed, and individual DNP programs of study will be developed as needed. A DNP Graduate Student Affairs Committee will review DNP portfolios and applications.

### DNP Student Outcomes

1. Integrate scientific underpinnings, human caring values, ethical principles, and cultural and spiritual competencies into the implementation of the role of Doctor of Nursing Practice.
2. Utilize principles of organizational and systems theory to demonstrate the leadership role in envisioning, designing, evaluating, and managing health organizational systems.
3. Use knowledge from nursing and other sciences to generate, appraise, and synthesize best evidence, patient preferences, and clinical expertise to formulate, design and evaluate evidence-based interventions and health care delivery systems that result in the most effective clinical outcomes for individuals and populations.
4. Incorporate effective communication and systems technology in demonstrating the ability to effectively participate in transforming health care delivery systems.
5. Demonstrate advanced leadership and advocacy related to health care policy to improve health care delivery and effect change in professional and political realms.
6. Provide leadership in interprofessional collaborations to design, implement, and evaluate individual and system-level interventions that improve health care outcomes of individuals and populations.
7. Synthesize critical thinking, diagnostic, and therapeutic reasoning skills in the Doctor of Nursing Practice role to develop initiatives that promote health, reduce risk, and manage the illness trajectory of individuals and populations.
8. Synthesize and demonstrate advanced practice nursing knowledge and competencies in the Advanced Practice Registered Nurse specialist role.
The post-MSN DNP program builds on MSN APRN preparation. The post-MSN DNP requires a minimum of 43 credit hours and is offered on a full-time basis over three years. Guided by the AACN Essentials for Doctoral Education for Advanced Nursing Practice, sequencing of courses allows the development of content expertise prior to the initiation of the clinical project and experience core. A capstone practicum allows for role immersion and competency integration.

**Admission Criteria**

1. **Education**
   a. **Post-BSN:** Bachelor’s degree in the proposed field of study (BSN) or its equivalent from a college accredited by the appropriate accrediting association.
   b. **Post-MSN:** Master’s degree in the proposed field of study (MSN) or its equivalent from a college accredited by the appropriate accrediting association.

2. Minimum undergraduate and/or graduate GPA of 3.0 (on 4.0 scale)

3. Satisfactory GRE or MAT score
   a. DNP applicants, who hold a terminal degree (Doctoral) or who have a 3.0 GPA in a doctoral program at a regionally accredited university may be considered for admission without submission of official GRE or MAT scores.
   b. Official scores from the GRE (General Test) or MAT (Miller Analogy Test), taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Graduate Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university. The Graduate Program Director may recommend a waiver of the admission test requirement.
   c. All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. A minimum total score of 83, and minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing. An original copy of the test score, sent by the testing agency to the Office of Graduate Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable.

4. Completed online application to include:
   a. A curriculum vitae to include evidence of:
      • Personal rationale for seeking DNP
      • Future goals
      • Education
      • Research experience
      • Publications (identify refereed)
      • Professional presentations (identify refereed)
      • Community service projects
   b. Evidence of certification in a specialty area for all Nurse Practitioners (NPs). For all others, appropriate certification in specialty area, if available. For post-MSN students, evidence of certification in specialty area for all NPs, and for all others, appropriate certification in specialty area, if available.
   c. A minimum of 500 documented academic clinical hours in MSN APN preparation. Evidence of post-graduation clinical experience in the advanced practice role unless continuing immediately into DNP course work as Post-MSN DNP student.
   d. Current registered nursing (RN) licensure
      • For Post-MSN DNP, licensure in state of residence where clinical hours will be completed
      • For Post-BSN DNP, Georgia licensure
   e. Current malpractice liability insurance
   f. American Heart Association Level C (2 person-BLS) CPR certification
   g. Three letters of recommendation from professional colleagues who can attest to academic and clinical acumen
   h. Listing of current technological support for Internet based courses with summary of experience with on-line courses

5. Complete submission of documentation:
   a. College of Graduate Studies Admission application and fee
Note: Completion of the Georgia Southern University Health Services form is not required.

6. Successful interview with faculty committee, as appropriate.

**Admission Cycle**

All admission application materials for the College of Graduate Studies (COGS) must be received by **March 1st** for admission consideration to the Fall cohort. Students who are admitted to the DNP will be given an 8 semester program of study to include 2 summers. Applicants will be pooled for admission consideration. Interviews with individuals under consideration will be conducted prior to admission.

**Post-MSN DNP Curriculum**

The DNP curriculum consists of three core foci, the **DNP Core**, the **DNP Leadership & Practice Application Core**, the **DNP Clinical Project and Experience Core** and an elective cognate concentration.

The **DNP Core** provides advanced courses in the core essentials related to role (NURS 9231), advanced practice analysis (NURS 9131, 9137, 9138), and ethics (NURS 9126). These five courses provide the foundation to develop leadership skills for practice and systems analysis expertise.

The **DNP Leadership and Practice Application Core** provides the foundation knowledge to investigate practice issues and develop leadership skills.

The **DNP Clinical Project and Experience Core** provides the opportunity to lead an intervention strategy and analyze outcomes related to improving health care delivery models or policy. DNP students will have 540 hours of practice in clinical settings to assimilate the DNP competencies. The 6 hours of Clinical Project serves as the culminating academic experience for students in the DNP. The project findings will be disseminated in an appropriate professional outlet (e.g., publication, refereed presentation). The DNP Capstone Immersion Practicum provides for role assimilation in a clinical context.

The Elective Cognate Concentration which is threaded throughout the program of study provides for 9-12 hours of graduate level electives that allow the student to choose an area of concentration to suit their interest (e.g., public health, business, informatics) or to support the clinical project focus, or to prepare for a faculty role (e.g. education). If students take the four education cognates, they can obtain a nursing education certificate that would allow them to sit for the NLN exam once other requirements are met. Three of the 9 elective credits may be used as graduate nursing courses if deemed necessary in future curriculum revisions.

Five credits equates to full-time study in the graduate nursing program. A concentrated campus experience of 3-4 days (DNP Intensive) will be required annually during the DNP program. A DNP Intensive is planned for every summer.

**Curriculum**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE [Clinical Hours]</th>
<th>CREDITS</th>
<th>CLINICAL HRS</th>
</tr>
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<tbody>
<tr>
<td>NURS 9231</td>
<td>Advanced Nursing Practice and DNP Role Transition</td>
<td>3-0-3</td>
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<tr>
<td>NURS 9126</td>
<td>Biomedical Ethics in Practice and Leadership</td>
<td>2-0-2</td>
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<tr>
<td>NURS 9131</td>
<td>Biometrics for Advanced Practice Nursing</td>
<td>3-0-3</td>
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<tr>
<td>NURS 9137</td>
<td>Clinical Scholarship I: Theory, Scientific Underpinnings, and</td>
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<tr>
<td>NURS 9138</td>
<td>Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice</td>
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<td>NURS 9132</td>
<td>Leadership and Management in Practice Transformation</td>
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<td>NURS 9134</td>
<td>Health Care Financing and Policy Development</td>
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<tr>
<td>NURS 9135</td>
<td>Outcomes Management Strategies for Improved Health Care Outcomes</td>
<td>3-0-3</td>
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</tr>
<tr>
<td>NURS 9136</td>
<td>Population Focused Collaborative Initiative</td>
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<td>90</td>
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<td></td>
<td><strong>DNP Clinical Project and Experience Core</strong></td>
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<tr>
<td>NURS 9921</td>
<td>Clinical Immersion Project 1: Development</td>
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<td>NURS 9922</td>
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<td>1-1-2</td>
<td>90</td>
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<tr>
<td>NURS 9923</td>
<td>Clinical Immersion Project 3: Outcomes Analysis</td>
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<td>NURS 9720</td>
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<td><strong>Elective Cognate Concentration if Desired</strong></td>
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<tr>
<td>Elective</td>
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<td><strong>Total Credit hours: 43 = 34 Nursing + 9 Electives; 540 Clinical hours; 510 Didactic hours</strong></td>
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**Example 3 Year Program of Study for Post-MSN DNP**

<table>
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</tr>
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<tr>
<td>DNP Project 1: Dev</td>
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<td>NURS 9135</td>
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<td>Outcomes Strategies</td>
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<td>NURS 9922</td>
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<tr>
<td>DNP Project 2: Implementation</td>
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<table>
<thead>
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<th>Year 3 FALL</th>
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<tbody>
<tr>
<td>NURS 9923</td>
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</tr>
<tr>
<td>DNP Project 3: Outcomes Analysis</td>
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<tr>
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<td>0</td>
</tr>
<tr>
<td>or NURS 8234</td>
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</table>

*Students are NOT required to take a 4th elective, but may do so in order to complete a certificate program or other type of cognate option.
Grades
Students in DNP coursework must maintain a 3.0 average ("B" or better) in course work to proceed in the doctoral program and to be eligible to graduate. Grades in all courses applied toward the doctorate must be "B" or better. Students will become academically ineligible when any of the following occur in course work of an approved program of study:
1. a grade of "D", "F", or "WF" in any course;
2. a grade of "C" in any two courses; or
3. the minimum 3.0 average is not achieved within the minimum number of credit hours required for the degree.

Progression Requirements

Progression
All students admitted to, enroll in, the DNP program are required to attend a MANDATORY on campus annual Intensive PRIOR to each fall cycle of course work. The dates of this Intensive are scheduled by the School of Nursing. Students assume responsibility for all scheduling and costs in order to attend this Intensive time period.

Residency
The DNP requires a minimum of two consecutive terms of full-time continual enrollment, but no semester residencies.

Enrollment
The DNP requires a minimum of one academic year of continual enrollment.

Foreign Language Requirement
There is no foreign language requirement.

Transfer Credit
A maximum of 6 credit hours of doctoral level nursing credits and 9 credit hours of graduate level electives may be applied toward the DNP upon approval by the graduate program director. Transfer credit hours must also satisfy the same requirements as course taught for doctoral education within the School of Nursing Graduate Program (e.g., minimum grade of "B"), be consistent with the student's approved program of study, and have been received from a regionally accredited college or university. Thesis and dissertation credit hours cannot be transferred. The student must provide documentation in support of equivalence, such as a course syllabus, transcript, term paper, and/or instructor testimony. Equivalence is determined by the Faculty Advisor or Program Director. Credit hour reductions do not influence the residency or enrollment requirements or comprehensive examination procedures.

Course Time Limits
All requirements for the DNP must be completed within seven academic years from the date of the first enrollment for study following admission to the doctoral coursework. For transfer students, the seven year time limit commences with the semester during which the credit being transferred was earned at another institution.

Essentials Examination
The purpose of the Essentials Examination is to assess the student's knowledge and integration and application of knowledge including the AACN Doctoral Essentials to problems of advanced nursing practice obtained at the doctoral level of study. The Essentials Examination can be taken at the completion of 20 credits, but must be taken within one semester of completing all course work. The examination will be completed using Internet capability. The School of Nursing DNP Program Committee
will determine the questions that will comprise the examination. The reading committee members will hold graduate faculty status. The examination responses will be awarded a pass, a conditional pass, or a failure. With a pass of all examination components, the student may be approved for graduation upon successful completion of all degree requirements.

A conditional pass on any component will require a repeat of that exam component in a format suggested by the GC. Failure of the Essentials Examination may result in additional coursework prior to a second examination. A second failure constitutes dismissal from the program and denial of continued course work to earn the DNP.

**Clinical Immersion Project**

Doctoral students are required to complete a clinical project at an advanced level. A dissertation is not required. The clinical project may take diverse forms (e.g., identification of a health care problem, development of an intervention and analysis of outcomes; an investigation of a health issue with development of health policy strategies to address the health problem; or the development of a complex programmatic strategy within a health care system to address a significant issue). Upon completion of the clinical project the student must present the project to faculty and peers in an appropriate venue determined by the faculty. Submission of the project to a refereed professional organization for presentation or peer reviewed journal for publication is required. It is hoped that a minimum of one peer reviewed presentation or peer reviewed publication will be achieved on DNP related content prior to completion of course work.

**DNP Progression in Regards to Clinical Project**

Each student will complete a clinical project within the three courses allotted for the project. These courses are NURS 9921, NURS 9922, and NURS 9923. If a student does not complete the project within each of the three sequenced courses, they will not be allowed to continue in their scheduled Program of Study. The student will be required to retake courses in this sequence at the discretion of the Graduate Committee. Incomplete grades will rarely be given and only due to extreme circumstances. The project chair will discuss this situation with the Graduate Committee for approval. *(Effective Fall, 2011)*.

**Faculty Advisor**

Each student will be assigned a faculty advisor upon admission. The role of the faculty advisor is to mentor the student, provide advice and academic support as needed, monitor progress, and to be available for student assistance as appropriate. The faculty advisor will advise the student with regard to electives and modifications to the program of study, which must be approved by the graduate program director to assure that desired course offerings are available in the sequence desired to assure timely completion of all course work. The faculty advisor may act as the chair or member of the Clinical Project or Qualifying Examination committee.
The SON Nursing Student Handbook provides information regarding policies for all students in the nursing programs. Policies are applicable to all programs unless otherwise indicated by (Prelicense, RN -BSN, BSN TO DNP or DNP). Additional sources of information related to student policies are published on the Georgia Southern University website at (www.georgiasouthern.edu), in the Georgia Southern University Student Conduct Code, and the Georgia Southern University Student Handbook. Students are expected to be familiar with these policies and procedures. Policies specific to the School of Nursing are included here.

Course specific policies may be found in the individual course syllabi. Students must be familiar with and follow any additional policies noted in each course syllabus.

**Academic Dishonesty**

All students of Georgia Southern University are required to comply with the standards of conduct published in The Georgia Southern University Student Conduct Code. Academic dishonesty includes:

1. Cheating on examinations
2. Falsifying information
3. Plagiarizing published works of other current or former students. Disciplinary action will be taken in accordance with the code.

A student deemed to have committed academic dishonesty as defined in the Georgia Southern Student Conduct Code Policies and Procedures will receive a grade of “F” in the course.

**Plagiarism Statement**

What is plagiarism?

Plagiarism is a serious act of academic dishonesty and cannot be tolerated by any institution of higher education. The Student Conduct Code Policies & Procedures manual, contains a complete definition of plagiarism. To paraphrase: Plagiarism is the copying or paraphrasing of material from a source other than the mind of the author unless that material is considered “general knowledge.” Three conditions MUST be met in order for the information to be considered general knowledge: 1) it may be found in writings of several authors, 2) it is written entirely in the words of the student, and 3) it is not paraphrased from any particular source. The example given for “general knowledge” is “Ernest Hemingway was born in Oak Park, Illinois” (Student Conduct Code Policies & Procedures). “Whenever any idea is taken from a specific work, even when the student writes the idea entirely in his own words, there must be a footnote giving credit to the author responsible for the idea” (Student Conduct Code Policies & Procedures).

Generally, if the author is looking at a book or article while writing his or her own paper, then the author should cite that book or article as a source. It is very difficult to read an article and then write a paper, without taking at least one idea from that article. It is ALWAYS better to be overly cautious and cite rather than being under cautious by not citing. The author is risking plagiarism.

What is so wrong with plagiarism?

Plagiarism is considered dishonest because the author is basically taking an idea from someone else and claiming that idea as their own. This constitutes stealing. When an instructor reads a student’s paper, that instructor ASSUMES that every idea that is conveyed in that paper was originated in the mind of the student UNLESS that idea is followed by a citation or it is general knowledge. Thus, if the instructor discovers that the student plagiarized, there is a break in the student-instructor trust. The act of plagiarism is not only an affront against the instructor, but also fellow students and the university as a whole (Student Conduct Code). To fellow students, plagiarism insults the intelligence and integrity of those who worked hard to create and develop ideas that were conveyed in their paper. To the university,
plagiarism insults the academic process and the underlying values of scholarliness. The point of education is to think, learn, discover “truths.” If one simply copies the work of another, he or she is not doing any thinking, learning, or discovering at all. Rather it would seem that the outcome of a good grade has become more important than the process of learning. A student is NOT in college to earn good grades, but rather to learn!

What is the penalty for plagiarism?

The penalty varies depending upon whether or not it is a first offense. The procedure for handling this act is outline clearly in the Student Conduct Code. Although there is some leeway allowed in the determination of punishment, basically the least severe punishment is a zero on the assignment. The most severe second offense, the student receives a minimum of an “F” in the course and is suspended from school for minimum of two quarters. Also, the offense will be permanently recorded on the student’s transcript.

Remember - it is better to be safe than sorry. If there is any question in your mind as to whether or not you should cite a source, then it should probably be cited.

(Approved 1/20/95)

Academic Portfolio

An academic portfolio will be developed by each student and submitted per the schedule at on the SON website. Each course syllabus will identify the assignment to be submitted in the academic portfolio. Please put your course required materials (if applicable) in your portfolio with your self-evaluation and the faculty evaluation attached. Information can be found on the website.

Accident/Injury

An accident/injury is defined as an undesirable and unexpected event which results in potential or personal harm during clinical or classroom time. In addition, an accident/injury includes occupational exposure to blood and body fluids and airborne pathogens during clinical/classroom labs. Occupational exposure may be described as a percutaneous (needle stick, cut, or puncture) or mucous membrane (splash to the eyes, nasal mucosa, or mouth) exposure to body fluids (blood or other infectious material), a cutaneous exposure when chapped or abraded skin or otherwise non-intact skin is contaminated with infectious materials, or exposure to infectious airborne agents by way of inhalation or contact.

Students are to report such accidents or injuries which occur in the clinical setting or classroom labs to their faculty member immediately. In addition, the student must complete a School of Nursing accident/injury report and/or agency incident report and seek appropriate medical follow-up according to clinical agency’s policy and Georgia Southern University School of Nursing. Students are responsible for the costs of any tests or treatments due to accident/injuries that occur during clinical/classroom experiences.

When students have an occupational exposure to blood or body fluids, the individual source of exposure should be informed of the incident and tested for serologic evidence of HIV antibodies and Hepatitis B antigen after consent is obtained. If the source individual has AIDS, is positive for HIV antibody, is positive for Hepatitis B antigen or refuses the test, the student should be counseled regarding the risk of infection and evaluated clinically and serologically for evidence of HIV or HBV infection as soon as possible after the exposure. Students with seronegative results for HIV should be retested in 6 weeks, 12 weeks, and 6 months post-exposure (CDC, 1990). The student should be advised to report and seek medical evaluation for any acute febrile illness that occurs within 12 weeks after the exposure. An illness characterized by fever, rash, or lymphadenopathy may be indicative of recent HIV infection.

When students are exposed to TB disease, the student should be referred to his or her family physician or health school to begin follow up and appropriate therapy. Baseline testing should be performed as soon as possible post-exposure. The student must be cleared by a physician or health care provider prior to return to clinical. Students who sustain other accidents/injuries while in the classroom or clinical setting should be referred to their private physician or health care provider, Georgia Southern University Student Health Services, or the local emergency facility (please refer to Appendix A for copy of forms).

(Approved 1/1996)
Advisement

All pre-nursing students and prelicensure nursing are advised in the College of Health and Human Sciences (CHHS) Student Services Center, located on the ground floor of the Hollis Building, Suite 0107, telephone (912-478-1931). Students are able to sign up for their advisement appointments by visiting the SSC website at http://chhs.georgiasouthern.edu/ssc.

Attendance (BSN to DNP with MSN Opt Out)

Students missing more than one on-campus class session or scheduled on-line activity will be considered at serious risk for knowledge deficit and failure of that course. Students must contact the faculty for directions on a missed campus class or on-line activity. The faculty will make the final determination regarding the results of missed attendance. Course grades can be affected.

1. Class attendance and on-line participation is expected. Absences may cause the student to be unable to meet course objectives and can thereby affect grades. The expectation of the faculty is that no more than 1 on-campus class or on-line activity can be missed in cases of emergency.

2. Due to extreme circumstances, when unable to meet the assigned learning activities due date, the student must make arrangements for makeup date with the instructor in advance of class, otherwise, the grade can be affected by one letter grade.

3. Students must assume the responsibility for class preparation by reading assigned materials and completing any pre-class assignments. The faculty will assume that the student is familiar with the material to be covered.

4. It is expected that all exams be taken at the scheduled time. In extreme cases, an exam may be made up at a designated time set up by the faculty if arrangements are made prior to absence or absence is due to a major unforeseen circumstance.

Attendance for Classroom (Prelicensure)

It is the belief of the School of Nursing that classroom attendance is important to academic achievement and professional development. Due to the nature of nursing, which is a practice discipline, safe performance dictates that learning in the class be transferred to clinical decision-making. Therefore, the mere fact of absence can leave the student subject to information gaps that jeopardize client care.

Attendance for Clinical (Prelicensure)

1. Attendance at any scheduled clinical day that is part of a practicum course is mandatory. Absences will have implications for grades in the practicum course. Consequences are course specific.

2. In the event of illness or other problems, students are required to notify their clinical instructor and the clinical agency that they will be absent, as specified in the course syllabus. A message left on an instructor’s voice mail or a message sent with another student is not sufficient. The student must speak directly with the clinical instructor.

3. In the situation where the student has not met the course objectives, the student will receive a grade of “F” in the course.

(Approved: 11/04/2003)

Attendance Verification and Hold Seat Policy (BSN to DNP & DNP)

Faculty must verify student attendance even in an online class environment. Once a student is verified by the instructor of the course, any issues are directed to the graduate program director to verify the student’s program of study. The Graduate Nursing Office will contact students with progression interruptions. Students must inform the Graduate Nursing Office of any changes in Program of Study plans by the first day of classes or progression in the program can be jeopardized. Students provided a “Waiver for First Class Attendance” by Registrar’s Office MUST talk with the course faculty member within 48 hours after the first scheduled class in order to meet course expectations and requirements. If contact is not made student may be in jeopardy of being dropped from the course.

(Approved: Fall 2007; Revised Summer 2014)
Chemical Impairment of Nursing Students

The University policies on alcoholic beverages and drugs are described in the Student Conduct Code which state in part, “The possession or use of drugs (without a valid medical prescription) controlled by the Federal Government is prohibited”. Because nursing students are responsible for the direct care of patients in vulnerable situations, students who are under the influence of prescription or over the counter substances that directly impact his or her ability to provide safe and appropriate patient care will also be included under this policy. In accordance with university policies, the School of Nursing has adopted the following policy for nursing students in the clinical setting.

a. A student reporting to clinical under the adverse influence of any substance, will not be allowed to remain in the clinical setting that day and the matter will be referred to the School of Nursing Chair or Program Director for further evaluation. A drug and/or alcohol screen may be required at the student’s expense if probable suspicion of impairment exists. If the student is under the influence of prescription or over the counter substances, the student will be required to provide a written statement from their primary healthcare provider stating that the substance(s) the student is taking does not influence his or her ability to provide safe, appropriate care to patients in the clinical setting.

b. The clinical instructor and School of Nursing Chair or Program Director will inform the student when return to clinical is permitted, if the student has been asked to leave the clinical setting due to being under the adverse influence of any substance.

c. Detailed documentation of the incident(s) will be written by the clinical instructor and signed by the student, indicating that the report has been read by the student. The documentation(s) will be placed in the student's folder.

d. The Program Director and the School of Nursing Chair will determine what further action is necessary based on a review of the student’s case.

(Approved: 5/03/2010)

MOUs with clinical agencies include a statement that the SON will follow all facility policies. If suspected chemical impairment occurs in the clinical setting, faculty are to follow facility policy. If suspected chemical impairment occurs on campus, faculty are to follow GS policy by reporting the event to the Dean of Students Office at the following link: http://students.georgiasouthern.edu/dean/report-an-incident/

Clinical Calculation Testing (Prelicensure)

1. All students must take and pass a drug calculation test with 90% accuracy at the beginning of each semester before they are allowed to progress into clinical. A student will take the test once and if she/he does not pass with a score of 90% or better, the student will be allowed two (2) repeats. If the student does not pass after three (3) attempts, she/he cannot progress in the clinical course(s) and pharmacology course she/he is enrolled in that semester. The student will be required to withdraw (grade of “W”) from clinical and pharmacology courses and reenroll the following semester. A grade of “W” does not count towards a failure in the program, but does count toward allowed withdrawals. Any student not passing on their second attempt will sign a statement of understanding of the Clinical Calculation Testing Policy. Each student unsuccessful on the third attempt will meet with the BSN Program Director and course faculty to determine specific actions to be taken.

2. Each test will be composed of 20 items. Students will have one (1) hour to complete each test. Calculators will be allowed.

3. Faculty teaching students at the same level during the same semester may collaborate with the development of dosage calculation tests.

4. All dosage calculation exams for the Junior I level will be completed prior to the drop without penalty deadline. All dosage/calculation test for levels Junior II, Senior I, and Senior II will be administered the first week of classes prior to any clinical experience. For those students who are unsuccessful on the first attempt, a structured review will be mandatory prior to administration of the second dosage calculation test. (This review session may be an independent study review session or an instructor led review session.)

5. If any test is not taken as scheduled, the student will lose that opportunity to take the Drug Calculation test and sacrifices that attempt at passing with the required 90%.

(Revised 11/09/2015)

Clinical Equipment (Prelicensure)
1. A stethoscope, sphygmomanometer (blood pressure cuff) and a pair of bandage scissors are required in NUR 3150. Since you will be using this equipment throughout your nursing program and during your career, we recommend you purchase good quality equipment. The stethoscope you purchase must have a diaphragm and a bell. Stethoscopes with shorter tubing have better quality of sound.
2. A watch with a second hand is required and must be worn during all clinical experiences.
3. A penlight is needed for NURS 3230.
4. A course pack for NURS 3111 (Purchase this in the University Store).

**Clinical Equipment (BSN to DNP)**

A stethoscope is required. Since you will be using this equipment throughout your nursing program and during your career, we recommend you purchase good quality instruments. The stethoscope you purchase must have a diaphragm and a bell. Stethoscopes with shorter tubing have better quality of sound. A watch with a second hand is required and must be worn during all clinical experiences. A Georgia Southern University SON name tag must be worn while in the clinical agencies.

**Hand Held Devices**

Beginning with the Health Assessment course and with all subsequent primary care courses, students are required to have their own individual handheld device (i.e., Smartphone or PDA) that can download internet resources for use in the clinical setting. You will be required to subscribe to software approved by the School of Nursing for Advanced Practice Nurses to research medications, drug treatment regimens, and information regarding prevention and treatment of major disease processes at the point of care.

**Ophthalmic/otoscope**

Beginning Fall 2014, prior to entering the Health Assessment course, all students must purchase a SON approved ophthalmic/otoscope for use during ALL clinical rotations throughout the program.

**Clinical Hours**

**Clinical Hours During Holidays, Breaks, and Weekends (BSN, BSN to DNP)**

Nursing students (graduate or undergraduate) are permitted in the clinical area anytime during the semester including holidays, breaks, weekends and off hours provided the following are met:

1. It is within the normal hours of operation of the clinical agency
2. The student's preceptor or faculty member is onsite
3. The student has malpractice insurance

**Clinical Hours Between Semesters (BSN to DNP)**

Due to liability issues no clinical hours may be completed between semesters for application to a future course. Since there is no course credit between semesters, there can be no liability incurred by Georgia Southern University in a clinical setting. If a student wants to spend time in a clinical setting between semesters, it must be done as an individual and NOT as a Georgia Southern University BSN to DNP student.

**Clinical Hours for FNP or PMHNP Courses**

Each clinical course (excluding Health Assessment that requires 90 clinical hours), requires 180 clinical hours. **For the FNP:** PCC1 (Women’s Health), PCC2 (Pediatrics) and PCC3 (Adult Health) require 180 hours of clinical experiences per semester. For PMHNPs: PMHNPC1 (Individual), PMHNPC2 (Child & Family) and PMHNPC (Substance abuse) require 180 hours of clinical experiences per semester.

A minimum of 172 hours must be completed providing care to patients in a clinical setting, reviewing x-rays with a radiologist, performing fundoscopic exams with an ophthalmologist, performing diagnostic tests with a laboratory technician, etc., or in specialty clinics approved by course faculty. Up to 8 hours may be earned in continuing education credits (e.g., conference, on-line) with copy of CE certificate turned in to faculty or documentation of attendance at nurse practitioner professional meetings. Only 1 offering per semester unless approved by the graduate program director.

**Compliance Policy Update**
Students will be locked out of Folio courses when the policy for compliance materials is not met. (*Approved: 2008*)

**Computer Resource Rooms**

The School of Nursing has computer labs available for classroom activities and for nursing students’ independent study. The computer labs offer students an eclectic and experimental student-oriented learning environment in which to work. Although some computer lab activities will be required and directed, students are encouraged to create their own experiences and applications that can assist them with academic studies and future nursing practice situations. The labs provide a variety of types of equipment and software that students can adapt to their own educational needs as they explore the potential of computer technology. Equipment and software items selected for the labs are intended to assist students to: improve their academic performance and nursing practice, learn how to use computer systems and software applications and explore computer technology.

Computers are equipped with web browser (Firefox and Internet Explorer) capabilities, Microsoft Office (including Word, PowerPoint and Excel), assorted other software.

1. All regulations are designed to facilitate use of the labs and not to hamper the more sophisticated student users. Regulations about disk use, hardware and software manipulation, and lab hours may be negotiated. Special requests should be addressed in writing to the Learning Resource Committee.
2. Computer Lab hours are 8a.m. - 4:30p.m., Monday through Friday. (Hours are subject to change and will be posted on the door.)
3. Because they present a considerable danger to hardware and software, **FOOD AND BEVERAGES** of all sorts are **PROHIBITED** in the labs.
4. No equipment, software, documentation, or disks may be taken from the labs without written permission. Materials removed without such permission will be considered stolen.
5. Reproduction of copyrighted software is a violation of federal law. Students may not copy lab software or any other copyrighted material. Some software, however, may be in the public domain. Consult the audiovisual technician for advice regarding copyrighted material if you are unsure.
6. **Students may not under any circumstance download and/or install software or music on any lab computer.**
7. Most of the word processor and other productivity software used in the lab is also available in the Georgia Southern library. The library is open weekends and evenings for your convenience.
8. Manipulation of hardware or exchange of peripherals is **NOT ALLOWED** under any circumstances.
9. Students may not save personal files on lab computer hard drives or desktops. Students must save files only on their own personal flash drives.
10. Students must furnish their own flash drives and take them when they leave the computer lab.
11. Equipment will be arranged to allow adequate airflow for necessary equipment cooling. Equipment should not be moved or relocated. (Exceptions are the keyboard and mouse.)
12. **Computer equipment must have airflow to cool properly.** Books, papers, disks, handbags, and extra clothing could block air vents and/or insulate machines, thus causing overheating. **Nothing should ever be put on the top of or close to the sides of equipment.**
13. Children are **NOT ALLOWED** in the Lab area.
14. Supplies and equipment are to be replaced to the area where they were found.
15. Students are to notify the lab attendant or audiovisual technician of malfunctioning equipment and are not to attempt to repair it independently. Extreme caution is to be exercised at all times in operating the equipment in order to avoid damage and reduce the downtime of equipment needing repair.
16. Printing in the lab is restricted to a **one copy per visit limit** of any nursing coursework or project being completed/worked on in the lab. Students who need multiple copies of a course project(s) should have copies made at a campus copy center. Course syllabi **cannot** be copied in the computer labs.

**Loan and Check-Out Policy.** Equipment or AV Material must not leave the lab area under any circumstances.

**Policy on Sharing Personal Computer Passwords (if applicable).** Any student sharing his/her password (e.g., Folio) with another individual will be considered as having committed academic dishonesty and will be disciplined according to the policies and guidelines set forth in the Georgia Southern University...
Student Conduct Code. In addition, the student's password will be revoked for the remainder of that semester. According to the Georgia Southern University Student Conduct Code for the first offense, a student will receive a zero (0) for the course assignment. A higher penalty of an F in the course for which computers are being used may be entered at the discretion of the instructor. The student will also be placed on formal Disciplinary Probation by the Judicial Officer of Georgia Southern University.

The Graduate Computer Lab is located in Room 2004D. The lab provides a variety of types of equipment and software which the student can adapt to their own educational ends as they explore the potential of computer technology.

(Approved: 4/12/1996; Amended: 1/10/2005)

Continuance Materials (BSN)

Clinical course requirements for health, PPD, CPR certification, professional liability insurance, and health insurance must be current through the last day of clinical for the semester enrolled. If the expiration date occurs during the semester, then the student must provide evidence of update prior to the first day of clinical. All students must show evidence of, or submit the following in order to be admitted to a clinical course in any Program:

1. **Health**
   a. **A completed health history form and a physical examination by a physician, nurse practitioner, or physician’s assistant.**
      The physical examination is completed once prior to the student attending nursing courses. The health history form must be updated annually. Any condition that deemed by the faculty to jeopardize the quality of nursing care or the safety of clients will be discussed with the student by the Program Director and appropriate action will be taken. Key problems will be identified and appropriate faculty notified.
   b. **A negative tuberculin skin test (PPD) or a negative chest x-ray (if the PPD is positive).**
      Two-step TB testing is required for incoming Junior I students. The two-step TB skin testing procedure is described on the health form. Throughout the rest of the program, students are required to obtain an annual 1-step TB test. If the student has a positive skin test with either the first or the second step of the TB skin testing procedure, the student will be required to obtain a chest x-ray and follow the directions provided to them through the health department and/or and Georgia Southern University Student Health Services. Students must provide documentation to the nursing program of compliance with the recommendations of these agencies.
   c. **Students with a negative skin test will be required to complete an annual PPD skin test screening prior to engaging in any clinical experiences.**
      Students with a positive skin test will be required to complete the annual TB exposure questionnaire and/or chest x-ray depending on the requirements of the clinical agencies.

2. **Immunizations**
   Students must maintain currency of immunization status for clinical courses. Refusal of immunization may affect ability to complete program requirements.
   a. **Immunity to measles and rubella** may be demonstrated by:
      • Compliance with University admissions requirements with evidence of 2 doses of MMR vaccine (date must be after 1970)-- one dose at 12 months of age or later and a second dose at least 30 days after the first dose.
      • Laboratory evidence of immunity.
   b. **Immunity to Hepatitis B** is evidenced by
      • a completed series of three injections of vaccine,
      • a positive antibody titer
      • or a signed refusal or waiver form.
   c. **Tetanus, Diptheria, and Pertussis vaccination (Td and Tdap)** may be demonstrated by
      • Evidence of current tetanus immunization. Boosters are required every 10 years for Healthcare providers, following the initial completion of the primary 3-dose series.
      • Students lacking written documentation of a primary series consisting of at least 3 doses of tetanus and diphtheria toxoid containing vaccine should complete the primary series with Td.
• If the student has no documentation of receiving a Tdap, he/she is required to take it. According to the CDC, “Healthcare professionals who have direct patient contact in hospitals or clinics should get one dose of Tdap” (CDC, 2012).

d. Varicella/Chicken Pox may be demonstrated by
   • evidence of vaccination
   • positive titer

If a clinical site requires medical or immunization information from students, such as proof of the flu vaccine, please note the following:

- Health Services does not release medical records without a signed consent form being completed by the patient.
- Health Services does have access to GRITS and will be happy to print student records after completion of a consent form.
- Health Services does require up to 24 hours to complete a request for medical records.
- Students must have some form of identification to obtain a copy of medical records.

3. **CPR certification** (American Heart Association, Healthcare Provider Level)
   Current certification is required that extends through the last day of clinical for the semester enrolled. A photocopy of the card showing date, month, and year of expiration must be provided before the first day of clinical.

4. **Professional liability insurance**
   Current insurance is required that extends through the last day of clinical for the semester enrolled.
   a. Prelicensure BSN students in clinical will be assessed a fee each semester to cover the cost of the blanket professional student liability insurance premium carried by the School of Nursing. Students who are not registered in courses with a clinical practicum will pay the blanket professional student liability insurance premium every semester.
   b. RN-BSN, BSN TO DNP and DNP students are required to purchase professional liability insurance and to furnish a copy of the front page of the policy or letter of confirmation from the insurance agent with effective dates and amount of coverage.

5. **Professional Licensure**
   Visualization of any current Georgia health professional license and license number. (This includes any health professional license such as RN, LPN, EMT, Paramedic, RT, PT etc.).

6. **Health Insurance**
   Coverage is required as specified by the University System of Georgia Student Health Insurance Policy. Those with insurance from another course must apply for a waiver every semester using the identified website.

7. **Applied Learning Experiences**
   Signed copies of identified forms are needed for nursing undergraduate and BSN TO DNP students to participate in applied learning experiences in hospitals and other clinical agencies. The forms include Student Applied Learning Experience Agreement, Authorization for Release of Records and Information, and Off campus Student Participation Agreement.

8. **Release of Clinical Course Requirements to Clinical Agencies**
   Health information may be released to clinical agencies upon request, when deemed necessary by the agency, with the signed permission of the student.

9. **Infection Control and Privacy Policy Competency Testing**
   Every semester, all pre-licensure BSN students must complete the required clinical paperwork specific for the hospital (s) to which they are assigned. This information is located under the Folio heading, Nursing Clinical Requirements and Seminars. This site includes specific topics on infection control policies and privacy information, such as HIPAA regulations which are required in order to attend clinical.

   For Junior 2, Senior 1, and Senior 2 semesters, the required clinical paperwork specific for the hospital to which the student is assigned, must be completed during the first week of the course and/or before any on-site contact with any clinical agency. All clinical paperwork requirements must be submitted to the clinical coordinator at least one week prior to any on-site contact with a clinical agency.

   For Junior 1 students, the deadline for completion will be determined by the NURS: 3160 (Introduction to Professional Practice) faculty. Junior 1 students must also complete the generic required paperwork for the Georgia Southern University nursing program listed under the Generic Paperwork heading in the Folio site, Nursing Clinical Requirements and Seminars, by the end of the second week of classes.

All of these requirements are subject to change based on university and School of Nursing policy and clinical agencies’ requirements. All students will be notified as soon as possible when requirements change. Student noncompliance with university, SON, and clinical agency policy/requirements will result in students being unable to participate in clinical experiences until the health and agency requirements are met.
Continuance Materials (BSN TO DNP)

The Graduate Nursing Program Director has the authority to notify students that they may not proceed in course work if they do not adhere to the submission policy for credentials and required materials (i.e. current RN licensure, CPR, liability insurance, and health status, etc). Students not in compliance may be locked out of Folio course access until materials are current. (Approved 12/07)

Continuance materials are RN licensure, CPR, malpractice liability and annual health renewal (PPD). These must be kept current. Clinical experiences may not take place if materials are beyond the expiration date. It is the student's responsibility to keep materials current. Please submit all materials to the graduate office by the expiration date. (Revised and approved 1/12/99)

Note to NP students: If your malpractice insurance carrier has a “NP student” category then initiate this category otherwise you may be in jeopardy of not having coverage should it be needed.

- **Visualization of Professional RN License**
  A professional RN license is required for admission to the graduate program. In addition, per direction of the Georgia Board of Nursing, the professional license must be visualized by faculty at the beginning of each clinical course. A copy of the current license is kept in the student file in the Graduate Nursing Program office. The student is responsible for bringing the license to the graduate office to be copied at time of renewal.

- **Clinical Course Requirements for Health, CPR Certification, Professional Liability Licensure and Health Insurance**

  Clinical course requirements for health, PPD, CPR certification, professional liability insurance, and health insurance must be current through the last day of clinical for the semester enrolled. If the expiration date occurs during the semester, then the student must provide evidence of update prior to the first day of clinical class. All students must show evidence of, or submit the following in order to be admitted to a clinical course in the BSN TO DNP Program:

  1. The completed health history form and a physical examination by a physician, nurse practitioner, or physician's assistant that includes hemoglobin, hematocrit and urinalysis completed for admission is kept on file in the graduate office. The information on the annual health history form must be updated as the dates of currency expire (See Appendix A for Annual Health History form). Any condition that is deemed by the faculty to jeopardize the quality of nursing care or the safety of clients will be discussed with the student by the Program Director and appropriate action will be taken. Key problems will be identified and appropriate faculty notified.

  2. A negative tuberculin skin test (PPD) or a negative chest x-ray (if the PPD is positive). Evidence of PPD must be dated, contain identifying information on the agency administering the test, and signature of a health official. Evidence of a negative tuberculin skin test must be provided annually (See Appendix A for Annual Health History form).

  3. Immunity to measles and rubella must be on file.

  4. Hepatitis B immunization or positive antibody titer must be on file.

   *Immunity may be demonstrated by:

   - **Rubella**: A positive antibody titer. Evidence of a follow-up dose of rubella vaccine if titer is negative.

   - **Measles**: Compliance with University admissions requirements including 2 doses of vaccine if born after 1957, one at 12 months of age or later and a second dose at least 30 days after the first.

   - **Hepatitis B**: Evidence of a positive antibody titer, or a completed series of three injections of vaccine, or a signed refusal form or waiver form.
5. Current CPR certification (American Heart Association, Level C is required for CPR recertification) must be in effect through the last day of clinical for the semester enrolled. A photocopy of the card showing date, month, and year of expiration is kept on file. Students will not be permitted to earn clinical hours if CPR certification is expired. It is the student’s responsibility to maintain currency and bring any change in expiration date to the attention of the Graduate Nursing Program office.

6. Current professional liability insurance must be in effect through the last day of clinical for the semester enrolled. A photocopy of the front page policy sheet showing the dates of coverage and the coverage amount is kept on file. Students will not be permitted to earn clinical hours if liability coverage is expired. It is the student’s responsibility to maintain currency and bring any change in expiration date to the attention of the Graduate Office.

Graduate students are required to purchase professional liability insurance. Coverage of 1 million/3 million is required by some clinical agencies.

7. A copy and visualization of any current Georgia license for Health Professionals. Proof of Georgia RN license is maintained in the Graduate Nursing Program office for BSN TO DNP students. Proof of state RN licensure is required for all DNP students. Students will not be permitted to earn clinical hours if the RN license is expired. It is the student’s responsibility to maintain currency and provide proof of a new license to the Graduate Nursing Program office. Currency will be verified at the beginning of each clinical course per direction from the Georgia Board of Nursing.

8. Signed copies of the following required forms are kept in file in Graduate Office.
   a) Student Applied Learning Experience Agreement (MSN)*
   b) Authorization for Release of Records and Information (MSN)*

*These two forms must be signed in order for nursing students to be able to participate in applied learning experiences in hospitals and other clinical agencies. The two forms are signed one time only when the student is admitted to graduate study.

- **Hepatitis B Declaration Form**

The nursing profession is at high risk for infection from Hepatitis B, a potentially fatal disease, due to exposure to needle-sticks and splashed blood/body fluids. Immunization is the best method for reducing the risk for infection from Hepatitis B. Therefore, it is mandatory that all students and faculty working in direct contact with patients will be either immunized for Hepatitis B using the current CDC protocol or prove an immune titer. Students and faculty are required to have in their file a signed Hepatitis B Declaration form. Students are required to provide the dates of immunization affirmed by a health care provider. An immune response titer post vaccination is not necessary. Students who sign the immunization refusal form due to medical or religious reasons which precludes immunization will be exempt from the policy upon signature of a health care provider (please refer to Appendix B for form). Students who show evidence of an immune response will be exempt from the vaccine series. In addition, exposure to Hepatitis B can be minimized through the consistent use of STANDARD PRECAUTIONS. Standard precautions must be followed by students and faculty in the clinical settings.

**Copyright**

Syllabi, lectures, notes, and all materials distributed and presented by faculty during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have written consent by the faculty to do so.

**Credit by Proficiency Examination (Prelicensure)**

**Eligibility**

After admission to the School of Nursing, licensed practical nurses, corpsmen, and advanced EMT’s are eligible to take proficiency examinations for NURS 3111, 3150, and 3221. Permission is granted on an individual basis. Additional eligibility requirements include the following:
Procedure

A. The student who wishes to take a proficiency examination should request a meeting with the BSN program director to discuss eligibility. After a review of the student's education and background, if it is appropriate, the program director will refer the student to the lead teacher in the designated course that the student is eligible to challenge. Some of the challenge examination procedures will be arranged by the BSN program director.

B. The lead teacher will discuss the testing procedure with the student and give the student the dates of the examination. It is expected that the student will buy the appropriate course syllabus from the bookstore and prepare for the scheduled examination. It is the student's responsibility to prepare for the examination.

C. Once a student has met with the program director and the lead teacher in the course to be challenged, the student may request to receive credit by examination. The student is referred to the Georgia Southern University Catalog and is advised to follow the procedure for securing proficiency examination credit as stated below:

1. Student must obtain a Proficiency Examination Form from the Registrar's Office and secure the approval of the appropriate program director.
2. The student must pay a fee for each test in the Cashier's Office before the test will be ordered. A receipt will be issued which will allow the student to take the test. Be aware that adequate time must be allowed for testing to be arranged.
3. If successful, the student will be awarded a grade of “K” showing credit by proficiency examination.

Course Specific Requirements:

A. For Nursing 3211: Pharmacology and Integrative Therapeutics I the student will be given the opportunity to take a comprehensive examination. The student will have one opportunity to take the examination and must pass with a (minimum) score of 75% (“C”) or better. If the student is unsuccessful in obtaining credit by examination, the student will be required to enroll in the course.

B. For Nursing 3160: Introduction to Professional Practice, the student will be expected to take an exam selected by the Curriculum Committee before the practicum part of the proficiency examination is given. Successful completion of the selected exam with a minimum decision score of 75% or better entitles the student to take the practicum portion of the examination. The practicum exam for NURS 3160 is graded on a pass-fail basis and all safety criteria must be met with 100% accuracy in order to receive a passing grade. (The safety criteria are indicated on the Summative Clinical Evaluation Tool for NURS 3160 with an asterisk.)

C. For Nursing 3121: Professional Practice Competencies the student will be given the opportunity to take a skills test involving successful completion of a representative set of nursing skills as covered in NURS 3121; for example, these skills may include a Foley catheter insertion, medication administration, and patient transfer procedure. A skills check list may be found in the NURS 3160 syllabus and outlines of the recommended procedures may be obtained from the lead faculty member or designated faculty examiner.

Specific Requirements

The proficiency test for the practicum portion of NURS 3160 will consist of the following components:

1. The student will complete a nursing assessment on a client or patient simulator, using the NURS 3160 assessment tool as a guide. The student will prepare a nursing care plan based on the assessment. The course textbook or other appropriate resources may be used in completing this assignment. The student will be evaluated using the Summative Clinical Evaluation Tool for NURS 3160 (see course syllabus).
2. The student should report to the clinical test site as arranged with the faculty examiner. The student should wear an appropriate nursing uniform, but should not wear a name badge indicating the student's professional credentials or affiliation.
Criminal Background Check (Prelicensure)

Students participating in clinical placements are required to have an annual criminal background check as a prerequisite to his or her placement at the facility. If a student has been out of the nursing program for one semester or more, he or she will be required to complete a criminal background check at the time of readmission to the nursing program and annually thereafter.

Students placed in all clinical experiences are personally responsible for obtaining a background check (including cost). The company, PSI, will be used to secure student criminal background checks. Each Clinical affiliate will independently review students’ background checks and make the final decision, based on its own criteria, as to whether each student will be allowed to participate in clinical activities at the affiliate clinical site.

Georgia Southern University does not assume any responsibility for performing or evaluating the background check, delivering the documents to the facility, or maintaining the records. Decisions as to whether a student is ineligible for placement at a particular clinical site based on results of the check are those of the clinical site alone. All students must complete the criminal background check and may not request to be assigned to specific sites that do not require a criminal background check. The School of Nursing will make reasonable efforts to place admitted students in a clinical experience. Students who cannot be placed in clinical experiences because of problems with their criminal background checks will not be able to complete program requirements.

Finally, students are also reminded that the Georgia Board of Nursing may deny, suspend or revoke a license if an applicant has a criminal history or if any licensee is convicted, pleads guilty or nolo contendre to a felony or other crime. Students should consult the Georgia Board of Nursing for more details regarding possible Board of Nursing actions related to personal background record issues. Successful completion of a program of study in the School of Nursing at Georgia Southern University does not guarantee licensure or employment in the nursing profession.

Dress Code (Prelicensure)

1. White lab coats are required over appropriate street clothes (no jeans, cut off’s, no tops that expose midriff or cleavage, Capri pants, shorts, sandals, etc.) when entering the clinical area for assignments or when making a home visit.
2. The lab coat must have a Georgia Southern University arm patch on the left arm and a name badge worn on the right chest.
3. The name badge must be purchased at a nominal fee through the print shop. Students are responsible for ordering their name badges. Students must purchase a name badge that has either a pin or a magnet backing to secure the name badge. Clip-on name badges are not allowed. Name badges must be clearly visible at all times when participating in clinical activities. The name badge will have the following information:
   - Prelicensure:
     - First line Name
     - Second line BSN Student
4. Students are expected to maintain appropriate levels of appearance and good personal hygiene including cleanliness and neatness of uniforms and shoes.
5. Students are expected to maintain professional appearance and behavior in all clinical settings. This includes:
   - Simple appropriate jewelry. One small earring per ear is acceptable, nothing larger than a dime. No other face, ear, or tongue jewelry is allowed in clinical settings (eyebrow, nose, lip, cheek, etc.).
   - Earrings which are permanently implanted in the ear lobe including eyelets or plugs must be appropriately covered.
   - Light makeup, no colognes.
   - The hairstyle should be neat, clean, and off the shoulders.
   - Facial hair must be neat, well trimmed, and clean. Facial hair cannot be longer than 1 inch in length.
   - Tattoos and body piercing(s) must be covered.
   - Students must keep natural nail tips less than 1/4 inch long. Nails must be kept clean and well
trimmed. Artificial nail enhancements are not to be worn. Clear nail polish is permitted, but anything applied to natural nails other than polish is considered an enhancement. This includes, but is not limited to, artificial nails, tips, wraps, appliqués, acrylics, gels and any additional items applied to the nail surface.

- Additional clinical dress expectations may be required in specific courses.
- Clothing of appropriate length, style, fit, and professional design must be worn as designated by the School of Nursing.
- No visible thong or brightly colored undergarments are allowed. If the undergarments are visible through the white or community uniforms, then the clothing is not appropriate for clinical.
- If clinical agency requirements are more restrictive, then nursing students are required to adhere to both the School of Nursing and agency requirements.

5. A student who reports to clinical and is not in compliance with dress code policy may be dismissed from clinical for the day at the discretion of the instructor.

6. Prelicensure nursing students at Georgia Southern University are required to purchase uniforms as designated by the School of Nursing.

7. White impermeable nursing shoes and white socks or hosiery are required. Shoes are expected to be clean and polished. Shoes cannot have holes or other openings on the top, toe, or sides of the shoes. No clogs or other similar styles of shoes are allowed.

(Approved: 3/7/2011)

**Dress Code (RN-BSN, BSN TO DNP, DNP)**

White lab coats are required over appropriate street clothes (no jeans, cut offs, shorts, sandals, etc.) when working in a clinical area or agency or, making a home visit. The lab coat for BSN TO DNP students must have a Georgia Southern University student name tag (instructions provided through Nursing Office). A Georgia Southern University graduate student name tag will be provided by the School of Nursing at a nominal fee. This must be worn at all times when in the clinical area or on home visits. The name tag will indicate "BSN to DNP ___ Student or Post-MSN Student, Georgia Southern University ". The initial RN or BSN will appear after your name. DNP students do not have Georgia Southern University name tags. For example, Susie Smith, BSN, BSN to DNP Student, Georgia Southern University. Students are expected to maintain appropriate levels of good personal hygiene including cleanliness and neatness of dress and shoes.

**Drug Testing (Prelicensure)**

Due to regulatory and policy changes occurring at clinical agencies, the School of Nursing has implemented a drug testing policy which applies to all current prelicensure students. Students are responsible for all costs associated with the drug screening. Results of the drug screening will be provided directly to the clinical agencies.

All students will use a designated laboratory testing facility to secure student drug screens to the extent possible. The prelicensure student is responsible for completing a drug screen at the designated agency and for all costs associated with these tests. Clinical faculty will notify students of the appropriate agency to **use for the drug screening. Each clinical affiliate will independently review students’ drug screens and make the final decision, based on its own criteria, as to whether each student will be allowed to participate in clinical activities at the affiliate clinical site.**

Decisions as to whether a student is eligible for placement at a particular clinical site based on the results of the drug screen are those of the clinical site alone. However, if a student is refused clinical placement due to the **results of the drug screening that student’s ability to continue in the nursing program may be affected.** The School of Nursing Undergraduate Student Affairs Committee along with the BSN Program Director and Chair of the School of Nursing will determine if the student will be allowed to continue in the nursing program.

A student who refuses to undergo the mandatory drug screening will not be admitted to the nursing program or will not be allowed to continue in the nursing program.

(Approved: 5/03/2010)
Editors and Statisticians Use (DNP)

All assignments, written and oral, with the exception of group projects, are to be completed by the individual DNP student. However, just as all manuscripts need to be read by at least one other person for clarity and typographical errors, it is acceptable to seek editorial assistance with papers and projects for those purposes. Additionally, any student who is aware of major deficiencies in professional writing skills is encouraged to seek assistance prior to writing the first formal paper in the program. DNP students are expected to understand, apply, and analyze statistics. The use of statistics consultants is acceptable for clarification if needed.

(Approved: Spring 2008)

Electronic Communications and Use of Social Media Policy

The use of electronic communication is essential for nursing students in the School of Nursing. Georgia Southern University provides an e-mail account to each student. Students are expected to check their university e-mail accounts on a regular basis. In addition, the Georgia Southern University learning management system used by many faculty members as an essential part of the course learning activities provides students with an effective means to communicate in a secure environment with faculty and students enrolled in a course. Faculty may require students to transmit documentation or information related to their clinical experiences via their online course e-mail or other course tools. This documentation and information related to clinical experiences is considered confidential and should not contain any private health information which would result in a violation of HIPAA regulations. Nursing faculty may also use other web-based tools to enhance student learning.

Responsibilities of Students related to Electronic Communications:
In addition to the authorized use of online courses, web-based course tools, and assigned university e-mail accounts, many nursing students choose to engage in other activities via the internet. Nursing faculty and university staff do not routinely monitor these student communications. Nursing students must understand that some of these activities may result in violation of the Student Code of Conduct, HIPAA, the American Nurses Association Code for Nurses with Interpretative Statements, and the Patient’s Bill of Rights. Any violation of these standards can result in significant consequences for the student including possible civil and legal penalties, dismissal from the School of Nursing and the University, and the inability to seek licensure as a Registered Nurse.

The Georgia Southern University Student Conduct Code (2011-2012) Electronic Communications Policy contains the following notice to students:
Students should be aware that information and communications they post on the Internet, including but not limited to social networks such as Facebook.com, MySpace.com, and Yahoo360, Internet message boards, forums, web pages and blogs are public in nature. Where information and communications posted in these manners violate the Student Conduct Code, or provide information documenting a violation of the Student Conduct Code such information or communications may be used in judiciary proceedings. In particular, communications that violate the Student Conduct Code, such as threats and harassment, are violations whether they are transmitted in person, by phone, over the Internet, or by any other means. (p. 9)

The list of electronic communications included in this policy is not meant to be exhaustive and students should consider that any form of electronic communication is subject to this policy. Nursing students will be held responsible for the posting of any content that violates this policy on their personal Twitter, Facebook, MySpace, and other social networking sites even if the person posting the message is not the student. HIPAA regulations require that we maintain the privacy and confidentiality of the people we encounter in clinical settings. Therefore, the transmission of any images, names, or personally identifiable health information related to people encountered in the clinical setting is forbidden. Students are not allowed to discuss any information they learn as a result of being present in a clinical environment including information related to the clinical agency or site, clinical agency staff, nursing faculty and staff, the School of Nursing, and Georgia Southern University via electronic communication unless authorized by nursing faculty and within the University e-mail account or password-protected online course.

Students are also not allowed to post pictures, images, or other content related to a specific clinical agency or obtained from the clinical agency’s website electronically in any format unless expressly authorized in writing to do so by the clinical agency and the nursing faculty member supervising the student. Any
communication electronically between students, students and faculty, and persons outside of the School of Nursing should be considered in the context of the standards and codes outlined above.

As with all parties described above, the nursing faculty is individually and collectively entitled to privacy and confidentiality, inside and outside of the classroom. Students are prohibited from audio taping, video-taping, photographing or posting images of faculty to social networks through the use of cellphones, iPads or any other electronic communication devices without the written consent of the faculty member. Permission from one individual faculty member does not represent blanket consent for any other faculty member. Audio taping and video-taping of faculty-developed course content can be construed as a violation of the intellectual property of that faculty member or a violation of that person's copyright should the course material be under copyright.

Nursing students should take the following recommendations into consideration prior to using any electronic communication or social network:

1. Be honest and truthful.
2. Reflect before you post.
3. Be respectful of the nursing faculty's privacy.
4. Post only information that you would be comfortable having your nursing faculty and future employers read and see.
5. Adhere to all relevant standards including fair use of intellectual property and copyright laws.
6. Beware of disclosing personal information that might place you at risk, personally and professionally.
7. Communication should be positive, accurate, and reflect the best image of you.
8. Do not present yourself as a representative of the School of Nursing, Georgia Southern University, or any clinical agency without their written permission to do so.

(Revised 11/2013)

**Emergency Plan On Campus**

**FIRE:**

Sound alarm (alarms are adjacent to exit doors).

Call 9-911 and report the nature of the problem and the exact location.

Exit building via the nearest exit.

Attempt to extinguish small fires only after sounding the alarm. Fire extinguishers are located on all floors. Notify Public Safety immediately at 5324. Get someone to assist you with extinguishing the fire and notifying Public Safety if possible. Always try to remain calm.

**EVACUATION: REMEMBER--DO NOT RUN!! TRY TO REMAIN CALM!**

When the alarm sounds, exit the building as quickly as possible by the nearest exit. Be familiar with an alternative route if the first exit is blocked.

If confronted with smoke keep your head as close to the floor as possible. Cleaner air and better visibility is always at floor level. If clothing should ignite, remember to STOP, DROP, and ROLL. This will help extinguish the fire and to prevent further burns to the body.

Test door knobs before opening doors. If the metal is hot DO NOT open the door. If the metal is not hot, brace yourself against the door and open slightly. If heat and heavy smoke if present, seek an alternative route of exit. If you CANNOT leave a room, call 9-911 and/or Public Safety if an operable phone is available to alert officials to your exact location. If you CAN leave the room, exit and CLOSE all doors behind you.

Once you have evacuated the building DO NOT REENTER. Go immediately to the pond across the drive from the Nursing Building. This is the School of Nursing designated assembly area. DO NOT congregate in driveway. DO NOT wander down the sidewalk. DO NOT block the entrances into the driveway. Remain in the area with your building group until a head count has been done.
and clearance to reenter the building has been given; or to receive other instructions from Public Safety and/or the fire department officials.

**Evacuation for IN-SESSION CLASSES:**

At the sound of the alarm, students are to exit the classroom through the nearest exit. Students are to exit quickly and orderly in a single line and remain with their class and instructor until further directions have been given. Remind students to try to remain calm, NOT to attempt to gather books, backpacks, handbags, etc., even during the drills. It is extremely important to keep the arms, hands, and body free of excess baggage.

The following staff members are the school's Building Safety Team. They will help with evacuation, head counts, checking restrooms, and help handicapped students and staff in exiting the building. BSN Office, ext. 5242---Building Safety Representative
Ron Connor, AV Lab, ext. 0310
School of Nursing Chair's Office, ext. 5479

**Employment for Nursing Students (Prelicensure)**

According to the Rules and Regulations of the Georgia Board of Nursing “unlicensed students shall be employed only as unlicensed personnel”. Students employed as unlicensed nursing personnel may not practice or represent themselves as nursing students except as part of scheduled learning activities which are integral to the curriculum. Students should know limits of their practice as unlicensed nursing personnel and their job description. Students are accountable and responsible for their own actions in the practice setting.

(Approved: 4/12/1996)

The pre-licensure Bachelor of Science in Nursing Program is an academically challenging, demanding, and rigorous program. Students who maintain full-time employment often encounter academic difficulties and may not perform satisfactorily in the program. It is recommended that students who need employment work no more than 20 hours per week. All students are expected to perform at a satisfactory level in all courses while in the program. Students are urged to use their discretion in planning their course of study to avoid inevitable conflicts between academic course work activities, employment, and family/personal responsibilities, in light of the demands that will be placed on them during the program period. Students who must work full-time are advised to consider a part-time program of study.

(Approved: 4/21/2003)

**Grading Scale**

The following grading scale applies to all programs in the School of Nursing: 90-100 A
80-89 B
75-79 C
70-74 D
69 or below F

**Health Insurance**

It is required by the Georgia Board of Regent’s that all students be covered by an accident and health insurance policy. Students who do not submit a health insurance waiver as required every semester will be billed by the university for insurance coverage each semester. You must go to www.studentinsurance.com EVERY semester to request a waiver. Students are responsible for any cost incurred for illness and accidents.

**Health Status: Change**

Students who enter the nursing program are expected to complete all assigned academic and clinical activities. If a student develops a change in health status (including, but not limited to pregnancy and
illness) that requires restrictions on his/her academic or clinical activities, the student must notify the Program Director. The student must notify the course faculty and provide the Program Director with written confirmation of the restrictions from the health care provider. The restrictions must include the duration and the specific restrictions. If the restrictions affect the ability of the student to meet program or course outcomes, the Program Director, in consultation with the appropriate faculty, will determine whether to assign a grade of “incomplete” or to support an administrative withdrawal. A release form from the health care provider responsible for the ongoing care of the student is required when the restrictions are no longer necessary and the student can return to full participation.

(Approved: 11/26/2001)

Honors Students in the Nursing Major (Prelicensure)
Honors’ Program Description and Procedures

PREAMBLE

The Honors Program in Nursing extends and enhances student learning by adding a layer of complexity and helps develop skills needed for a transition into graduate education. Honors work completed by the student provides a connection between nursing content and coursework with the Honors focus or theme. The Honors Thesis/Capstone Project chosen by the student varies; it may include but is not limited to study or investigation of a specific population, health care issue, human response, theoretical framework, or a professional role or role development. The Honors project assists the student with facilitating progressive academic and scholarly development in an interest area as well as inviting further exploration of the professional nurse’s role.

The Honors Thesis/Capstone Project exploration helps to develop and increase the depth of the skills of analysis, synthesis, and critical thinking/clinical judgment while enhancing leadership and management capabilities in professional nursing. It facilitates and reflects the student's independent thinking, scholarly activity, and movement towards topic mastery.

PROCEDURES

1. The Director of the University Honors Program (UHP) will send a list of names of any UHP student who is in the UHP to the School of Nursing Honors Program Coordinator (SONHPC) each semester.

2. Honors students in nursing will have an opportunity to meet the UHP objectives in a more individualized, rigorous, and challenging manner. They will utilize additional individualized nursing course activities to meet the requirements for continuation and completion of the UHP as they work toward the culmination of their UHP Thesis/Capstone Project.

3. In the School of Nursing, three levels of advisors will be involved with the Honors student as they progress through the program. These three are the SONHPC; the student’s assigned Honors advisor; and the course instructor/mentor.

4. The SONHPC will keep records of all Honors’ student’s course activity completed while in the School of Nursing. The coordinator will keep a list of Honors’ faculty advisors and their area of topical study interests. The coordinator will keep the master list of faculty advisors and Honors’ students working with them. All forms will be kept in student master file.

5. Once the student has been notified that he/she has been admitted to the Nursing program, the student will be advised that he/she will be expected to return the “Acceptance of Position” form to the SON. At the time the student notifies the SON that the position is accepted, he/she will also be expected to make an appointment to meet with the SONHPC to begin Honors course planning and identification of available faculty advisors consistent with student interests. This meeting should be completed no later than two (2) weeks following the student’s acceptance of his/her class position. The SONHPC will send an email to available potential faculty advisors delineating student topical interest and will seek to match faculty with students for the duration of their School of Nursing program.

5. Once an appropriate faculty advisor has been identified, the SONHPC will contact both the student and the identified/assigned advisor to provide contact information for them. It will then become the responsibility of the Honors student to contact their assigned faculty advisor to set up a time to meet to discuss the student’s selected project topic, plans to complete it, and to sign both the
“Assignment of Nursing Faculty Honors Advisor” and the “Nursing Honors Program Plan” forms. This meeting should be scheduled for no less than four (4) weeks prior to the semester in which the student is scheduled to begin nursing classes.

6. Each selected faculty Honors adviser will supervise the student’s overall Honors plan, including Honors work in designated nursing courses and supervision of the student’s Honors Thesis/Capstone project. The faculty Honors advisor and student(s) will determine together which courses will fit best for nursing Honors course activities to be completed.

7. The faculty Honors advisor and the student should determine the sequencing of work to accomplish the Honors Thesis/Capstone project, which classes will be converted to Honors classes, what segment of the Honors project should be completed that semester, what percent of the course will be assigned to the portion of the overall project for that individual class, and checkpoints for progress and/or problems the student may be encountering. This portion of the program should be completed at the beginning of Nursing Honors coursework each semester. The faculty Honors advisor and the student will meet at least three times during each semester to evaluate progress and to update the program plan as needed to reflect student progress in their Honors courses.

8. The faculty Honors adviser will email each course instructor/mentor that the student has designated his/her course to achieve Honors’ program requirements. Selection of a course instructor/mentor is made based on the student’s topic of interest and which course(s) would best be the focus for achieving the student’s goals for the Honors program experience during their School of Nursing courses, as outlined in the Course Contract Process in the UHP Student Handbook.

9. The faculty Honors advisor will work with the student and School of Nursing course faculty/mentor(s) to determine which Honors course activities will be completed for the School of Nursing courses designated for Honors credit.

10. The student will arrange a meeting with the School of Nursing faculty Honors advisor, the student and the selected course faculty/mentor at the beginning of each semester to work out Honors course activities in the selected course. The student, faculty member and Honors advisor negotiate together to determine appropriate objectives, activities, products, and criteria for completing the Honors coursework. They will also finalize plans for the portion of the Thesis/Capstone project that is to be completed during the semester and dates for checkpoints for progress reports. Course faculty/mentor’s responsibilities are described in the Course Contract Process in the UHP Student Handbook. https://docs.google.com/document/d/1nWfuBuBdhCrXwrbEYJLcY8UP5J05S3viM-p8EWJDCY/edit?pli=1

11. Face-to-face and/or written communication between Honors advisor, the student, and the designated course faculty/mentor must be maintained for each Honors course activity.

12. Once the Honors advisor, the student, and the course faculty/mentor have come to an agreement about the course activity that will meet course Honors requirements, that dimension is added to the designated course for the student. The course instructor/mentor and the student will then complete the “University Honors Program Contract Application Form” (https://docs.google.com/document/d/1WLRyX8gOjihIkQ8GhrEv4WRSm9mP53poXRndzk2aAI/edi_t?pli=1) and submit it to the university UHP office no later than the end of the second week of the semester. The UHP office will then arrange designation of an Honors’ section of the course for that faculty and the course will become a UHP course for that student.

13. The “University Honors Program Contract Application Form” should include the name of the nursing faculty who will be responsible for submitting the grade for the student, so that the Registrar’s office can make the appropriate designation for the end of the semester grade submission. The student’s written proposal following the UHP proposal guidelines must accompany the Contract Application submitted to the UHP office.

14. When the Honors project topic has been approved and the course designation changed, if the student experiences difficulty at any point, she/he should make an appointment with the course faculty/mentor to resolve these problems and/or renegotiate checkpoints if needed. The student should also arrange a meeting with their School of Nursing Honors faculty advisor for guidance.

15. Once the project proposal and contract have been submitted, the UHP Director shall notify the course faculty member of record, SONHPC, and the nursing faculty Honors advisor about the decision to approve course activities and/or other recommendations, and the change in the course designation from a nursing course to an Honor’s course within Nursing. The SONHPC is responsible for notifying each course faculty/mentor of the decision of the UHP Director concerning the proposed course activity and change in course designation. The course faculty/mentor will be the faculty of record.

16. The course faculty/mentor(s) are responsible for determining whether or not the Honors objectives have
been satisfactorily achieved for specific Honors credits. Once the requirements for the
nursing Honors course have been completed, the course faculty mentor will submit the course
grade and submit the "Proposed Semester Honors Project and Verification of Honors
Course Credit Completion" form to the Honors advisor and SONHPC.
17. The student must maintain a folder of their nursing Honors project documents and course activities.
18. At the end of each semester, the student will meet with nursing faculty Honors advisor to plan
which course for the upcoming semester will be designated as the Honors course for that semester
and who the course faculty/mentor will be. This decision should be based on the sequencing of the
course projects that will dovetail into the final Thesis/Capstone project. At this point, a new
"Proposed Semester Honors Project and Verification of Honors Course Credit Completion" form should be started for that semester.
19. At the end of the Honors student's Junior 2 semester (no later than May 1st for Spring semester
OR December 1st for Fall semester, plans should be finalized for the Thesis/Capstone project to
be completed during the Senior year and how the information will be shared or presented. The
student's work should be disseminated through some venue over and above the
presentation at the Honors Research Symposium. Fall graduates will make the determination with
their Honors advisor as to where they will present their research. Spring graduates may present at
STTI Mu Kappa Research Day for example.
20. Refer to the UHP Honors Thesis/Capstone Handbook for particulars concerning student
expectations and faculty assistance.
https://docs.google.com/document/d/1smPoinPeG0r2ZxlOqzk571DzKt6ZaUEIyCDHAf7Yj2Y/edit?pli=1
21. When the student has completed all nursing Honors requirements, the student, the faculty
Honors advisor, and the SONHPC should complete the "Summary of Completed Nursing
Honors Coursework" form and submit to the UHP Director no later than April 15/November
15 of the graduating semester.

(Approved: Undergraduate Student Affairs Committee, 4/10/2012; SON General Faculty, 4/16/2012)

Additional information regarding the honors program is available at:
http://academics.georgiasouthern.edu/honors/
Past projects can be viewed at: http://digitalcommons.georgiasouthern.edu/honors-theses/
Information regarding experiential learning can be found at:
 http://academics.georgiasouthern.edu/honors/service/service.php

Late Assignments

Points will be lost for late assignments unless otherwise determined by the course faculty.

Licensure: Visualization of Professional Licenses

Health professions students who have been admitted to the BSN Program and who hold a valid health
professions license must bring this license to the School of Nursing to be visualized prior to the start of the
first class in the Nursing Program. Health Professions licenses may include (but are not limited to) RN, LPN,
EMT, RT, and RD. Students in the BSN Program who hold a current valid health professions license must
bring the actual license to be visualized by a member of the faculty at the start of each semester in which
the student is enrolled in a clinical course or course with a clinical component.

Students seeking admission to the RN-BSN Track must be licensed as a RN in the state of Georgia. These
students must bring the actual license or proof that a Georgia license has been applied for, to be viewed
prior to being admitted to the RN-BSN Program.
(Approved: 1/26/1996)

Preceptor Criteria (BSN TO DNP)

Nurse Practitioner preceptors (both FNP and PMHNP) are required to meet the following qualifications:
・ Must hold verifiable professional license accepted in the state of practice location.
・ Must be practicing within the scope of practice for professional licensure or preparation
· May be an advanced practice nurse, physician, or physician assistant.
· APN/PA must have a minimum of 2 years of full-time practice in the role after specialty program completion.
· Must provide a current resume or vitae

**Professional Conduct**

The students of Georgia Southern University School of Nursing are held accountable and responsible for maintaining ethical standards of practice as outlined in the ANA Code for Nurses/Interpretive Statements.

**Professional Standards**

Strict adherence to the American Nurses Association Standards of Clinical Practice and Code for Nurses is required of all nursing students. Additionally, nursing students who are Registered Nurses are held accountable to the Georgia Nurse Practice Act for Registered Nurses (www.ncsbn.org/ga_m_nursepracticeact.pdf).

Failure to comply with these Professional Standards will result in review and action by the School of Nursing faculty and could result in the student’s dismissal from the nursing program.

(Approved: 11/2000)

All students in the Graduate program must use their legal name (name on State nurse license) for all communication, correspondence, name tags, paperwork etc., and in the clinical setting.

**References/Recommendation**

Requests for letters of recommendation (for employment, etc.) must be submitted in writing and contain appropriate name and address. Allow at least seven working days for the forwarding of the recommendation. A signed INFORMATION RELEASE FORM is needed to provide the recommendation. This policy is in compliance with the Family Educational Rights and Privacy Act of 1974.

**Scholarships and Financial Assistance**

The Georgia Southern University Foundation provides a variety of scholarships eligible to students through Georgia Southern's MyScholarships online scholarship application portal. Through this portal, students can easily search, review requirements, apply and accept awards for available scholarships. Participants will get email notifications if further steps such as recommendations, resumes or additional questions are required.

**Application Process:**

In order to apply for scholarships, students are required to complete the online scholarship application through the MyScholarships link by the deadlines posted on the departmental website. Once the application is completed, students are automatically matched with the awards for which they qualify. Students may go in and make updates to the application at any time. If students wish to narrow their application to scholarships available only to Nursing students, type “Nursing” in the search box to filter the results.

Students receiving scholarships will be required to submit a thank you note through MyScholarships. The application is good for one year.

- **Current Students:**
  
  Current Georgia Southern students must complete the scholarship application through MyScholarships to receive consideration for general scholarships and major specific scholarships. *Departmental deadlines are listed below.

- **Need-Based Students:**
  
  To receive consideration for need-based scholarships, students should complete the Free Application for Federal Student Aid (FAFSA) available online.

- **Transfer Students:**
  
  Incoming transfer students accepted for admission must complete the scholarship application through the MyScholarships link by May 1st to receive consideration for any merit-based scholarships.

For students who do not progress in the nursing program, scholarship and loan monies awarded will be
withheld in the subsequent semester.

Other Financial Assistance Available

1. National Health Service Corps
   Information on Scholarships and Loan Repayment opportunities for nurse practitioner students can be obtained by contacting 1-800-221-9393 or http://nhsc.hrsa.gov/loanrepayment/

   Federal Traineeship Awards
   Each year that a Federal Traineeship Grant is awarded to the Graduate Program, applications for the following year are sent to all admitted Graduate Students during Spring semester.

Standard Precautions

Hepatitis B and human immunodeficiency virus (HIV) infections are significant and growing risks in the United States. Health care workers are especially at risk for developing these diseases due to exposure to needle-sticks and splashed blood/body fluids. Hepatitis B which infects thousands of health care workers and kills approximately 200 persons each year is preventable by immunization. Hepatitis B and HIV+ status can be prevented through the consistent use of STANDARD PRECAUTIONS. There is no known method to prevent the development of AIDS in HIV+ individuals. Therefore, it is mandatory that efforts be taken to prevent exposure to these diseases. Standard precautions must be followed by students and faculty in the clinical settings. The elements of standard precautions can be reviewed in the video "Universal Precautions: AIDS and Hepatitis Prevention for Health Care Workers" in the nursing audio-visual laboratory.

Student Concerns with Faculty

It is the expectation that graduate students will be assertive in meeting their learning needs. A student who perceives a problem or concern with a course faculty member is expected to contact that faculty member first to discuss and attempt resolution of the perceived problem. If no resolution is forthcoming, then the lead faculty and the graduate program director will be contacted in that order.

(Approved Spring 2008)

Student E-mail Account for Communication

Georgia Southern University is communicating all official information to students through the student Georgia Southern University e-mail account. The Graduate Program faculty will identify if they will use your Georgia Southern University, Folio course or personal e-mail for communication. Please check the account frequently and keep the Graduate Program office up to date on your personal e-mail account at all times.

Student Records

Student folders are maintained as permanent records in the Graduate Nursing office of the School of Nursing. Students have access to their own records upon request. They may read or review anything in their record under the "Sunshine Law". The record is the property of the School of Nursing. The student may not remove anything from the record and must read it in the presence of a faculty member of the School.

Admission application, references, transcripts, Registrar's Office evaluation of records, grade slips, conference notes, advisement schedules, correspondence, memos, and written performance evaluations are all part of the student's record.

All student Scantron and/or test answer sheets and selected student learning activities and papers will be kept until three (3) months after student's graduation. Students are required to return all learning activities and/ or papers to the lead instructor or designee of each course within the time specified by the individual course instructors. If the student work is not returned to the lead instructor or designee as instructed, a grade of "0" will be assigned to the student for that assignment and averaged in as such toward the course grade.

Due to the agreement between the Board of Regents and the Georgia Hospital Association, student files
may be accessed on request by the clinical agencies. The student must sign the two forms (in Appendix B) stating they are aware that these records may be accessed if deemed necessary. These forms must be signed in order for nursing students to be able to participate in applied learning experiences in hospitals and other clinical agencies. The two forms are signed one time only when the student begins the nursing program of study.

**Syllabus Addendum**

While the provisions of a syllabus are as accurate and complete as possible, the faculty reserve the right to change any provision herein without actual notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the faculty. It is the responsibility of each student to know what changes, if any, have been made to the provisions of the syllabus and to successfully complete the requirements of the course.

**Technology**

- Camera and Headphone. All students in the Graduate (BSN TO DNP, DNP) and RN-BSN Programs are required to have a webcam and headphone for use in all online courses. (effective Spring 2011)

- Graduate Student Resources. All students beginning primary care courses are required to have a handheld device that can download internet resources for use in the clinical setting (e.g., medication prescribing, drug treatment regimens, developmental information for pediatrics, and information regarding prevention and treatment of major disease processes). (effective Spring 2011)

**Testing (BSN)**

Students must achieve a weighted test average of 75% or better in order to pass a course in the BSN Program. A grade of “C” or better is required in order to progress in the nursing program. A grade of “D” or lower requires the student to repeat a course and earn a grade of “C” or better before enrolling in subsequent courses in the BSN Program. Refer to the Progression Requirements for more complete information related to student progression in the nursing program.

**Testing (BSN TO DNP)**

To compute a final course grade, the test average will be computed first:

1. The average of the tests will be determined first. The student must earn a total minimum average of 75 on the tests to earn at least a "C" in the course. The other classroom work will be added to the test average to compute the course grade only if a minimum of a 75 test average is earned.
2. The test average (if less than 75) will determine the course grade (D or F). No other course work will be averaged to compute the grade.
3. If less than a “B” grade is earned in the course, please refer to the Progression Policy in the Student Handbook available on the SON website.
4. All tests (paper and Folio) will be taken without the use of assistance (e.g., notes, textbooks, calculators, internet sources, PDA’s, cell phones, other persons, etc) unless otherwise directed by course faculty in writing. Exams may not be printed, copied or photographed. Students found cheating on a test will be given a zero on the test without the opportunity of a make-up assignment. A zero on a test may result in course failure. Students who are found cheating will be reported to Judicial Affairs per Georgia Southern University Academic Dishonesty policy. Written work is to be in the student’s own words. Plagiarism will be adjudicated per Georgia Southern University policy. (Approved: 12/03/2007)

**Travel**

Each student is required to make arrangements for transportation to their clinical sites. This may involve traveling extended distances and the student is responsible for their expenses. Carpooling is recommended. This is a rural program and our focus is on rural nursing. Your clinical experience may
involve diverse sites. You will need to arrange for transportation to these clinical sites.

**Vaccination Mandates**

In today’s environment, we are faced with new and emerging threats to public health and safety. Due to these threats and for the protection of the healthcare, School of Nursing students and patients, many clinical agencies require nursing students and faculty to undergo mandatory vaccinations. If a clinical agency requires a mandatory vaccination, it is the responsibility of the student to obtain the required vaccinations prior to clinical placement. The School of Nursing will not attempt to find alternative clinical placements for students refusing to comply with a clinical agency's mandatory vaccination policy. The student is also responsible for all costs associated with the mandatory vaccination. The School of Nursing will make every effort to provide reasonable opportunities for the students to receive the mandatory vaccinations. If the student chooses not to be vaccinated, the student must follow the agency requirements. A student who chooses not to be vaccinated may not be allowed to continue in the nursing program.

(Approved: 3/01/2010)

**Withdrawal for Medical Reasons**

A student who experiences medical problems including physiological or psychological problems which require him or her to withdraw from a nursing course is required to drop all nursing courses for that semester, including nursing courses that do not have a clinical component. Upon petition for return to the nursing program, the student will have to provide a statement from his or her licensed healthcare provider including physicians, psychiatrists, psychologists, nurse practitioners, and/or physician assistants indicating that the student is able to meet the mental and physical demands of the nursing program. The student must follow the guidelines outlined in this handbook for progression.

(Approved: 3/01/2010)

**Withdrawal from Nursing Courses after Drop/Add Deadline (Prelicensure)**

With the permission of the course faculty, a student may petition to drop a nursing course. A student who drops a nursing course after the drop-add deadline will receive a grade of WP or WF as per University requirements. Although withdrawing grades may not be used to compute the grade point average, any course withdrawal will have a direct effect on the student's ability to continue in the Nursing Program. If a student retakes a nursing course in which a withdrawal grade was received on the first attempt and is unsuccessful or withdraws failing, they will not be allowed to continue in the nursing program.

(Approved: 3/01/2010)

**ADDITIONAL INFORMATION**

**College of Graduate Studies (BSN TO DNP, DNP)**

The College of Graduate Studies (COGS) has a website at [http://cogs.georgiasouthern.edu/](http://cogs.georgiasouthern.edu/) Please access this site for additional information on graduation requirements, travel grants and conference presentation grants.

**Graduation Fee**

There is a graduation application processing fee of approximately $50 that all graduate degree seeking students pay to the Registrar's Office. Application for graduation should be completed 2 semesters before completion of the program.

**National Certification Examination (BSN TO DNP)**

National certification as a nurse practitioner is required to practice in Georgia and all other states. Students who complete the FNP or PMHNP curricula at the degree or post-MSN certificate level are eligible to sit for the certification examination. **Always keep copies of all materials submitted to the certification agencies.**
Professional Licensure (BSN)

Licensure as a Registered Professional Nurse by the National Council of State Boards of Nursing (NSCNB) is required to practice in all 50 United States. Students who complete the prelicensure BSN program are eligible to sit for the NCLEX-RN licensure examination.

Professional License to Practice as Nurse Practitioner in Georgia (BSN TO DNP)

To practice in Georgia, you must apply to the Georgia Board of Nursing for a license to practice as a nurse practitioner. Students must complete the Georgia Board of Nursing NP license application and provide a final academic transcript to the Board. The final transcript MUST indicate that either the MSN degree as a FNP or Post-MSN FNP certificate was earned. It may take a minimum of 2 weeks after graduation before the Registrar has the final transcript ready. Contact the Georgia Board of Nursing by: FAX: 404-657-7489. Phone 404-656-3943 or Internet: www.sos.state.ga.us/ebd-RN Address: 237 Coliseum Dr. Macon, GA 31217-3858. Always keep copies of materials submitted to the Board.

School Pin

Graduates may purchase a school pin which denotes “BSN” or “MSN” at the top. Nurse Practitioner students who “Opt Out” may purchase a pin which also denotes “Nurse Practitioner” at the bottom. These pins will cost approximately $65-$450, depending on the gold content. Pins can be ordered through the nursing office.

NURSING STUDENT ACTIVITIES AND PROFESSIONAL ORGANIZATIONS

Em Olivia Bevis Spirit of Nursing Award / Outstanding Senior Award

Each year the prelicensure faculty has the opportunity to select a prelicensure BSN student to receive the Em Olivia Bevis Spirit of Nursing / Outstanding Senior Award which is presented during the Georgia Southern University Honors Day Convocation. The student is again recognized during the School of Nursing Awards and Recognition Ceremony prior to the May and December graduation ceremonies.

The faculty nominates and selects a recipient who meets the following criteria:

1. GPA - 3.0 or above.
2. Demonstrates leadership in peer groups.
3. Shows evidence of involvement in college and community activities.
4. Shows evidence of increased personal awareness and growth.
   a. Sensitive to others
   b. Expresses feelings openly
   c. Communicates well with others
   d. Stands accountable for own thoughts, feelings, and behaviors
   e. Demonstrates an awareness of own value system
   f. Demonstrates accountability, assertiveness, and autonomy in appropriate situations.
5. Demonstrates caring behaviors with peers, faculty, and clients.
6. Demonstrates an excellence in nursing care provided to clients.
7. Shows a consistency in performance in schoolwork and nursing practice.

Outstanding RN-BSN Senior Award

One RN-BSN student is selected each academic year to receive the Outstanding RN-BSN Senior Award. The award is presented each spring semester at the School of Nursing’s Awards and Recognition Ceremony and at the University’s Honors Day Program. All graduating seniors (fall and spring) with a cumulative GPA of 3.0 or higher are encouraged to submit the information requested below to help faculty in the selection process.

The awardee is expected to attend the Spring Awards and Recognition Ceremony and make a few remarks on
behalf of the RN-BSN class. The awardee is encouraged to attend the University’s Honors Day Program, if possible.

The faculty nominates and selects a recipient based on the following criteria:

1. Community Involvement.
2. Professional Involvement.
3. Leadership Experience.
4. Academic Achievements.
5. A short essay about how BSN education has impacted your professional practice and changed your way of approaching health care issues/problems.

**Outstanding Graduate Nursing Award**

Each year the graduate faculty has the opportunity to select a student to receive the Outstanding Graduate Nursing Award which is presented during the Georgia Southern University Honors Day Convocation. The student is again recognized during the School of Nursing Awards and Recognition Ceremony prior to the May graduation ceremonies.

The faculty nominates and selects a recipient who meets the following criteria:

1. Has a graduate nursing GPA of 3.5 or above.
2. Demonstrates excellence in course work and project/thesis.
3. Demonstrates excellence in nursing practice.
4. Demonstrates creativity in course work and practice.
5. Shows evidence of increased personal awareness and growth by
   a. Exhibiting sensitivity to others.
   b. Communicating well with others.
   c. Demonstrating accountability, assertiveness, and autonomy in appropriate situations.
6. Demonstrates caring behaviors with peers, faculty, and clients.
7. Shows evidence of involvement in university and/or community activities.

**Nursing Student Representation on School Committees**

**Purpose:**

The faculty of the School of Nursing is consistently concerned about students’ experiences, perceptions, ideas, and viewpoints regarding their experience in the School’s nursing programs. In order to create a meaningful exchange of ideas between faculty and students related to the School’s programs, students are asked to elect members from their nursing class/program each year to serve in an advisory capacity to selected standing School committees and to the School of Nursing Student Advisory Committee. Student representatives will be asked to meet with the faculty throughout the course of the year to exchange information and ideas related to the work of the School’s standing committees and the ongoing evaluation of the School of Nursing. Nursing student representatives are encouraged to use these vehicles to communicate student ideas and issues from their class/program peers to the School of Nursing faculty.

**Student Representative Positions:**

Student representatives will be elected to the following School of Nursing committees:

1. **Learning Resource Committee**—one (1) Junior I, one (1) Junior II, one (1) Senior I, one (1) Senior II, one (1) RN-BSN student, and one (1) BSN TO DNP and (1)DNP student
2. **Graduate Committee**—one (1) BSN to DNP and (1) one DNP student
3. **Graduate Student Affairs**—one (1) BSN to DNP and one (1) DNP student
4. **Chair’s Student Advisory Committee**—one (1) Junior I, one (1) Junior II, one (1) Senior I, one (1) Senior II, one (1) RN-BSN, and one (1) BSN TO DNP and (1) DNP student

**Responsibilities:**
Students elected to serve as representatives to the School of Nursing committees serve in an advisory capacity to the committee. Representatives do not hold voting privileges on committees. Representatives will be expected to complete the following responsibilities:

1. Complete an orientation to the functions and responsibilities of student representatives. The chairperson of the committee will provide such orientation.
2. Attend designated committee meetings on a regular basis as defined by the needs, responsibilities, and tasks of the committee. (Note: There may be times when the actions relate to committee meetings are confidential and sensitive. The committee chairperson may, in such circumstances, ask student representatives to excuse themselves from the meeting or section of the meeting deemed confidential).
3. Elicit and convey student views, concerns, opinions, and suggestions to the committee to which the representative has been elected.
4. Report to the student representative’s respective class/program members as to the outcomes of meetings attended.
5. Consult on a regular basis with the committee chairperson. Requests for time on the agendas of committee meetings should be made in advance of the scheduled meeting time.
6. Assume related tasks as assigned or negotiated. Note: There may be times when the members of a committee request that the student representatives poll students or otherwise elicit specific information to assist the committee in its work. Other tasks may be requested depending on the nature of committee’s work in any given year.
7. Assist in the evaluation of student representative functions as directed the Chairperson of the School of Nursing or committee chairperson.

Terms of Appointment:

1. Student representatives are elected to fill a one year term. Student representatives from each nursing class/program in the pre-licensure, RN-BSN continuation program, and graduate program are chosen to serve as cited under Student Representative Positions.
2. Elections are initiated and conducted through the School of Nursing office. Class and self-nominations are solicited from each nursing class/program at the beginning of the Fall semester. Once the ballot is formulated, the School of Nursing Office staff will construct a ballot, distribute it to the student body in the nursing class/program, and provide a ballot box for completed ballots. Special elections will be held in January to fill vacated or new positions (e.g., Junior I).
3. Student course representatives are elected by a majority vote of the student body in the respective nursing class/program.
4. Elected representatives will be notified in writing of their election and election results will be posted publicly.
5. In the event a representative cannot fulfill the responsibilities of the elected post, written notification must be provided to the Chairperson of the School of Nursing. Arrangements will be made to replace the representative through a special election.
6. In the event a representative does not fulfill the responsibilities of the elected post, the student body of the class has the responsibility to ask for the representative’s resignation and to initiate action to replace that class/program representative. In such event, a special election would be held to select a new representative. The Chairperson of the Nursing Division may ask the student body of the class/program to consider such action if the elected representative is not fulfilling the responsibilities of the post.

Professional Organizations

**SON:**

**Undergraduate Student Nurses’ Association (Prelicensure)**

Membership in the Georgia Southern University's Student Nurses Association is open to all prelicensure BSN students. The organization is recognized as a campus student organization and is governed by a constitution and by-laws. There are quarterly meetings and projects. All pre-nursing and prelicensure nursing students are encouraged to join the local, state, and national student nurses’ organizations.

**Sigma Theta Tau Mu Kappa Chapter**
Sigma Theta Tau is the international nursing honor society that fosters scholarship and leadership in nursing. Membership in the Georgia Southern University Mu Kappa Chapter is competitive and is based on GPA and leadership. Qualified graduate students are invited to membership in the Fall semester after 15-25 hours of graduate study are completed with a GPA of 3.5 or above. Interested students should contact the Graduate Program Director. Information on Sigma Theta Tau is available at [http://www.nursingsociety.org/default.aspx](http://www.nursingsociety.org/default.aspx). Information on Mu Kappa Chapter is at [http://chhs.georgiasouthern.edu/nursing/involvement/mukappa/](http://chhs.georgiasouthern.edu/nursing/involvement/mukappa/)

**State:**

**Georgia Nurses’ Association**

The Georgia Nurses Association (GNA) is the state’s largest professional nursing association for registered nurses in all practice settings. The mission of GNA is “Nurses shaping the future of professional nursing and advocating for quality healthcare.” GNA, a constituent of the American Nurses Association, represents Georgia nurses to other professional organizations, to state agencies, and to the Georgia legislature. For example in 2008, GNA initiated discussions and supported funding for a Nursing Workforce Center to collect and analyze Georgia’s nursing workforce data in order to be better able to understand and address nursing shortage issues. GNA also was instrumental in passing legislation to provide prescriptive authority to advanced practice nurses in Georgia. The GNA is organized locally into 17 Chapters, one of which, the Professional Nurses Network Chapter of GNA, is headquartered in Statesboro. GNA also has online Communities of Practice (CoPs), including Workforce Advocacy, Legislation, and Nurse Business Owners. Graduate students are encouraged to become members of GNA in order to voice their opinions on issues of importance to our profession. Members of GNA/ANA receive a discount on certification examinations offered through the American Nurses’ Credentialing Center. The GNA website is [http://www.georgianurses.org/](http://www.georgianurses.org/)

**United Advanced Practice Registered Nurse (UAPRN)**

UAPRN of GA represents APRNs and other interested nurses to promote APRN legislation and practice issues and to support the advancement of the APRN roles. UAPRN is organized for the following purposes:

- To become a collective voice for APRNs in Georgia
- To educate the public regarding advanced nursing practice
- To address legislative and political issues related to health care and barriers to advanced nursing practice in Georgia
- To advocate for and provide accessible, quality health care for all Georgians
- To promote collaboration and unification of all APRNs in Georgia
- To provide professional role identification and mentorship to nursing colleagues, students, and new APRNs
- To promote, support and perform nursing research to include practice, management and legislative issues

The UAPRN website is [http://www.uaprn.org/](http://www.uaprn.org/). UAPRN is a group member of AANP.

**National:**

**American Academy of Nurse Practitioners (AANP) and American College of Nurse Practitioners (ACNP)**

AANP and ACNP are professional organizations which promote the role of the nurse practitioner in the national venue related to legislation, health policy issues, and clinical information. AANP is a national group directed toward legislation, health policy and clinical issues. ACNP is national organization whose activities are directed toward legislation, health policy and education issues important to NPS. Both organizations have a yearly meeting. AANP provides a certification examination for FNP and ANPs. Information is available on the respective websites for these organizations [www.aanp.org & http://www.acnpweb.org](http://www.aanp.org & http://www.acnpweb.org)