



**VALDOSTA STATE UNIVERSITY**  
**COLLEGE**  
*of*  
**NURSING AND HEALTH SCIENCES**  
**Undergraduate Nursing Student Handbook**  
**2021**

The Valdosta State University Undergraduate Nursing Handbook provides information on the Nursing Program. The statements set forth in this Handbook are for informational purposes only and should not be construed as the basis of a contract between a student and the institution.

While the provisions of this Handbook will ordinarily be applied as stated, Valdosta State University College of Nursing and Health Science reserves the right to change any provision listed in this Handbook, including but not limited to academic requirements for progression and graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available on the College of Nursing and Health Science website. It is especially important that all students note that it is their individual and personal responsibility to keep themselves apprised of current progression and graduation requirement for their particular degree program.

"No person in the United States shall, on the grounds of race, color, sex, religion, creed, national origin, age, veteran status, or handicap, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by the Board of Regents of the University System of Georgia or any of its several institutions now in existence or hereafter established."



# Welcome Future Nurses!

**W**elcome to the School of Nursing! We want you to be successful in your academic career at Valdosta State University. We hope you will complete your program of study and look back on this experience with joy and pride. The faculty, administration, and staff of the School of Nursing are here to assist you.

This handbook was prepared to assist you during your program of studies. It contains policies, procedures and general information relative to the School of Nursing. In addition, you are referred to the VSU Undergraduate Catalog for other information.

*“Professional nursing can make a difference in the lives of those for whom we care and that is the greatest reward of all.”*

Professional nursing is a challenging academic program. Each course is built upon previous ones, so it is necessary for you to attain and retain the content and skills required in each course. The learning environment includes the use of state-of-the art technology in the classroom, clinical, and laboratory settings. You must demonstrate critical thinking as you use your repertoire of skills to deliver care with a high degree of accuracy in a constantly changing clinical environment.

Professional nursing is also a very rewarding career. The career choices in nursing offers many opportunities for professional growth. Nursing can make a difference in the lives of those for whom we care, and that is the greatest reward of all.

Your prior academic record has been carefully reviewed. You were admitted to the program because you meet or exceed the qualifications the faculty has determined necessary for you to be successful. Still, you may find the nursing curriculum, and the speed at which you must learn it, challenging.

The faculty will assist you to become the best professional nurse you can be. Best wishes as your progress through the program.

Students should contact the School of Nursing (229-333-5959) if they have any questions about the information contained in this handbook.



# **Introduction/Welcome**

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## **Mission**

“The College of Nursing and Health Sciences develops regional leaders for health care excellence.”

## **Expanded Statement of Purpose**

The College of Nursing and Health Sciences embraces the core characteristics of Valdosta State University as a comprehensive university. We strive to meet the needs of a diverse student population within the framework of the needs of nursing and health care in the region. In addition, the pursuit of excellence in the teaching/learning process and in interdisciplinary collaboration is essential to all we do. The administration, faculty and staff are committed to the creation and development of a student-centered, professional, supportive environment in which:

Baccalaureate students, prepared for entry level professional nursing, demonstrate critical thinking in the provision of ethical and holistic health care to individuals, families and communities. Emphasis is placed on the art and science of nursing as well as on the application of knowledge from the humanities and the physical and behavioral sciences.

Graduate students, prepared for advanced professional nursing practice, demonstrate critical thinking in the provision of ethical and holistic specialized health care to individuals, families and communities.

Professional development, continuing education programming and community service activities are provided to meet the needs of the region.

Faculty advances the educational program and the profession of nursing through excellence in teaching, research, scholarship and creative work.

## **Core Values**

Civility – a Blazer shows courtesy and compassion, as well as respect, for the dignity of every human being.

Integrity – each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.

Citizenship – each Blazer has an interest in the community and, therefore, a duty to stay informed to make positive contributions and to support those who need help.

Excellence – each CONHS Blazer is dedicated to creating a culture where transformation is embraced and reflected in evidence-based teaching and learning and is achieved by both faculty and students. All stakeholders value and benefit from exemplary scholarship, service, teaching, and practice.

Success – each CONHS Blazer pursues growth through life-long learning, goal attainment, and collaborative partnerships among all stakeholders who serve to optimize the health of the region.

## **Philosophy of Nursing**

Nursing is a caring, client-centered profession, grounded in a body of knowledge based on theory and research, using humanistic values of altruism, equality, justice, and human dignity to care for people. Functioning within a professional community, nursing values evidence-based practice, ethical codes, an interdisciplinary culture, self-regulation, and authority over practice. Providing an important, unique service, the nursing profession uses a body of theoretical knowledge from analytic and engaged ways of knowing applied to practice. Professional registered nurses are inherently concerned with persons as whole beings in continuous interaction within multiple contexts and systems.

Health is defined by individuals, groups, families, and communities within the context of their unique environments. Environment refers to socioeconomic, sociopolitical, physical, psychosocial and health care changes that create the dynamic world which provides our daily context of living. The essence of nursing is to help persons attain and maintain wellness in every dimension of their being. Professional registered nurses foster healing environments for diverse populations and strive to promote wellness and improve quality of life for people across the lifespan.

As regional leaders for nursing excellence and learner-centered education, we believe education transforms all involved, including a diverse population of learners, faculty, and clients. Nursing education is committed to a technologically-enhanced learning community that promotes learner success. We believe learners should be actively engaged, self-directed, accountable, and committed to lifelong learning. Faculty members strive for instructional excellence, offer academic assistance, facilitate learning, and provide enrichment for learners by coaching, guidance, and mentorship. Our purpose is to educate and graduate registered nurses who are competent, caring, holistic, and reflective.

Baccalaureate nursing education prepares safe, beginning generalists for entry into professional nursing practice. Among the important roles of professional registered nurses educated at the baccalaureate level are: competent care provider, health care coordinator, manager, leader, change agent, and research consumer.

Graduate nursing education builds on baccalaureate nursing education and prepares professional registered nurses for advanced nursing practice in specialized clinical and functional roles. Advanced nursing practice demands complex intellectual analysis, effective management and leadership, scholarship, and interpersonal competencies. Graduate nursing education operationalizes the roles of advanced nursing practice and lays the foundation for doctoral study.

## Concepts of the Nursing Curriculum

### Holism

Individuals are more than the sum of their parts. The mind, body, and soul function together and cannot be separated. Because the whole person lives within a socio-cultural context, the concept of holism is concerned with the environment and the individual's relationship to physical, emotional and spiritual aspects of living. Existence provides the essence of being and the framework for becoming whole.

### Caring

Caring is a conscious nature concerned with the well-being of others. Being aware of the wholeness of life, in the interactions and meaning that are present in every occurrence. This concern and awareness provides a basis for empowerment of self and others. Ethical behavior is a foundation of this concept.

### Competence

Competence means being skillful in providing care using appropriate theory and management style. The nursing process is used to plan and implement safe, cost-effective, ethical care-based on theoretical foundations. The application of scientific and mathematic principles and technological skills is imperative for the nurse.

### Health

Health is a dynamic concept that has different meaning for individuals. Using a prism as an analogy, the whole person has many facets and angles, and within the facets and angles may be imperfections (impairments of health). The imperfections change the light as it is refracted through the prism; however, there are some facets that remain unchanged. The beauty of the refracted light may not be marred. Therefore, an individual may have an impairment of health in

a specific aspect and yet perceive themselves as healthy.

### Teaching-Learning

Teaching and learning are life-long activities that begin at birth and end at death. Life is a continuous process of teaching and learning. Nurses are responsible for educating individuals in need of health care instruction. The whole context of the teaching-learning interaction must be considered for the occurrence to be beneficial to all involved.

### Cultural Competence

Cultural competence is the ability to deliver health care with knowledge of and sensitivity to cultural factors that influence the health behavior of a person.

### Nurse

Nurses recognize and integrate body-mind-spirit holistic principles and modalities in daily life and clinical practice; and create healing spaces within themselves that allow purpose of helping others feel safe and more in harmony; and share authenticity of unconditional presence that helps to remove barriers to the healing process.

### Human Caring Process

The human caring process is the moral state in which the holistic nurse brings his or her whole self into relationship to the whole self of significant beings which reinforces the meaning and experience of oneness and unity.

### Intuition

Intuition is the perceived knowing of things and events without the conscious use of rational processes; using all the senses to receive information.



## **Definition of Terms**

### **Assessment**

Assessment is the first step in the evaluation process. Assessment is the careful collection of data that becomes part of an organizational whole. Assessment is measurable and is performed holistically with individuals, families, and communities.

### **Community**

Communities are groups of people who are organized together for common purposes or interests. Communities have common beliefs, traditions, functions, and organizations. Members of communities live together in interdependent relationships. Communities influence the life processes of its members based on the availability of resources and the ability to identify and mobilize various groups or forces within the global community.

### **Consumer**

Consumers are the recipients of nursing care; and choose the services which they believe will promote their health.

### **Delegation**

Delegation is the act of empowering one or more persons to represent you. Empowerment includes relationships with others nurtured by collaboration, focusing on strengths, rights, and abilities in a learning process. Negotiation is utilizing a web, as a metaphorical structure, helps to empower relationships as a process to facilitate communication and effective delegation.

### **Evaluation**

Evaluation entails judgment of data to what is known. The process of evaluation utilizes critical thinking, a complex mental process including intuition and logic, to make accurate nursing decisions in professional practice.

### **Family**

Family refers to persons connected by biological, psychological, cultural, economic, and legal bonds who perceive a sense of connectedness and/or interdependence. The family may be the environment or focus of client care.

### **Habilitation**

Habilitation is the process of enabling, and empowering persons or groups to acquire skills and abilities not previously attained.

### **Health Promotion**

Health promotion is a process enabling people to exercise control of their health behaviors within their environment and to recognize that health is a resource. Health promotion is more than healthy lifestyles, its purpose is well-being.

### **Disease Prevention**

Disease prevention refers to behaviors and interventions designed to protect persons from actual and potential illnesses, and to decrease the likelihood of developing specific diseases. These behaviors and interventions include primary, secondary and tertiary prevention activities:

#### **Primary Prevention**

Activities designed to promote healthy lifestyles and to prevent specific diseases from occurring

#### **Secondary Prevention**

Early detection and prompt management of diseases

#### **Tertiary Prevention**

Prevention of complications and further progression of diseases

### Assisted Care

Assisted care involves using collaborative relationships in the performance, direction, and supervision of therapeutic intervention.

### Management/Leadership

Management and leadership are the empowerment of persons to accomplish goals by using time and other resources effectively. Managers and leaders use knowing, caring, moral responsibility, networking, reciprocity, cooperation, intuition and logic activities to promote health.

### Negotiation

Negotiation is the process of viewing empowerment and relationships as the means to facilitate communication, effective delegation of authorities and responsibilities, or person-to-person resolution.

### Professionalism

Professionalism is a learned pattern of behavior based upon a code of ethics. The behavior of the professional nurse is motivated by an altruistic sense of commitment, responsibility, and accountability to our global community. Professional nurses are members of an association of practitioners engaged in continual efforts to improve the quality of nursing practice. Nurses are participants in the development and implementation of public policy that promotes and protects the health and well-being of society.

### Rehabilitation

Rehabilitation is the process of assisting a person's adaptation from one state of being to another. The focus is on assisting patients and groups in modifying themselves or their environment toward optimum function and health.

### Research

Research is a systematic process of investigation for development and verification of theory. Scientific procedures designed to promote the collection, analysis, and interpretation of data to contribute to the development of nursing knowledge and practice.

### Junior Level Objectives

1. Analyze theoretical, empirical, and experiential knowledge gained from the liberal arts, human and natural sciences, and nursing to develop holistic plans of care for individuals, families, and populations throughout the lifespan.
2. Collaborate with other health care partners to assess, plan, implement, and evaluate safe effective care.
3. Demonstrate critical thinking and effective communication with evidence of sound decision-making.
4. Identify evidence from research and nursing practice to plan, implement, and evaluate nursing care.
5. Apply the nursing process to primary, secondary, and tertiary care.
6. Adhere to ethical principles and professional standards of nursing practice.
7. Apply teaching/learning principles that consider gender, age, development, education, and culture in promoting optimal health and wellness.
8. Identify trends and issues that affect health, access to health care, advocacy, and human dignity.
9. Examine ethical and legal issues affecting professional nursing practice and patient advocacy.
10. Incorporate technology in planning and delivering nursing care.

## **Baccalaureate Program Objectives**

1. Synthesize theoretical, empirical, and experiential knowledge gained from the
2. liberal arts, human and natural sciences, and nursing to develop holistic plans of care for individuals, families, and populations throughout the lifespan
3. Coordinate with other health care professionals to assess, plan, implement, and evaluate safe, effective care
4. Deliver holistic care using critical thinking, sound decision-making, and effective communication
5. Integrate evidence from research and nursing practice to plan, implement, and evaluate nursing care
6. Apply leadership and current management principles as a novice professional nurse in the effective delivery of health care
7. Integrate professional standards and ethical principles into nursing practice
8. Promote health for individuals, families, and populations throughout the lifespan incorporating teaching/learning principles
9. Demonstrate knowledge and awareness of trends and issues that affect health, access to health care, advocacy, and human dignity
10. Advocate for persons, groups, and populations throughout the lifespan based on awareness of issues and trends that affect health
11. Integrate technology in planning, delivery, and evaluation of nursing care.

## **ADMISSION, PROGRESSION & GRADUATION**

### **Pre-Licensure BSN Admission Criteria**

1. Applicants must be accepted into Valdosta State University as undergraduate students prior to application submission. Please note that acceptance to the nursing program is separate from, and conditional to, acceptance to Valdosta State University. Students will be required to provide a valid VSU student identification number on their nursing application.
2. Minimum cumulative overall GPA of 2.8 based on all attempted coursework, and a minimum nursing GPA of 3.0 based on prerequisite course required for the nursing major. Nursing GPA is calculated based on courses listed on the core curriculum worksheet. If a course is repeated, only the most current grade will be calculated, whether the grade is better or worse than the first. See special requirements for areas DIIB and F below.

All prerequisites must be completed prior to the start of the program. (Effective February 1, 2020. Prior applicants refer to previous handbook)

ENGL 1101- Composition I  
 ENGL 1102 \_ Composition II  
 BIOL 2651 – Human Anatomy & Physiology I\*  
 BIOL 2652 – Human Anatomy & Physiology II\*  
 BIOL 2900 – Microbiology in health and disease\*  
 MATH 2620 – Statistical Methods\*  
 NURS 2700 – Pathophysiology\*  
 PSYC 2103 – Human Growth and Development

One Science Sequence in area DIIB.  
 Choose from one of the following sequences:

CHEM 1151 – Survey of Chemistry I\*  
 CHEM 1151 – Survey of Chemistry II\*  
 Or  
 CHEM 1211 & 1211L – Principles of Chemistry I & Lab\*:  
 CHEM 1212 & 1212L – Principles of Chemistry II & Lab\*  
 Or  
 BIOL 1010 & 1020L – Introduction to Biology: The Evolution and Diversity of Life & Biodiversity Lab\*  
 Or  
 BIOL 1030 & 1040L – Introduction to Biology: Organismal Biology & Organismal Biology Lab\*

3. Minimum of 'C' in each math and science course in Areas DIIB and F. NURS 2700 is considered as a science requirement. Math and science courses in area DIIB and F may not be repeated more than one time. Courses in Area F older than 5 years at time of program application deadline must be retaken for consideration into the program.

4. Successful completion of the required standardized entrance examination. The entrance exam may be repeated no more than twice in the 12 months prior to the application deadline. Scores submitted for the entrance exam must reflect a test date no more than 12 months prior to application to the nursing program. Students taking the exam at an institution other than VSU are responsible for contacting the testing agency to have the results submitted directly to VSU.

**Important Considerations:**

Applicants who have attended another nursing program must petition the undergraduate nursing program's Admissions & Progressions Committee PRIOR to application for eligibility consideration into the program. Any nursing student who fails to disclose previous exclusions from a previous program is subject to immediate dismissal from the current program.

Students are considered for admission based on academic performance in required pre-nursing core curriculum, performance on a standardized entrance test, and availability of resources. Meeting minimum admission standards does not guarantee acceptance into the program. Admission decisions are based on a COMPETITIVE process using a nursing GPA calculation based on the student's prerequisite coursework. Transfer grades from other colleges and universities that meet the criteria for the required nursing Core Curriculum courses will be used in the computation of the overall and nursing GPA for the School of Nursing.

There are two types of admission:

**Full acceptance** is offered when all criteria are met and a seat is available. Students who meet all admission criteria, but for whom there is not an available seat, will be notified and their applications will be held active until after the first week of classes in which the cohort begins the upper division nursing program. If seats become available students will be notified immediately. It is therefore critical that applicants keep the School of Nursing updated with current address, email and phone number.

**Contingent acceptance** is predicated upon successful completion of unmet criteria. Applicants not selected for admission who wish to be considered for future cohorts will need to complete the entire admission process again for the next available cohort prior to the next application deadline as well as the completion of academic and applicant advising. An applicant will not be considered an active applicant if he or she does not complete the entire application process. All applicants must meet admission criteria in place at time of application, which may be different from previous application period.

### **Progression**

Progression in the nursing curriculum is based on the progression criteria of Valdosta State University. Nursing students must submit prior to the first day of every semester, to include Junior I semester:

- Documentation of a current physical examination by a licensed health care provider affirming that they are free from communicable disease and able to function safely in a clinical environment.
- The undergraduate nursing program Validation of Physical Examination;
  - Documentation of vaccination, immunity or exemption status of Measles, Mumps and Rubella
  - Tetanus toxoid,
  - Hepatitis B vaccination,
  - Varicella titer
  - TB (students should receive TB screening annually for students with negative test). Accepted tests include: a single blood assay for M. tuberculosis (BAMT) QuantiFERON-TB Gold blood test (QFT-GIT or T-Spot); or 2 step tuberculin skin test (TST); or
  - Chest X-ray followed by a symptom check list annually;
  - Flu Vaccine
- Drug testing as requested by clinical agencies or School of Nursing;
- Maintain current certificate in BLS for Healthcare Provider (Basic CPR) by American Heart Association or a comparable certifying agency;
- Maintain current malpractice insurance with minimum coverage of \$1,000,000/\$6,000,000;
- Maintain current health insurance. Nursing students are mandated by the USG to maintain health insurance. Registration will be automatic and the charge will be applied to your student bill unless waived. The approximate cost is \$2,676.00 Waivers may be applied for via the USG waiver portal. See <https://www.uhcsr.com/valdosta> for information. **Please note you must be registered for courses prior to applying for a waiver.**

Proof of each of these progression requirements is due the first class day or as otherwise noted on master calendar.

In addition, a student must:

Attain a minimum of C in each nursing course including a weighted exam average of at least 74 in selected course. A student will receive the letter grade D or F based on the weighted exam average earned in the course, if the grade is < 74. [Student is referred to “Grading Policies for Clinical Course”].

Many courses have a lab/clinical component. For successful completion of courses with a lab/clinical component, students must attain a minimum of C including a weighted exam average of at least 74 and a “satisfactory” lab/clinical evaluation. If the lab/clinical component of the course is “unsatisfactory”, a grade of D will be assigned for an exam average of 66 or greater and a grade of F will be assigned for an exam average below 66. Grades will not be rounded.

Only one nursing course may be repeated. Failure to achieve a grade of C or better in a repeated nursing course or in any subsequent nursing course constitutes dismissal from the program.

Achieve satisfactory score on standardized tests. (See testing policy).

Demonstrate ethical and professional behaviors consistent with the VSU Student Government Association Code of Ethics, the VSU School of Nursing Student Honor Code, the American Nurses Association (ANA) Scope and Standards of Practice (as applied to their level) and the ANA Code of Ethics.

## **Comprehensive Testing Policy**

In addition to successful completion of coursework, students are required to participate in the Comprehensive Testing Program. The Comprehensive Testing Program includes independent review of selected nursing content and completion of standardized tests. Specific standardized tests have been selected for progression in nursing and require attainment of a designated score.

### **Pre-Licensure BSN Student Comprehensive Testing Policy**

The testing program correlates with success in nursing by using scheduled exams that are required for progression. Students are required to achieve a target score (identified through psychometric analysis) on standardized tests throughout the nursing curriculum. This score is identified through psychometric analysis as consistent with success in nursing and reflects VSU School of Nursing’s academic standards for student performance. As data on test performance is developed and as the benchmarks for academic achievement in the nursing program advance, this score may change. The actual score is also dependent upon which version of the test is administered. Students may request information regarding the required score for each test administered by contacting the School of Nursing Administrative office.

### **Enrollment Limitations**

Enrollment limitations are necessary in order to ensure appropriate, supervised clinical experiences. Admitted students who decide not to enter the nursing program are requested to notify the School of Nursing department immediately, so their place in the class can be reassigned. In fairness to all applicants, the admission offer is valid only for the time specified in the acceptance letter.

Students with prior conviction of a felony charge may not be allowed to sit for the National Council Licensure Examination upon graduation. Graduation from an approved nursing program is but one requisite for applying for licensure. The jurisdictional Board of Nursing makes the final decision on eligibility. Before applying to the undergraduate nursing program any student who has a conviction for a felony or misdemeanor offense is strongly encouraged to seek the advice of the Dean.

### **Drug Screening**

A drug screen may be required prior to and during placement in clinical sites. Placement in health care agencies for clinical experiences is contingent upon meeting the rules and regulations of each facility. All students are required to submit a criminal background check prior to admission to clinical practica. Results of criminal background checks are sent directly to the clinical facility in which the student is placed; the School of Nursing staff, faculty and administration do not have access these reports. If a clinical agency determines that a student is not eligible to be placed in their facility due to results of a criminal background check or drug screening, the School of Nursing will be notified that a student may not be placed but the reason will not be communicated. The Associate Dean will attempt to place students in an alternative setting, but this is not guaranteed. If a student cannot be placed in a clinical setting the student may be referred to the Admissions and Progression Committee for possible dismissal from the program.

## **Core Performance Standards**

Nurses have an obligation not only to themselves and the profession but also to the public to provide safe, competent and responsible care.

Core performance standards for admission and progression as recommended by the Southern Regional Educational Board (SREB).

Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation.

Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups.

Communication skills sufficient for verbal and written professional interactions.

Psychomotor skills sufficient for providing safe, effective nursing care.

Assessment skills sufficient for providing safe, effective nursing care.

## **Reasonable Accommodations**

If an applicant or student self-reports that he or she cannot meet one or more of the core performance standards without accommodations, the nursing program, in consultation with the Student Access Office, will determine what accommodations can reasonably be made. Applicants and students are responsible for making disabilities known and formally seeking accommodations.

### **ADA STATEMENT**

Students requesting classroom accommodations or modifications because of a documented disability should contact the Access Office for Students with Disabilities located in Farbar Hall. The numbers are 245-2498 (voice) and 219-1348 (tty). Website: <http://www.valdosta.edu/access>



## Course Withdrawals/Failures

Voluntary student withdrawals from a course(s) are limited to a single semester. If a student wishes to voluntarily withdraw, the student must first notify the course instructor(s) and academic advisor. The academic advisor will develop an action plan in collaboration with the student and course instructor(s). If a student withdraws from one or more courses within the same semester, the withdrawal limit established by the BSN program of study will be met.

For example, if a Junior 1 student chooses to withdraw from one or more courses at midterm, the student will no longer have the option of withdrawing from any Junior 2, Senior 1, or Senior 2 courses.

Students who withdraw or attain a final grade of less than a 74/C in a nursing course and wish to continue in the nursing program are considered to be “out of sequence” and must submit a course override

(<https://www.valdosta.edu/colleges/nursing-and-health-sciences/forms/override-request-form.php>) requesting permission to register for course(s) in the subsequent semester. Students who are out of sequence and eligible for reenrollment will be enrolled in courses contingent upon space availability. The three year program duration limit is also applicable. Consideration will be given to students with hardship and/or medical withdrawals that are validated and documented according to the VSU policy for hardship and medical withdrawals.

Any student who has received an unsatisfactory clinical evaluation for a course that was due to unsafe, irresponsible or unprofessional behavior may not be eligible for readmission.

If courses have been taken at another college or university during the time the student is out of the VSU School of Nursing, transcripts

documenting these courses must accompany the readmission application. When a student is readmitted, written notification of the curricular requirements for graduation will be provided with the acceptance notice. The student will be responsible for abiding by policies and procedures in effect at the time of readmission.

## Additional Expenses

Nursing students will incur expenses throughout the program above the fees identified in the Valdosta State University Undergraduate Bulletin. Additional costs may include but are not limited to:

- Transportation to and from clinical practica is the responsibility of the student. Travel to some clinical agencies may require 1 to 2 hours of time and public transportation is not available. It is necessary therefore, that students have (or can arrange for) dependable transportation.
- Student professional liability insurance must be purchased and maintained throughout the School of Nursing academic program. Proof of insurance coverage is required before students can participate in clinical experiences. The cost is approximately \$35/year.
- Certification in BLS for Healthcare Provider (Basic CPR) is required. The cost of the certification is determined by the training agency. The current cost is approximately \$50-\$60.
- Immunization Tracker (approximately \$35) and Drug Screen (approximately \$37) via [www.castlebranch.com](http://www.castlebranch.com)
- Criminal Background Check is approximately \$ 49.50 Proof (receipt) should be uploaded into the Immunization Tracker.
- Testing-related costs: Testing will be conducted via Exemplify from ExamSoft. The approximate cost is \$40/semester.

- Nursing Students will be required to furnish an iPad (accessories optional) for use for the duration of the program. This iPad is also available at VSU Bookstore and can be purchased on the day of orientation.

The requirement of the iPad Equipment:  
Required:

- MLMN2LL/A 9.7-inch iPad Pro Wi-Fi 32GB or better

Recommended:

- 2-Year AppleCare+ for iPad
- MM1Y2AM/A Silicone Case for 9.7-inch iPad Pro
- MM2L2AM/A Smart Keyboard for 9.7-inch iPad Pro
- MK0C2AM/A Apple Pencil for iPad Pro
- MLMV2LL/A 9.7-inch iPad Pro Wi-Fi 128GB

**Note: Students can get a 10% Educational Discount for the iPad itself by purchasing directly from Apple at: Apple Education Store**

<http://www.apple.com/us-hed/shop>

Students will be required to follow policies related to using BlazeVIEW, email, and computing resources on campus. Information related to requirements for using BlazeVIEW may be found on the VSU Distance Learning web site at:

<http://ww2.valdosta.edu/vista/students.shtml>

and the Information Technology website on policies at <http://www.valdosta.edu/it/policies>

The purchase of textbooks and related materials is required each semester. The approximate cost for books and materials per semester is:

Semester 1 - \$442.26 (Added to Fee &

Tuition as “DayOne”) Students may opt out

Semester 2 - \$404.94

Semester 3 - \$218.70

Semester 4 - \$162.43

The purchase of Nursing Skills Pack (approximate cost \$136) is required prior to the first semester. The pack contains the equipment and supplies need to practice selected nursing skills. Two sets of uniforms are also needed. These must be purchased from bookstore.

The School of Nursing uses a Standardized Assessment Package with an NCLEX-RN Review Course. This standardized assessment package will be used during orientation and throughout the entire nursing program as an academic measuring tool and as a focused remediation tool.

There is a charge of approximately \$800-\$900 to cover the costs of the assessment package. This fee will be paid directly to the company providing the assessment package and will be divided into 4 payments (1 payment/semester). **Please note that additional testing charges may be incurred for repeating courses/tests that are not passed.**

**All pre-licensure students are required to attend an external NCLEX Review course.**

### **Applying for Graduation**

Students should apply for graduation at least two full semesters in advance of the anticipated graduation date. Students should complete an [Electronic Graduation Application](#) or pick up a form from the Registrar. The application fee is approximately \$25.00.

### **Preparation for Licensure**

Near the end of the program students will submit an application to take the nursing licensure examination (NCLEX-RN®). Though the cost for the licensure examination (NCLEX-RN®) is consistent for all jurisdictions, the cost of the application depends on the state in which the examination is taken, and varies from \$40 to \$275. The application cost is in addition to the actual testing fees for the licensure examination.

## CLINICAL INFORMATION

### Clinical Requirements VSU Nursing Uniforms

The following constitutes general policies regarding professional attire. These uniforms or dress requirements are subject of change at the discretion of the clinical instructor in order that we maintain consistency with the dress code of our affiliating clinical intuitions.

VSU nursing students are required to wear the approved VSU uniform (white tunic top with red pants) name tag, and lab jacket. These items must be purchased from the VSU Bookstore. Sizing is available in the bookstore. Uniforms must be ordered and paid in advance. Skirts may be worn by female students who have religious or cultural preferences. Skirts must conform to the fabric and color of uniform pants. Students must also purchase a name tag.

Dress requirements may vary from course to course, depending upon CDC Personnel Health Guidelines and policies of facilities.

To meet OSHA safety requirements for shoes in settings in which fluid exposures may occur, with uniforms, students should wear shoes that: are leather OR impervious to fluids; have rubber soles and closed toes and heels; and flat or low heels. They should be solid white or solid black in color. The requirements for shoes in certain agencies may be more specific and if so, must be observed by the student. **The VSU Bookstore does NOT carry nursing shoes.**

### Dress Code for Community Health Agencies

The attire for public health and public-school settings is the same as for hospital settings. Students are to wear their VSU student nurse uniforms; and the guidelines for Personal Adornment and Aesthetics are to be observed as outlined in the student handbook. The attire for any other clinical experiences in Community

Health agencies may be determined by the specific agency. The VSU name badge/ID is always required in any clinical setting.

In all other cases, however, dress is to be conservative and the following guidelines should be observed (along with the guidelines for Personal Adornment and Aesthetics in the student handbook):

### Female Students:

1. Blouses of a conservative style covering shoulders, back, stomach, and upper arms, and cleavage
2. Dress slacks or pressed khakis (no jeans, capris, leggings, or ankle pants) are preferable to skirts; skirts should be below the knee to mid-calf in length
3. **Closed-toe** flats or comfortable loafers or dress shoes of a conservative style, with a heel no higher than 1 and 1/2 inches (no sandals, flip-flops, or tennis shoes)
4. The VSU name badge/ID is always required in any clinical setting
5. **If required, white lab coat with V State logo**

### Male Students:

1. Short or long sleeve dress shirt or golf-style collared shirt
2. Dress slacks or pressed khakis (no jeans)
3. **Closed-toe** loafers or comfortable dress shoes of a conservative style, with socks
4. The VSU name badge/ID is always required in any clinical setting
5. **If required, white lab coat with V State logo**

### Dress for Mental Health Agencies

The attire for clinical in mental health agencies will be determined by the specific agency. In all cases, however, dress is to be conservative and the following guidelines should be observed:

All students should dress in a professional manner.

1. General guidelines: Street Clothes
  - a. No tight fitting, nor revealing clothing;
  - b. No exposed shoulders
  - c. No cleavage
  - d. No exposed skin showing torso.
  - e. No capris
  - f. No denim of any color
2. Flat, comfortable shoes, no exposed toes, heels or ankles
3. Hose or socks are required
4. Nothing around the neck: no neckties, or scarves or dangling jewelry
5. No body jewelry of any type any place visible on the head, neck, mouth, and extremities  
(Exception: one pair of stud earrings for pierced ears)
6. Hair for both genders must be away from face and pulled back if below shoulders
7. No visible tattoos and/or other body art on arms, hands, neck and extremities
8. No sharps (scissors, Swiss Army Knife, etc.) allowed
9. No incendiary devices (lighters) or cigarettes are allowed
10. No pagers, cell phones, or smart phones are to be taken on the units (family are to contact the College of Nursing and Health Sciences for emergencies 229-333-5959)
11. No book bags, or purses are allowed on the units

### **Personal Adornment and Aesthetics**

For safety, disease control, and patient comfort there are specific requirements related to adornment and appearance. Hair must be neat and secured back away from the face, so as not to create a hazard while caring for clients. Large hair bows, jewelry, or other adornment may not be worn in the hair. Fingernails should be trimmed to an appropriate length so as not to be hazardous to clients. **Fingernail polish or**

### **artificial nail surfaces may not be worn.**

Jewelry must be limited to a wedding band and/or one (1) small stud in lobe of pierced ears. Perfumes, aftershave, and other scented products are prohibited. False eyelashes are prohibited.

### **Guidelines for Classroom Attire in the College of Nursing and Health Sciences Undergraduate Programs**

Socialization into the health professions includes attention to personal appearance. The School of Nursing encourages students to project an image of professionalism not only in clinical settings; but also on campus and in the community when representing Valdosta State University.

Specifically, clothing that exposes buttocks, cleavage, or midriff; or that displays offensive wording or profanity is unacceptable in the classroom setting.

### **Guidelines for Professional Meetings**

During a professional meeting, a polished and poised image is important. Attire for such an occasion is different from attire worn to a club, a party or on a date.

1. For men, appropriate business attire for a professional meeting includes khaki or dark pants, short or long-sleeved dress shirt with tie, polo or golf shirt, a belt and dress shoes with dark socks. Neatness is imperative. Clothes must be clean and pressed. Hats are discouraged unless part of religious expression.
2. Women are expected to wear knee-length skirts or dresses; or tailored pants, sweater sets or jackets with blouses. Extreme shoe styles, including but not limited to stilettos, should be avoided. Off-the-shoulder styles, clothing that is excessively tight or that exposes buttocks, thighs, cleavage, or midriff is discouraged.

## **Guidelines for College of Nursing and Health Sciences Ceremonies**

For College of Nursing and Health Sciences Recognition/Pinning Ceremonies, undergraduate students are required to wear the VSU nursing uniform, a white lab coat worn over the uniform, and appropriate shoes.

## **Items Needed for Clinical Experiences**

Students must obtain equipment and uniforms needed for clinical laboratory experiences within the first 2 weeks of the semester in which they enter nursing. These items include:

1. Nursing Skills Pack (available at the VSU Bookstore)
2. Stethoscope
3. Watch with a second hand
4. Uniforms (minimum of 2)
5. White lab coat
6. Approved nursing shoes
7. VSU nursing patches (available at the VSU Bookstore)
8. VSU Name Badge (available at the VSU Bookstore)
9. VSU OneCard ID

## **Professional Liability Insurance**

Students enrolled in clinical nursing courses must show proof of professional liability insurance, minimum amount of \$1,000,000/\$3,000,000, on the first day of each clinical nursing course, the student must show proof of insurance coverage.

The student may purchase such liability insurance from a carrier of his/her choice. The School of Nursing has plan information that is available on request. The School of Nursing does not endorse any particular carrier. Any student without insurance, or without the required proof, will not be allowed to attend clinical, including mandatory orientations, until this requirement is met. The missed time will

be counted as a clinical absence. It is the responsibility of the student to maintain coverage throughout the nursing curriculum and to have the documentation available upon request of any authorized person. Students are encouraged to develop a portfolio of this and other related documentation.

## **Basic Cardiac Life Support**

Students enrolled in clinical nursing courses must acquire and maintain current certification for Basic Cardiac Life Support for Health Care Professionals - adult one and two rescuer, infant, and child CPR and obstructed airway. It is the nursing student's responsibility to acquire this certification and maintain it at all times. The cost of certification is determined by the agency providing the training and currently cost between \$50-\$60. Proof of current certification must be submitted to the nursing instructor or designee prior to the first day of each clinical course, with a copy to be placed in the student's file at the College of Nursing and Health Sciences.

## **Health and Accident Insurance**

Students are responsible for the cost of treatment of any accident or injury occurring while enrolled in nursing coursework whether the incident occurs in the classroom, clinical experiences, or personal activities. Students enrolled in nursing courses must maintain personal health/accidental insurance. Students may be required to submit a health screening, physical examination, and/or drug testing at the clinical agency in which they are placed for education experiences. Unless designated to the contrary, costs for these services are the responsibility of the students.

## Student/Faculty Clinical

### Health/Immunization Requirement

The goal of these requirements is to protect students, faculty, patients and staff from diseases and harm. Published standards from the CDC were used to create these recommendations and are referenced below.

Evidence	Reference
<b>Measles, Mumps and Rubella*</b>	
Documentations of 2 doses of MMR Laboratory evidence of immunity Documented history of disease Born before 1957 except if no documentation of mumps vaccination or immunity should receive 1 dose of MMR	MMWR, October 13, 2006 MMWR, June 1, 2006
<b>Varicella*</b>	
Documentation of immunization with 2 doses of vaccine Laboratory evidence of immunity History of varicella disease (date, age, description) Diagnosis of herpes zoster by healthcare provider	MMWR, June 2007
<b>Hepatitis B*</b>	
Documentation of 3 doses of Hepatitis B vaccine with post vaccination laboratory evidence of immunity Laboratory evidence of immunity Declination signed	MMWR, December 23, 2005
<b>Tdap/Td(tetanus,diphtheria,Petussis)*</b>	
Proof of immunization including at least 1 dose of Tdap if received Td >2 years ago, otherwise Td within 10 years.	MMWR, December 15, 2006
<b>Annual TB Screening*</b>	
Two-step tuberculin skin test (TST) 1-3 weeks apart if 1 <sup>st</sup> is negative. If previous documented negative TST within last 12 months, single TST. Previous BCG vaccination – TST as above If previous documented positive TEST – n TST. Baseline chest x ray or result documented. Annual symptom screen if previous positive TST	MMWR, December 30, 2005
<b>Influenza Vaccine</b>	
Annual vaccination against influenza is recommended for health care personnel to reduce risk of contracting the flu and to reduce the risk of transmitting it to others	MMWR, August 8, 2008 Recommendations of Advisory Council on Immunization Practices 2008
<b>Health Exam*</b>	
Performed by healthcare provider (physician, NP, PA) upon NS admission and when change in physical health occurs that may affect ability to fulfill educational requirements. Thereafter, a health form is completed by student/faculty including TB screening questions and change in health status.	
*Required CDC Morbidity and Mortality Weekly reports can found at <a href="http://www.cdc.gov/mmwr">http://www.cdc.gov/mmwr</a>	

**Note:**

- Mantoux tuberculin skin test (2 step 1 – 3 weeks apart OR 2 years of annual testing) OR QuantiFERON-TB Gold blood test (QFT-GIT or T-spot) is required annually.
- If you have a history of positive TB test, proof of a negative chest x-ray (within five years) with an annual symptom questionnaire is required.
- Other immunizations may be required by the affiliating agencies unless a documented medical contraindication exists.

**Infectious Disease**

Any student or faculty member with patient care responsibilities who knows, or has reason to believe, that he/she has Human Immunodeficiency Virus (HIV), Hepatitis, Tuberculosis, or any other infectious disease, has the professional responsibility to report this information to the Associate Dean of the School of Nursing. Students must also inform clinical instructors.

The School of Nursing conforms to state and federal regulations regarding HIV status disclosure and discrimination toward students or faculty members with HIV infection. All information disclosed by a student or faculty member regarding HIV status will be considered as; **AIDS Confidential Information (O.C.G.A. 24-9-47)**.

Students and faculty members must also satisfy clinical agency requirements for disclosure and/or practice restrictions. If a clinical agency has no policy governing practice restrictions for a specific disease or condition, then the current Centers for Disease Control (CDC) Personnel Health Guidelines will be utilized.

For more information visit, [www.cdc.gov/ncidod/hip](http://www.cdc.gov/ncidod/hip) or call (404)639-6101.

It is the policy of the School of Nursing that standard precautions must always be utilized by all students and faculty.

**HIV and Hepatitis B work restrictions:**

- Do not perform exposure-prone invasive procedures until counsel from an expert review panel which recommends procedures that may be performed (CDC Personnel Health Guidelines).
- If an expert panel is not available at the specific clinical agency or at the local health department, the Dean of the College of Nursing and Health Sciences (or designee) will consult the CDC and obtain an expert recommendation from them for any procedure/ practice restrictions.

**Tuberculosis work restrictions (CDC):**

- Active – exclude from duty until proved noninfectious.
- PPD converter – no restriction.

For all other diseases or conditions, see CDC Personnel Health Guidelines.

Exposure-prone procedures are those which present a recognized risk of percutaneous injury to the health care worker, and, if such an injury should occur, the health care worker's blood is likely to come in contact with the patient's body cavity, subcutaneous tissue, and/or mucous membranes (CDC). Whenever a healthcare worker's fingers and a sharp instrument, such as a needle or scalpel, are simultaneously in a poorly visualized or confined anatomic site, the procedure is considered "exposure-prone."

## **Clinical Preparation**

Students are expected to prepare for all clinical experiences prior to the clinical day. Each student is responsible for securing information on assigned clients prior to the clinical practicum as well as supplying the instructor, on the clinical day, with any required written clinical preparation as required by instructor. At the beginning of the course, the instructor will notify the class members of the procedure for obtaining assignments.

When obtaining information from a clinical site, students should identify themselves to the Charge Nurse as soon as they arrive on the unit; any questions concerning the patient should be addressed to the Charge Nurse. Any other questions should be addressed to the VSU instructor.

To meet hospital requirements, only the student may go to the units to secure assignments. No children, friends, or family members are allowed to accompany students. Proper attire must be worn to any clinical site, as directed by course faculty (see section on clinical attire).

## **Clinical Attendance**

Students are expected to attend all clinical/laboratory experiences, and to arrive on time. Clinical absences will result in an unsatisfactory clinical grade for the day missed unless the absence is excused by the instructor. Students may be required to make up clinical absences. Students must notify the appropriate faculty or agency personnel as soon as possible when absence or late arrival at clinical is anticipated. If a student's tardiness requires patient reassignment, the student may be dismissed and given an unsatisfactory evaluation for the day.

Students will receive a "U" (unsatisfactory) grade for the clinical portion of the course if he/she has two or more documented unsatisfactory lab/simulation or clinical days, violates HIPPA, participates in any unsafe act or

situation as defined by the Unsafe Student Practice Policy, fails to submit/resubmit a clinical assignment, or fails to complete all clinical hours. The reasons above are examples and are not meant to be inclusive of all reasons for receiving a "U". Refer to Student Disposition Policy for details and examples of unsatisfactory performance.

## **Grading for Clinical Courses**

Many undergraduate courses have two components, both of which must be completed successfully to result in satisfactory course credit of C or better. The grade for the theory component is the result of course examinations, a comprehensive final examination, and other assigned work, indicated in the course syllabus. Each student must achieve an examination average of 'C' or better before other assigned work is applied to the theory component of the grade. If a 'C' average is not achieved, the course grade will be assigned solely on the examination average.

Clinical/lab work is given a "satisfactory" or "unsatisfactory" evaluation. The student must achieve a satisfactory evaluation by the end of the course. If the clinical/lab component of the course is "satisfactory" **and** the student achieves the minimum 74% weighted exam calculation, then the final course grade will be calculated using the weighted percentages stipulated in the Course Grade section of the course syllabus.

If the clinical/lab component of the course is "unsatisfactory", a grade of D will be assigned for an exam average of 66 or greater and a grade of F will be assigned for an exam average below 66. **Grades will not be rounded.**

## **Student Remediation of Psychomotor Skills**

Students unable to perform certain clinical skills may be offered the opportunity to relearn the skills(s) using learning activities available at the School of Nursing.



## **Confidentiality**

Students enrolled in the School of Nursing must hold in confidence all patient related information. Specific instruction on confidentiality within the health care setting is provided in nursing course. Failure to protect any patient's right to confidential treatment may result in a failing grade in the course and dismissal from the College of Nursing and Health Sciences. To meet confidentiality requirements each student is required to affirm their understanding of patient's right to privacy, and need for confidentiality by signing a Confidentiality Statement. A copy of this statement is in Appendix A.

## **Health Insurance Portability and Accountability Act (HIPAA)**

The broad mission and extensive scope of operations of the Board of Regents of the University System of Georgia, including the constituent colleges and universities of the University System of Georgia (collectively, the "Board"), necessitates that the Board collect, maintain, and, where necessary, disseminate health information regarding the Board's students, employees, volunteers, and others. For example, the Board collects medical information through its various medical and dental hospitals, clinics, and infirmaries, through the administration of its various medical and life insurance programs, and through its various environmental health and safety programs. The Board protects the confidentiality of individually identifiable health information that is in its possession. Such health information, which is protected from unauthorized disclosure by Board policies and by state and federal law, is referred to as "protected health information," or "PHI."

PHI is defined as: "any individually identifiable health information regarding an employee's, a student's, or a patient's medical/dental history; mental or physical condition; or medical treatment." Examples of PHI include patient name, address, telephone

and/or fax number, electronic mail address, social security number or other patient identification number, date of birth, date of treatment, medical treatment records, medical enrollment records, or medical claims records.

The Board will follow the practices that are described in this Notice of Privacy Practices ("Notice"). The Board reserves the right to change the terms of this Notice and of its privacy policies, and to make the new terms applicable to all PHI that it maintains. Before the Board makes an important change to its privacy policies, it will promptly revise this Notice and post a new Notice in prominent locations.

## **Permitted Uses and Disclosures of PHI**

The following categories describe the different ways in which the Board may use or disclose your PHI. We include some examples that should help you better understand each category.

The Board may receive, use, or disclose your PHI to administer your health and dental benefits plan. Please be informed that the Board, under certain conditions and circumstances, may use or disclose your PHI without obtaining your prior written authorization. An example of this would be when the Board is required to do so by law. Other examples are presented below.

**For Treatment.** The Board may use and disclose PHI as it relates to the provision, coordination, or management of medical treatment that you receive. The disclosure of PHI may be shared among the respective healthcare providers who are involved with your treatment and medical care. For example, if your primary care physician needs to use/disclose your PHI to a specialist, with whom he/she consults regarding your condition, this would be permitted.

**For Payment.** The Board may use and disclose PHI to bill and collect payment for healthcare services and items that you receive. The Board may transmit PHI to verify that you are eligible for healthcare and/or dental benefits. The Board may be required to disclose PHI to its business associates, such as its claims processing vendor, to assist in the processing of your health and dental claims. The Board may disclose PHI to other healthcare providers and health plans for the payment of services that are rendered to you or to your covered family members by such providers or health plans.

**For Healthcare Operations.** The Board may use and disclose PHI as part of its business operations. For example, the Board may require a healthcare vendor partner (referred to as a “business associate”) to survey and assess constituent satisfaction with healthcare plan design/coverage. Constituent survey results assist the Board in evaluating quality of care issues and in identifying areas for needed healthcare plan improvements. Business associates are required to agree to protect the confidentiality of your individually identifiable health information.

**To Ensure Compliance.** The Board may disclose PHI to ensure compliance with applicable laws. The Board may disclose PHI to healthcare/dental providers and health/dental plans to assist them with their required credentialing and peer review activities. The Board may disclose PHI to assist in the detection of healthcare fraud and abuse. Please be reminded that the list of examples that are provided are not intended to be either exhaustive, or exclusive.

**As Required by Law and Law Enforcement.** The Board must disclose PHI when required to do so by applicable law. The Board must

disclose PHI when ordered to do so in a judicial or administrative proceeding. The Board must disclose PHI to assist law enforcement personnel with the identification/location of a suspect, fugitive, material witness, or missing person. The Board must disclose PHI to comply with a law enforcement search warrant, a coroner’s request for information during his/her investigation, or for other law enforcement purposes.

**For Public Health Activities and Public Health Risks.** The Board may disclose PHI to government agencies that are responsible for public health activities and to government agencies that are responsible for minimizing exposure to public health risks. The Board may disclose PHI to government agencies that maintain vital records, such as births and deaths. Additional examples in which the Board may disclose PHI, as it relates to public health activities, include assisting in the prevention and control of disease; reporting incidents of child abuse or neglect; reporting incidents of abuse, neglect, or domestic violence; reporting reactions to medications or product defects; notifying an individual who may have been exposed to a communicable disease; or, notifying an individual who may be at risk of contracting or spreading a disease or condition.

**For Health Oversight Activities.** The Board may disclose PHI to a government agency that is authorized by law to conduct health oversight activities. Examples in which the Board may disclose PHI, as it relates to health oversight activities, include assisting with audits, investigations, inspections, licensure or disciplinary actions, and other proceedings, actions or activities that are necessary to monitor healthcare systems, government programs, and compliance with civil rights laws.

**Coroners, Medical Examiners, and Funeral Directors.** The Board may disclose PHI to coroners, medical examiners, and funeral directors for the purpose of identifying a decedent; for determining a cause of death; or, otherwise as necessary, to enable these parties to carry out their duties consistent with applicable law.

**Organ, Eye, and Tissue Donation.** The Board may release PHI to organ procurement organizations to facilitate organ, eye, and tissue donation and transplantation.

**Research.** Under certain circumstances, the Board may use and disclose PHI for medical research purposes.

**To Avoid a Serious Threat to Health or Safety.** To avoid a serious threat to health or safety, the Board may use and disclose PHI to law enforcement personnel or other appropriate persons. The Board may use and disclose PHI to prevent or lessen a serious threat to the health or safety of a person or the public.

**Specialized Government Functions.** The Board may use and disclose PHI for military personnel and veterans, under certain conditions, and if required by the appropriate authorities. The Board may use and disclose PHI to authorized federal officials for intelligence, counterintelligence, and other national security activities.

The Board may use and disclose PHI for the provision of protective services for the President of the United States, other authorized persons, or foreign heads of state. The Board may use and disclose PHI to conduct special investigations.

**Workers' Compensation.** The Board may disclose PHI for worker's compensation and similar programs. These programs provide benefits for work-related injuries or illnesses.

Appointment Reminders/Health Related Benefits and Services. The Board and/or its business associates may use and disclose your PHI to various other business associates that may contact you to remind you of a healthcare or dental appointment. The Board may use and disclose your PHI to business associates that will inform you of treatment program options, or, of other health related benefits/services such as disease state management programs.

**Appointment Reminders/Health Related Benefits and Services.** The Board and/or its business associates may use and disclose your PHI to various other business associates that may contact you to remind you of a healthcare or dental appointment. The Board may use and disclose your PHI to business associates that will inform you of treatment program options, or, of other health related benefits/services such as disease state management programs.

**Disclosures to Individuals Involved in Your Health Care or Payment for Your Health Care.** Unless you object, the Board may disclose your PHI to a family member, another relative, a friend, or another person whom you have identified as being involved with your healthcare, or, responsible for the payment of your healthcare. The Board may also notify these individuals concerning your location or condition.

**Fundraising Activities.** Unless you object, the Board may disclose your PHI to contact you for fundraising efforts to support the Board, its related foundations, and/ or its cooperative organizations. Such disclosure would be limited to personal contact information, such as your name, address and telephone number. The money raised in connection with these fundraising activities would be used to expand and support the provision of healthcare and related services to the community.

*If you object to the use of your PHI in any, or all, of the three instances identified above, please notify your campus or facility privacy officer, in writing.*

### **Other Uses and Disclosures of Your PHI for Which Authorization is required**

Certain uses and disclosures of your PHI will be made only with your written authorization. Please be advised that there are some limitations with regard to your right to object to a decision to use or disclose your PHI.

**Regulatory Requirements.** The Board is required, by law, to maintain the privacy of your PHI, to provide individuals with notice of the Board's legal duties and PHI privacy practices, and to abide by the terms described in this Notice. The Board reserves the right to change the terms of this Notice and of its privacy policies, and to make the new terms applicable to all PHI that it maintains. Before the Board makes an important change to its privacy policies, it will promptly revise this Notice and post a new Notice in conspicuous locations. You have the following rights regarding your PHI:

*You may request that the Board restrict the use and disclosure of your PHI. The Board is not required to agree to any restrictions that you request, but if the Board does so, it will be bound by the restrictions to which it agrees, except in emergency situations.*

*You have the right to request that communications of PHI to you from the Board be made by a particular means or at particular locations. For instance, you might request that communications be made at your work address, or by electronic mail, rather than by regular US postal mail. Your request must be made in writing. Your request must be sent to the privacy*

*officer on your campus or facility. The Board will accommodate your reasonable requests without requiring you to provide a reason for your request.*

*Generally, you have the right to inspect and copy your PHI that the Board maintains, provided that you make your request in writing to the privacy officer on your campus or your facility. Within thirty (30) days of receiving your request (unless extended by an additional thirty (30) days), the Board will inform you of the extent to which your request has, or, has not been granted. In some cases, the Board may provide you with a summary of the PHI that you request, if you agree in advance to a summary of such information and to any associated fees. If you request copies of your PHI, or agree to a summary of your PHI, the Board may impose a reasonable fee to cover copying, postage, and related costs.*

*If the Board denies access to your PHI, it will explain the basis for the denial. The Board will explain your opportunity to have your request and the denial reviewed by a licensed healthcare professional (who was not involved in the initial denial decision). This healthcare professional will be designated as a reviewing official. If the Board does not maintain the PHI that you request, but it knows where your requested PHI is located; it will advise you how to redirect your request.*

*If you believe that your PHI maintained by the Board contains an error or needs to be updated, you have the right to request that the Board correct or supplement your PHI. Your request must be made in writing to the privacy officer on your campus or in your facility. Your written request must explain why you desire an amendment to your PHI.*

*Within sixty (60) days of receiving your request (unless extended by an additional thirty (30) days), the Board will inform you of the extent to which your request has, or, has not been granted. The Board generally can deny request must explain, if your request for PHI: (i) is not created by the Board, (ii) is not part of the records the Board maintains, (iii) is not subject to being inspected by you, or (iv) is accurate and complete.*

*If your request is denied, the Board will provide you a written denial that explains the reason for the denial and your rights to (i) file a statement disagreeing with the denial, (ii) if you do not file a statement of disagreement, to submit a request that any future disclosure of the relevant PHI be made with a copy of your request and the Board's denial attached and (iii) complain about the denial.*

*You should submit any such request to the privacy officer on your campus or in your facility. Within sixty (60) days of receiving your request (unless extended by an additional thirty (30) days), the Board will respond to you regarding the status of your request. The Board will provide the list to you at no charge. If you, however, make more than one request in a year, you will be charged a fee for each additional request. You have the right to receive a paper copy of this notice upon request, even if you have agreed to receive this notice electronically. This notice may be found at the Board website address, [www.usg.edu/admin/legal](http://www.usg.edu/admin/legal). To obtain a paper copy of this notice, please contact your campus or facility privacy officer.*

*You may complain to the Board if you believe your privacy rights, with respect to your PHI, have been violated by contacting the privacy officer on your campus or in your facility. You must submit a written complaint. The Board will in no manner penalize you or retaliate against you for filing a complaint regarding the*

*Board's privacy practices. You also have the right to file a complaint with the Secretary of the Department of Health and Human Services. You may contact the Secretary by calling 1-866-627-7748 (outside of metropolitan Atlanta) or (404) 562-7886 (in metropolitan Atlanta).*

*If you have any questions about this notice, please contact the Human Resources office on your campus or in your facility.*

*For additional information, please contact the privacy officer\* on your campus or facility. Valdosta State University's Privacy Officer is located in the Department of Human Resources and can be reached at 229-333-5709.*

### **Student Responsibilities when Working with a Preceptor**

Students may be assigned a preceptor for selected clinical experiences. It is the responsibility of the student to familiarize themselves with, and to utilize, the objectives established for the experience. A daily log that records activities and incorporates evaluation of achievement of course/ clinical/ individual objectives may be required by the faculty. Students are expected to maintain communication between the preceptor and faculty, especially regarding any unusual circumstances. Students are to meet the responsibilities assigned by the preceptor, to maintain prompt and consistent attendance, and to keep the preceptor fully informed of all clinical activities. Students may not work in the clinical area if the preceptor is not available. The faculty member is responsible for evaluating the experience and will consider input from the student, preceptor and other as appropriate. Students need to complete an evaluation of the preceptor, the clinical area, and the practicum at the end of the clinical experience.

## CLASS INFORMATION

### Academic and Class Policies

#### Academic Integrity

Academic integrity and honesty are vital to the purposes of the University and the nursing profession. The University policy regarding student conduct and academic irregularity is stated in the Valdosta State University Student Handbook and is applicable to nursing students. The School of Nursing has adopted an Honor Code (see Honor Code in the Undergraduate Student Handbook).

Students should be aware that sanctions in the nursing profession are imposed because of the vital nature of health care as it affects client well-being. Due to the unique nature of the clinical experience in the nursing program, and to the relationship of responsibility for the welfare of the client, it is necessary for the School of Nursing to expand upon the University's definition of academic irregularity. While the University relates academic irregularity to traditional forms, such as plagiarism or cheating, the School of Nursing must also relate violations to unsafe, irresponsible, and unprofessional behavior in the clinical setting. Academic irregularity in the clinical setting includes, but is not limited to; the failure to assume and/or maintain responsibility for assigned client(s), and the failure to report errors made in providing client care. Students, therefore, must attend clinical sessions prepared to provide competent care, and conform to ethical standards explicit in the ANA Code of Ethics, and contained within the guidelines of the Nurse Practice Act. This means that students must provide safe client care during assigned clinical hours unless and until relieved by clinical faculty, and are required to notify clinical faculty immediately concerning any error they believe they have

made, or might have made, in the clinical area so that attention may be given to the affected client(s).

<p><b>A single academic integrity violation may disqualify a student from continuing in the School of Nursing at Valdosta State University</b></p>
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#### Class Attendance

Students are expected to demonstrate punctual attendance during all classroom, laboratory, and clinical experiences. A student who misses more than twenty percent (20%) of classroom instruction may be subject to receiving a failing grade in the course. Excessive tardiness, at the instructor's discretion, may result in a lower grade in the course. Leaving class early constitutes a tardy.

#### Tests and Test-Taking

The faculty establishes testing policies as a way to ensure that tests are valid and reliable measures of student achievement. Faculty will be responsible for providing study guidance, including areas of emphasis, to students prior to each test.

Students are required to take examinations on the day, and at the time, established by the course instructor. Failure to take an examination at the established time, or to notify the instructor, may result in a "0" (zero) for a test grade. The format of any examination is at the discretion of the faculty.

#### Review of Test Achievement

Students will be offered a live review of the incorrect answers and rationales within five business days of the posting of exam grades. The purpose of the review is to assist students with test-taking skills and to facilitate mastery of content, not as an opportunity to "gain points". The review will be held within a secure testing environment.

### Test Absence

Students are required to take examinations on the day, and at the time, established by the course instructor. Absences due to emergencies must be reported to the instructor as soon as possible. It is the student's responsibility to arrange for alternate testing if permitted by the instructor. Failure to take an examination at the established time, or to notify the instructor, may result in a "0" (zero) for a test grade. The format of any examination is at the discretion of the faculty.

### Written Work

The School of Nursing requires the use of the most current American Psychological Association (A.P.A.) format in all formal written work. All written work should be neat, legible, grammatically correct, and in ink (unless otherwise instructed). Writing and composition style will be reflected in the grade for each assignment. When word processing is required, the instructor will so specify. Major papers are due on the due date and become the property of the College of Nursing and Health Sciences. The student must make arrangements with the instructor involved to receive credit for late written work. Points may be subtracted for late work even if the instructor has permitted a deadline extension.

### Grading Scale

The grading scale in the School of Nursing is:

A	=	90–100
B	=	80–89
C	=	74–79
D	=	66–73
F	=	65 & below

### Grading Criteria

Weighted Exam Calculation:  
Students must achieve a minimum of 74%

weighted exam calculation before any other graded assignments are calculated into the final course grade. The weighted exam calculation will consist of all unit exams and the comprehensive final exam. The weighted exam calculation is as follows:

- Unit exams will be weighted at 75%
- Comprehensive final exam will be weighted at 25%

If the student achieves the minimum 74% weighted exam calculation, then the final course grade will be calculated using the weighted percentages stipulated in the Course Grade section of the course syllabus. Please be aware that achievement of the 74% weighted exam calculation does not assure the student will pass the course once all assignments are calculated for the course grade.

If a student does not achieve the minimum 74% weighted exam calculation, then the student will receive the letter grade that correlates with the weighted exam calculation percentage.

A grade of C or higher is required to pass an undergraduate nursing course.

**Course grades will not be rounded.** For example, if a 73.99 is earned on a course assignment or even the final course grade, a grade of 73.99 will be assigned not a 74.

No additional work (i.e., skills demonstrations, quizzes, etc.) is added to the final grade until the student has achieved a weighted exam average greater than or equal to 74%.

### GENERAL INFORMATION

#### Drug Free Schools and Workplace

The School of Nursing adheres to the policies established by Valdosta State

University and specified in the Drug Free Work Place (6/91), Drug Free Schools and Communities Act (9/90), and the Drug and Alcohol Prevention Program (9/90).

In accordance with Valdosta State University's Drug Free Work Place Policy (see VSU Faculty Handbook), the School of Nursing has a responsibility to provide a safe and healthy environment for faculty, staff members, and students. Faculty, staff members and students are prohibited from the use, distribution, sale, personal possession, manufacture, or purchase of illegal drugs or alcohol while at work, or in class on the University premises, or while at clinical experience sites.

The Valdosta State University College of Nursing and Health Sciences is dedicated to maintaining a drug free work place and learning environment. An impaired faculty member, staff member, or student constitutes a potential threat to faculty, staff member, or student constitutes a potential threat to faculty, staff, student, and client safety. Faculty, staff members, and students who are suspected to be drug dependent or have an addiction problem are encouraged to seek diagnosis, counseling, and treatment from qualified professionals.

The VSU Counseling Center will treat requests for evaluation or therapy confidentially and will provide short- term assistance (5 sessions). Long-term counseling, or therapy, is the individual's responsibility. An impaired faculty member's, staff member's, or student's completion of a program for rehabilitation and treatment facilitates the possibility of return to work, or class, following release from treatment.

The inappropriate use of drugs or alcohol is not condoned. Any faculty member, staff member, or student reporting to work, or class, or to clinical experience sites exhibiting signs/symptoms of alcohol or substance abuse will be requested to submit to a blood and/or

urine test for chemical analysis to determine the presence of toxic, hazardous, illegal, or foreign substances.

Any faculty, staff member, or student who declines to submit to testing (for reasonable cause) will be subject to disciplinary action up to, and including, discharge or expulsion.

1. Reasonable suspicion of inappropriate use of drugs or alcohol may come from supervisory observation, co-worker or classmate reports, performance decline, attendance or behavioral changes, or involvement in a workplace, classroom, clinical or vehicular accident. Suspicion must be verified by at least two witnesses.
2. A faculty member, staff member, or student suspected of inappropriate use of drugs or alcohol will be escorted to the University student health center, if on campus, or to the hospital or agency laboratory, if at a clinical site, where testing will be done according to established protocol. Such testing will be done at the expense of the individual.
3. Faculty, staff members, and students charged with a drug violation by law enforcement authorities will be suspended from employment, class and clinical experience sites. If the charges are dropped or the involved individual is ruled innocent, the individual may return to employment, class and clinical experience sites as appropriate.
4. If an individual is convicted of a drug violation, he/she is subject to termination or expulsion. If a faculty member or staff member is convicted of violating any criminal drug statutes the faculty or staff member must notify the Personnel Office within five calendar days of conviction. Students convicted of violating any criminal drug statutes must notify the Dean, College of Nursing and Health Sciences, within five calendar days.



### **Appointment with Faculty**

Appointments with faculty should be scheduled in advance. The scheduled office hours for each faculty are available on the course syllabus, on the schedule posted outside their office, or from the College of Nursing and Health Science Administrative Office. If the posted hours are not convenient the student may request an appointment with the faculty member, or may leave a telephone message with the secretary, requesting an appointment. Please remember faculty members are scheduled in clinical agencies, two to three days a week, so it may take some time to receive a response.

Students should check with faculty regarding their preferred method of making appointments. Many faculty members prefer students contact them by email.

### **Change of Faculty Mentor**

Students who have declared Nursing as a major will be assigned a mentor in the School of Nursing.

If the student perceives a problem with the assigned mentor, the student will communicate this concern to the mentor and attempt to resolve the problem. If resolution of the problem is not achieved to the student's satisfaction, the student may submit a written request to the Dean for a change of mentor. The student will be notified in writing of the resolution to the request.

### **Academic Advising**

All students are required to attend academic advising prior to registration.

### **Course and Faculty Evaluation**

Students have the opportunity to evaluate all course, as well as clinical and classroom instruction at the end of each semester. Evaluations are a part of the overall College academic process. Evaluations will be available to students near the end of the course via the electronic Student Opinion of Instruction (SOI).

This system is completely anonymous, and the results are available only to the Dean until aggregated data are shared with the faculty. Faculty will use the student evaluations to plan for appropriate changes in course curriculum or methodology.

### **Health Care Licenses**

A student who holds a license to practice as any health care worker, such as LPN, EMT, RT, et cetera, must present this license for visual inspection on admission to nursing courses. The license must be presented to the faculty (or designee) at the beginning of each semester. In addition, a copy marked "VOID" across the face of the license will be submitted for filing in the student record. Any change in licensure status, including renewal, must be reported to the Dean of College of Nursing and Health Sciences within 72 hours. When participating in clinical course assignments, the student is limited to the BSN student role only, as directed by the faculty, regardless of other current licensure.

### **Undergraduate Employment**

Nursing majors are allowed to seek employment that does not conflict with their academic schedule. Students neither licensed nor certified, who wish to work in a nursing setting, may be employed only as: a nursing assistant, nurse partner, or the equivalent. A student is acting outside ethical and legal boundaries if they are employed as a "Student Nurse" or sign "S.N." when employed. Students may function as a nursing student only in clinical experiences arranged for, and supervised by a member of the VSU College of Nursing and Health Sciences faculty or authorized preceptor.

### **Student Participation in College Governance**

Students are encouraged to participate in the governance of the College of Nursing and Health Sciences. They may participate through

the course, faculty, and clinical evaluations done each semester. They may also meet with the Dean during open hours that are scheduled once or twice each term. Additionally, students may participate through the formal committee structure as a student representative as listed below.

**CONHS Faculty Organization  
Committee with Student  
Representation**

**Student Affairs Committee**

Recruitment, student policies & handbook, student well-being, and school sponsored programs.

- 4 undergraduate CONHS students, with at least 2 from Health Science and at least 2 from Nursing
- 2 CONHS graduate students

**Grievances**

**Conduct Grievance**

Disciplinary hearings at Valdosta State University are hearings to arrive at decisions regarding student behavior. These decisions affect the involved students and other relationships with the University. The administration of discipline is an educational process and the procedures will be determined by educators. Such procedures will give cognizance to the test of fairness, justice, truth, and the requirements of due process. The procedures to be followed by all disciplinary committees are specified in the Valdosta State University Student Handbook.

**Academic Grievance**

Students in the College of Nursing and Health Sciences must adhere to the student regulations as outlined in both the undergraduate Catalog and the Valdosta State University Student Handbook. Individual

faculty members retain primary responsibility of assigning grades and evaluations. The faculty member's judgment is final, unless compelling evidence is presented. The School of Nursing encourages students to seek open discussion, and resolution, to grievance by applying the following procedure:

1. The nursing student with a problem is obligated first to seek a resolution to the problem with the involved faculty member.
2. If a satisfactory resolution cannot be reached between the student and the faculty member, the student may appeal in writing to the Undergraduate Nursing Director.
3. If a satisfactory resolution cannot be reached between the student and Undergraduate Nursing Director, the student should submit a written request for review with supporting evidence to the Associate Dean of Nursing.
4. If a satisfactory resolution cannot be reached between the student and the Associate Dean of Nursing, the student may appeal in writing to the Dean of the College of Nursing and Health Sciences.

**THE HONOR CODE**

An honor code was developed by students of the School of Nursing with the assistance and approval of the faculty. The code has been developed to instill a body of trust within the students and faculty. Through abiding by this code, students and faculty should contribute to their own personal success as well as the success of all those who are affiliated with the College (adapted from Georgia Baptist College of Nursing). The Honor Code is located in Appendix B; all students are expected to sign a copy of this code for their student record and to

abide by the code. The following guidelines are established as definitions of expected, or unacceptable, behavior of those students enrolled in the VSU College of Nursing and Health Sciences.

### **Expected Behavior**

**Maintaining Ethical Relationships:** Each student is expected to exhibit appropriate, responsible behavior that is consistent with the nursing profession codes of conduct. Responsibilities include, but are not limited to, the following:

1. Nursing students will provide nursing care in a prompt, safe, compassionate, and professional manner.
2. No student will attempt to perform a procedure/intervention without the approval of the clinical instructor or preceptor.
3. Students will avoid willful or intentional physical or emotional harm to clients or any other persons involved in assigned duties.
4. Students are directed to report any known or suspected deviations from policies and procedures to faculty and other proper authority.
5. Students are directed to maintain professional demeanor at all times in the clinical setting.

### **Unacceptable Behavior**

**Plagiarism:** Using the words, ideas, or conclusions of another person without giving proper credit is a form of intellectual dishonesty known as plagiarism. This behavior has been, and still is, unacceptable and dishonest. Exact quotes must be cited according to the APA Style Manual, 6th Edition (refer to the APA Style Manual index to locate more detailed information). Paraphrasing means to restate, therefore, the wording must be completely

changed. “Altering a few words or phrases is not sufficient...the entire passage must be restated in your own words” (Tomberlin, 1995). Also, if five (5) or more words in a row from someone else’s work are used, that material must be cited as a direct quote. Assignments are subject to similarity comparison via a commercial, internet-based plagiarism detection service.

**Cheating:** Is defined as using unauthorized information (as defined by faculty in the course) obtained from students or other sources that may be used to gain academic advantage through false representation or pretense. If the student is in doubt about what constitutes unauthorized information, the student must seek clarification about the matter with the faculty member responsible for the course.

**Falsification of Data:** Is gross negligence or dishonesty in collecting, analyzing, or reporting data in any setting where information is considered pertinent in the accomplishment of the nursing student responsibilities.

**Aiding and Abetting Dishonesty:** Is providing unauthorized information or assistance to another person that may consequently result in grade enhancement or other advancements.

**Breaching Confidentiality:** Is the sharing of private information, and includes, but is not limited to, sharing personal access codes to BlazeVIEW.

### **Dispositional Expectations**

Dispositions are the values, qualities, and professional ethics that influence one’s behaviors toward students, families, colleagues and communities. Dispositions can affect student learning, motivation and development of

personal and professional growth. Dispositional expectations include:

1. Demonstration of ethical behavior as defined by the nursing profession: American Nurses Association Code of Ethics:  
[www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx](http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx)
2. Adherence to university, class, and clinical policies. Classroom examples include punctuality; adhering to schedules; and observing the classroom structure as outlined in the course syllabi. Clinical examples include adhering to policies of students' program of study; adhering to workplace policies of various clinical sites; punctuality; and meeting the expectations of clinical sites.
3. Exhibition of appropriate and professional interactions with faculty, staff, preceptors, and peers. Examples include demonstrating the ability to work with diverse individuals; demonstrating courtesy and respect for all; commitment to diversity; open-mindedness and support of others; and willingness to accept constructive criticism from preceptors and faculty of the student's program of study.
4. Maintenance of professional appearance, communication and mannerisms. Examples include dressing appropriately for the situation and learning environment; exhibiting competence and professionalism in oral, written, social media, and electronic communications; exhibiting fair and equitable treatment of all; maintaining confidentiality of client records, correspondences, and conversations; demonstrating truthfulness as well as honesty; and working collaboratively with peers, faculty and staff.
5. Exhibition appropriate level of preparedness in classroom and clinical settings. Examples include communicating with professors and instructors regarding absences; being prepared to contribute to class discussions on the selected topic; being respectful and attentive in class and at clinical sites; fulfilling course and clinical obligations; completing assignments in a timely manner; exhibiting critical thinking skills; providing ongoing and competent client/patient care; willingness to approach tasks in an organized and skillful manner; and demonstrating self-reflection and the ability to make improvements based on preceptor and faculty feedback.
6. Demonstration of a collaborative approach with peers, students, faculty, parents, clinical preceptors and administration when seeking solutions to problems. Students demonstrate problem-solving skills in the classroom, among peers, and at clinical sites. Examples include: asking questions when a student is unsure about content material or ongoing client/patient care; sharing thoughts and ideas in order to better problem solve; and interacting positively with others in order to create a team-driven, client/patient-centered approach to problem solving.

7. Display of qualities of lifelong learning through engagement in completion of course requirements, continuous professional development, and academic preparedness. Lifelong learning is a term that applies to continuing one's education through university, community-based, or profession-based programs.

### **Actions Necessitating Completion of**

**Disposition Forms** (include, but are not limited to):

Excessive absences or lateness for class or clinical assignments (see University policy and course syllabus).

- Lack of professional dress or demeanor when interacting with other students, clients/patient, preceptors or faculty as defined by student's major department.
- Disruptive behavior toward faculty, staff, preceptors, peer student or guest speakers. This includes classroom disruptive behavior. This extends to clients/patients and preceptors when students are in a clinical area affiliated with their program of study.
- Inability to contribute effectively in a group setting.
- Lack of proficiency and/or professionalism in written and/or oral language skills, including electronic forms of communications (i.e., e-mail, text, social media, etc.).
- Lack of professionalism, responsibility, respect for others, confidentiality and accountability on social media.
- Lack of content/ clinical knowledge, including appropriate skill progression, in any content area at the student's current level. Appropriate content knowledge and skill progression is important when working with clients/patients.

- Removal from a clinical experience.
- Plagiarism or cheating on any graded activity (see University Academic Integrity policy as outlined in the VSU Student Handbook: <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-resources.php>).
- Dishonesty.
- Breach of confidentiality (in accordance with the Health Insurance Portability and Accountability Act).
- Compromising the well-being of a client, patient, or colleague.
- Harassment of clients, preceptors, peer students, faculty, or staff (see University Sexual Harassment, Violence, & Assault policy as outlined in the VSU Student Handbook: <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-resources.php>).
- Any other disposition issues outlined by the student's major/field of study.

### **Procedures for Assessing Dispositions**

A student's professional dispositions will be assessed in classes, clinical, and community settings. The instructor or preceptor who identifies a deficiency or behavior inconsistent with established dispositions will follow these procedures:

1. Upon a student's action which necessitates the completion of a disposition report, the instructor or preceptor will schedule an informal meeting. The purpose of the meeting with the student is to discuss the area of concern and offer possible solutions and remedies.

- a. The date of the meeting, the instructor's specific concerns and potential solutions will be documented on the Disposition Report Form and placed in the student's file.
  - b. Both instructor and student will receive a copy of the completed form.
  - c. The faculty member must complete either a VSU Student Conduct Incident Report or a VSU Academic Integrity Report if applicable. This can be found at <http://www.valdosta.edu/administrati on/student-affairs/student-conduct-office/>.
2. If a second meeting becomes necessary, based on the same deficiency or additional behaviors of concern, through completion of a second disposition form, the following steps will be implemented.
- a. The instructor will schedule a meeting to include the student and an ad hoc committee consisting of the student's advisor, the department chair/associate dean, program director, and the instructor. Students have the option to request an additional committee member outside of the student's program of study, if desired.
    1. In the event that the program director/coordinator is the person bringing the second disposition issue forward, another committee member must be secured.
    2. In the event that the program director/coordinator and the advisor are the same person, another committee member must be secured.
  - b. The faculty member scheduling the formal meeting must complete either a VSU Student Conduct Incident Report or a VSU Academic Integrity Report if applicable. This can be found at <http://www.valdosta.edu/administrati on/student-affairs/student-conduct-office/>.
  - c. This meeting must occur within 5 university business days of the reported deficiency or behavior. At this time, the instructor who completed the second disposition report will review the prior behavioral concerns recorded in the student's file, as well as the continued or additional concerns that initiated the second report. The student will have the opportunity to explain her/his position and provide additional relevant information. The department chair or program director will determine whether additional faculty, staff or school personnel are required to support or refute the observed behavior and will meet with those persons to gather the information.
  - d. The result of this meeting may be a recommendation that the student be allowed to continue her/his program, development of a remediation plan, or a determination to remove the student from the program. The department chair or program director will make the final recommendation with input from the committee and ensure the decision is delivered to the student within 5 university business days of the meeting occurring. Documentation of the meeting's content, including any

written agreements or action plans, will be placed in the student's file. Each attendee will receive a copy.

- e. The student has a right to appeal the committee's decision within 5 university business days of the student being notified of the decision. He or she must submit the appeal in writing to the Dean of the College of Nursing and Health Sciences. The Dean will review the request and all related documents in the student's file, will meet with the student, instructor and department chair as needed to review the appeal and will render a decision in writing.
- f. If a satisfactory resolution is not reached, graduate student may appeal to the Dean of the Graduate School and undergraduates may appeal to the Vice President of Academic Affairs.

3. Upon receiving three disposition forms, or any single incident considered a significant violation of ethical or professional behavior, the student may be removed from his or her Program of Study. Ethical and professional behaviors are referenced above, and are defined by each profession in the College of Nursing and Health Sciences.

- a. The faculty member completing the third disposition form must complete either a VSU Student Conduct Incident Report or a VSU Academic Integrity Report if applicable. This can be found at <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/>

# Appendix A

## Valdosta State University School of Nursing

### Confidentiality Statement

In accordance with the Law (Official Code of Georgia, Annotated, Sections 37-3, 37-4, 37-7) every patient's right to confidential treatment must be protected.

As a student and/or provider of care, I understand that the patient's right to privacy must be protected and treatment must remain confidential. While providing care, I may become knowledgeable of certain patient related information. This information may include patient identity, information related to a patient's treatment, diagnosis, or to other services received.

I understand that at all times:

I am restricted from discussing or transmitting any information pertaining to a patient with anyone other than VSU School of Nursing faculty, clinical instructors, or agency personnel directly responsible for the patient's care. I understand this includes other students outside of clinical conference. Personally identifying information is any information which is readily used to identify a particular patient including but not limited to: name, address, room number, diagnosis, social security number, physical description, names of family members, and photographs. I further understand that if I discuss patient information I subject myself to civil liability and may be subject to a failing course grade and dismissal from Valdosta State School of Nursing.

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Signature

Date

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Printed Name



# Appendix B

## Valdosta State University School of Nursing

### The Honor Code

Adapted from Georgia Baptist College of Nursing

As a member of the Valdosta State University (VSU) School of Nursing community, I am bound by honor to uphold standards of honesty and integrity; to pursue intellectual, ethical, spiritual, and moral development, to accept my personal, academic, and professional responsibilities in the community, to attain these ideals I embrace this Honor Code as my way of life.

By my signature I acknowledge my responsibility and accountability to uphold this code of honor:

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Signature

Date

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Printed Name

**Appendix C**  
**Bills of Rights and Responsibilities for**  
**Students of Nursing**  
**(adopted by NSNA, 1975; revised:1991;**  
**revised: 2006)**

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom.
3. Students should exercise their freedom with responsibility.
4. Each institution has duty to develop policies and procedures which provide and safeguard the student's freedom to learn.
5. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
6. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
7. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
8. Information about student views, beliefs, and political associations which instructors acquire in the course of their work should be considered confidential and not released without the knowledge and consent of the student.

9. The student should have the right to have a responsible voice in the determination of his/her curriculum.
10. Institutions should have a carefully considered policy as to the information which should be a part of the student's permanent educational record and as to the conditions for this disclosure.
11. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
12. Students should be allowed to invite and to hear any person of their own choosing thereby taking the responsibility of furthering their own education.
13. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting their academic and student affairs.
14. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life.
15. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations. It is the responsibility of the student to know the regulations. Grievance procedures should be available for every student.
16. As citizens and members of an academic community, students are subject to the obligations which accrue them by virtue of this membership and should enjoy the same freedoms of citizenship.
17. Students have the right to belong or refuse to belong to any organization of their choice.

18. Students have the right to personal privacy in their living space to the extent the welfare of others is respected.
19. Adequate safety precautions should be provided by schools of nursing, for example, to and from student dorms, adequate street lighting, locks, etc.
20. Dress, if present at school, should be established by student government in conjunction with the school director and faculty, so the highest professional standards possible are maintained, but also taking into consideration points of comfort and practicality of the student.
21. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
22. Student should have a clear mechanism for input into the evaluation of nursing faculty.

- b. Program objectives and outcomes consistent with professional.

**Students Do NOT Have a Right To:**

1. Unrestricted access to faculty, staff or administration personnel or their records.
2. Disrupt or otherwise obstruct the conduct of a class or other learning experiences.
3. Exceptions to policy and procedures, Except under extraordinary circumstances as determined by the faculty or administration.
4. Take examinations other than at the designated time and place.
5. Be consistently tardy or absent from class or clinical experiences.
6. Use drugs or alcohol on campus or during scheduled clinical experiences.
7. Be exempt from scheduled learning experiences due to employment.
8. Practice, in any capacity, as a health professional without the appropriate license.

**Exemplars of Academic Freedom for Nursing Students**

1. Right to an environment promoting learning through:
  - a. Freedom from disruption or obstruction of teaching process.
  - b. Free from physical, psychological or sexual abuse.
  - c. Freedom from harassment.
2. Right to fair and impartial evaluation of performance as a nursing student.
3. Right to high standards of academic and professional honesty and integrity.
4. Freedom from discrimination based on race, religion, color, creed, national origin, gender, sexual orientation, age, or marital status.
5. Right to a quality nursing education evidenced by:
  - a. Contemporary resources for program content and program delivery.