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Welcome to Gordon State College’s NLNAC-accredited RN to BSN Program.

This handbook contains the information you will need to be an engaged student of the Gordon State RN to BSN program. The purpose of this completion program is to build upon the registered nurses background and knowledge and provide an opportunity to continue their education at a professional baccalaureate level. The program’s primary goals center upon the provision of educational experiences that are designed to promote: (a) professional development, (b) critical and clinical reasoning, (c) expansion of community health exposure, (d) scholarly application, and (e) advancement in leadership strategies.

Students in the School of Nursing are expected to be accountable for their own learning. The nursing faculty is dedicated to facilitating this learning through an environment that maximizes the students’ own potential. The nursing faculty members at Gordon State College uphold nursing as an ethically responsible profession. We maintain certain standards for the profession and set high expectations for all students. Various learning activities within the program will allow students to strengthen skills previously learned and gain skills to assume leadership roles, act as change agents and make critical decisions based on sound reasoning and judgment in the healthcare system.

As a student of baccalaureate nursing, take time to reflect on your personal learning goals and share those with the faculty. We are devoted to providing each student with a meaningful educational experience. We are glad you decided on Gordon State College and we will support your success as we assist you in this journey.

Welcome to the Gordon State College RN to BSN Nursing Program!

Faith Garrett, Ed.D, RN  
Dean, School of Nursing and Health Sciences

Christina Quinn, RN, DNS  
RN-BSN Program Coordinator
PURPOSE OF THE RN-BSN STUDENT HANDBOOK

This handbook has been prepared to provide specific information about the RN-BSN Completion Program that supplements – but does not replace – the Gordon State College Academic Catalog. As a student in the School of Nursing and Health Sciences, you will be expected to read this handbook and abide by the policies described. You will be asked to sign the receipt in the back of this handbook, acknowledging that you have read and understand it, and to turn that page in with your signature to become a part of your permanent record in the School of Nursing.

MISSION STATEMENT AND PHILOSOPHY

Mission Statement

The Gordon State College School of Nursing’s Mission Statement for the Associate Degree in Nursing is to facilitate the acquisition of knowledge and skills required by entry-level professional nurses to give direct patient care in a variety of health settings. The Mission Statement for the Baccalaureate Degree in Nursing expands on this by facilitating and educating registered nurses to achieve at a higher level that will prepare them to assume increasing responsibilities across a broad continuum of care and make critical decisions based on sound clinical reasoning. These nurses will be prepared to assume a leadership role in collaboration with other members of the healthcare team within the State of Georgia and the nation. The Baccalaureate Degree in Nursing (BSN) at Gordon State College functions within the College’s mission to provide baccalaureate education targeting needs of the local community.

Philosophy

The faculty of the School of Nursing and Health Sciences affirm our belief that the practice of nursing is the performance for compensation of any act in the care and counsel of the ill, injured, or infirm, and in the promotion and maintenance of health with individuals, groups, or both throughout the lifespan. Nursing requires substantial specialized knowledge of the humanities, natural sciences, social sciences, nursing theory, and research as a basis for assessment, nursing diagnosis, planning, intervention, and evaluation. Nursing is a helping profession concerned with the lived health experiences of individuals, families, communities, and the society at large. Facilitating health promotion and maintenance and providing competent nursing care throughout the lifespan requires attention to
physiological, psychological, social, and spiritual aspects of the individual.

The Bachelor of Science in nursing will prepare graduates who demonstrate a commitment to professional nursing, who are able to synthesize knowledge, and who demonstrate respect for human diversity and the uniqueness of individuals. The graduates will be prepared to integrate professional development, research, health promotion, community health and leadership skills and professional values into nursing practice in a global community.

The following statements reflect philosophical values of the faculty in relation to the concepts of nursing, education, learning, health, environment, and community.

**NURSING**

Nursing is the art and science of humanistic intervention in the changing health status of human beings in a rapidly changing environment. Nursing is concerned with the lived health experiences of individuals, families, communities, and society at large. The goal of nursing is to facilitate health promotion and maintenance and to create a safe, nurturing, and healing environment. Within the practice of nursing, the nurse communicates and collaborates with other healthcare providers, community leaders, and patients to meet the needs of individuals and groups. Professional nurses also participate in research and examine research findings to creatively and critically problem solve, reason, and lead the healthcare team. Nursing includes a demonstration of cultural competence in the delivery of health care. Nurses must be responsive to political demands and the need to serve as a patient advocate. A major element which is central to the essence of nursing is caring. Caring facilitates optimal human functioning through promoting, maintaining, and restoring health and preventing illness. This is the element that creates the possibilities for coping and enables possibilities for connecting with others.

**EDUCATION**

Education is a dynamic and interactive process, best accomplished in a caring environment that facilitates growth by nurturing, stimulating, and challenging the student and faculty. Students should be
actively engaged and accountable for their own learning and faculty facilitate learning by creating an environment that maximizes the students’ own potential. Learning activities which foster critical thinking, inquiry, self-awareness, communication, advocacy, and empowerment are developed in which students can learn basic knowledge, skills, and competencies, and grow from novice learners to beginning professional nurses. Learning activities which provide licensed registered nurses an opportunity to advance their education and assume leadership roles in the health care system include activities which strengthen their assessment and leadership skills as well as incorporate evidence-based practice into the care of patients in a variety of settings. These activities are incorporated into the nursing curriculum through classroom and on-line course interactions, computer and skill labs, clinical experiences, and professional relationships which assist students to achieve educational outcomes.

LEARNING

Nursing students represent a diverse range of ages, cultures, socioeconomic, and ethnic characteristics, which are reflective of the larger community. The faculty is committed to creating an environment in which diversity is embraced as a source of strength, critical thinking is fostered, and life experience is valued. Fundamental to an effective learning process is the recognition that each individual approaches learning with a unique background of formal and experiential knowledge. Various ways of knowing are acknowledged and participants are supported in realizing their potential. Learning is viewed as the integration of knowledge and experience, which results in growth. Practice of the nursing role in a variety of community and institutional settings is essential for the synthesis of nursing theory and practice.

HEALTH

Health is a dynamic state of growth and development that leads to reaching full potential as a human. There is a balanced integration of physical, mental, emotional, and spiritual life experiences that exist within the behavioral systems of the patient. The individual’s perception of his/her health is unique
and self-determined. It is the adaptive ability of an individual to this perceived state of health that is influenced by cultural norms and the continual human-environmental interaction throughout the lifespan. The professional nurse encourages patients, whether individuals or groups, to reach their maximum potential for health.

ENVIRONMENT

Environment is inclusive of internal and external components which can impact health positively or negatively. It consists of those factors that the patient must overcome to achieve a state of health. Information exchange between individuals and their environment is a complex process that is key to understanding and being understood.

Aspects of the environment include physical, psychological, socioeconomic, political, and cultural norms. The practice of nursing operates within a dynamic environment by recognizing patterns and changes; developing interventions; and evaluating patients as they cope and adapt.

COMMUNITY

Community is viewed as a social group determined by geographical boundaries and/or common values and interests; community members know and interact with one another; the community functions within a particular social structure; and the community creates norms, values, and social institutions. The nursing graduate is accountable for providing safe, competent care and is prepared to function in community based, community focused settings, as well as in acute-care settings within the health care system as a manager, leader and change agent. The nursing graduate is expected to practice within the legal and ethical framework of the profession; recognize the political, economical, and societal forces affecting the practice of nursing; and assume responsibility for personal and professional growth and life-long learning.

In summary, Gordon State College baccalaureate nursing graduates will make a difference in lives of patients across a broad continuum of care in the surrounding communities which they serve and
to the world at large. We envision our baccalaureate nursing graduates as professionals who respect the worth and dignity of individuals living within an ethnic, cultural context. The graduate will function as an advocate in service to others, demonstrating competence and integrity. Our aim is to prepare graduates who utilize an intellectually disciplined process in thinking in order to analyze, reason and demonstrate creativity in decision making.

ORGANIZING FRAMEWORK

The nursing faculty of Gordon State College has designed the nursing curriculum based on concepts derived from nursing practice and changes in health care delivery. The college in general, and the nursing faculty in particular, strive to provide a curriculum that challenges thinking and reasoning, embraces a personal ethic, encourages use of effective communication, develops leadership, and promotes lifelong learning.

The faculty maintains the following beliefs:

- Nursing is a profession based on the nursing process and it is administered through the following interrelated roles of collaborator, manager of care, decision maker, researcher, information manager, and caring.
- Nursing education proceeds from simple to complex. It was founded in the liberal arts and sciences which provide a basis for understanding the complexities of the human experience across the lifespan for the registered nurse progressing toward the BSN degree.
- The concept of person expands to include families, groups and communities. The baccalaureate nurse recognizes the worth and dignity of individuals living within an ethnic, cultural context.
- Interpersonal communication is a humanizing factor that is an innate element of the nursing process and of the communication that occurs between nurses and patients and nurses and professional colleagues.

With these concepts in mind, the RN-BSN completion program curriculum is built based upon National League of Nursing Accrediting Commission (NLNAC) standards and the American
Association of Colleges of Nursing’s (AACN) publication, “The Essentials of Baccalaureate Education for Professional Nursing Practice” (2008). Nursing concepts are threaded through the nursing process with four salient themes inherent in the framework: caring, competence, culture, and communication. These four lenses provide a holistic perspective through which the professional nurse’s role can be viewed and analyzed.

The complexity of the healthcare system is ever increasing. Therefore graduates must be prepared to analyze these issues, make prudent decisions, use sound clinical reasoning while remaining compassionate and attuned to the needs of individuals.

The curriculum is designed and organized so courses either build upon or enhance one another while enabling the student to achieve the Program Outcomes. The Philosophy and Program Outcomes are the foundation upon which the core curriculum, nursing courses and the clinical experiences are built. The curriculum prepares the graduate to provide evidence-based care in a culturally competent manner to individuals across the lifespan and across the continuum of healthcare environments. In addition to the required core, nursing courses are designed to include caring, competence, culture, and appropriate communication techniques which are threads throughout the curriculum.

One purpose of the liberal arts and science foundation in the nursing curriculum is to instill the ability to think and act in a morally and ethically responsible manner. This provides the cornerstone for practice and education of nurses. As students grow within the discipline of nursing, they develop leadership skills, accept responsibility for their actions and learn to interact with and work with others. Ethical behaviors in the profession involve making critical decisions and moral judgments for which the nurse is accountable.

**PROGRAM DESCRIPTION**

The Bachelor of Science in Nursing is an articulation program which offers registered nurses the opportunity to obtain this degree through a RN-BSN Completion Program. The program emphasizes professional development, research, health promotion, community health, and leadership.
The program, which requires 122 semester hours of credit for graduation, includes completion of 31 semester hours of required upper division nursing courses in the RN-BSN Completion Program at Gordon State College.

Courses in the RN-BSN completion program are designed using a combination of classroom interaction and online instruction. Additionally, two required practicum experiences are completed in the Fall and Spring semesters at times convenient to the student and clinical preceptor. Full time students can complete the curriculum in three semesters which includes one summer semester.

Georgia RN-BSN Articulation Plan

Gordon State College supports the Georgia RN-BSN Articulation model for entry and progression through the program. After successful completion of 7 semester hours of the RN-BSN program, the registered nurse articulating to the baccalaureate level is eligible for 31 hours of semester credit for previous nursing courses through the Georgia RN-BSN Articulation Plan. Students earn the 60 semester hours of BSN Core Curriculum through transfer credit. The courses will be evaluated and must be comparable to the requirements set for students graduating from programs of nursing in the State of Georgia.

PROGRAM GOALS/ OUTCOMES

Goal of Program

Prepare nurse leaders who will serve the patient both locally and globally by providing nursing care that incorporates the physiological, psychological, social, and spiritual aspects of the individual and community through leadership skills, critical thinking, and culturally competent, evidence-based nursing practice.
Program Outcomes:

Upon completion of the baccalaureate nursing program, the graduate will:

1. Demonstrate competent professional nursing practice through the use of the nursing process, scientific knowledge, and engagement in critical thinking activities and reasoning throughout the lifespan and in all healthcare settings.

2. Apply research findings to practice through the critique of research, as well as participate in the utilization and evaluation of published research reports.

3. Use effective therapeutic and professional communication techniques, as well as appropriate information technology skills, when interacting with patients, nursing colleagues in classroom or simulation laboratory, and members of the health care team in clinical settings as evaluated by preceptors.

4. Demonstrate leadership skills to design, coordinate, manage, delegate and evaluate the delivery of nursing care in simulated and precepted clinical experiences.

5. Demonstrate culturally competent care when interacting with individuals and groups during all clinical experiences and classroom exercises.

6. Participate in activities that demonstrate political involvement, practice within nursing’s regulatory framework, and serve to elevate the nursing profession.

7. Incorporate caring behaviors into professional nursing practice for patients, peers, self, and other health care providers.

GEORGIA BOARD OF NURSING APPROVAL AND NLNAC ACCREDITATION

The RN-BSN Completion Program in the School of Nursing and Health Sciences at Gordon State College has been granted Approval by the Georgia Board of Nursing and Accreditation by the National League for Nursing Accrediting Commission (NLNAC). Surveys by both accrediting bodies were completed in Spring 2011.
# Themes Threaded Through Curriculum and Included in Selected Course Learning Outcomes

## NURS 3092 Health Assessment and Health Promotion

<table>
<thead>
<tr>
<th>Caring</th>
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<tbody>
<tr>
<td>12. Demonstrate caring by respecting individuals’ sense of dignity, modesty, personal space and appropriate use of touch when interviewing and performing health assessments</td>
<td>2. Demonstrate competency in performing a complete age appropriate physical assessment using appropriate techniques, equipment, and descriptive terminology</td>
<td>7. Recognize cultural differences in health promotion activities</td>
<td>2. Demonstrate competency in performing a complete age appropriate physical assessment using appropriate techniques, equipment, and descriptive terminology</td>
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<td></td>
<td>6. Analyze assessment data to determine the client’s health status, identify risks, and plan health promoting activities</td>
<td>8. Perform a family health assessment with consideration of the environmental, psychosocial, developmental, economic, and socio-cultural health needs of families</td>
<td>4. Accurately document health history and physical assessment findings using appropriate descriptive terminology</td>
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## NURS 3992 Professional Nursing Concepts

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<td>8. Identify characteristics and responsibilities of the professional nurse</td>
<td>3. Discuss the contributions of the humanities, scientific knowledge, and evidence based practice on the development of nursing practice from an occupation to a profession</td>
<td>4. Explain the impact of cultural, legal, ethical, social, and political forces on the evolution of nursing’s role on the interdisciplinary health care team.</td>
<td>7. Demonstrate skills in collaboration and critical thinking through written, oral and electronic communication</td>
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## NURS 3922 Pathophysiology/Pharmacology

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<td></td>
<td>1. Analyze human responses to pathological conditions using scientific knowledge</td>
<td>2. Describe the pathophysiology of selected diseases and conditions with individual patients across the lifespan.</td>
<td>4. Utilizing the scientific process and current research findings, explain pharmacological and pathological principles and nursing responsibilities underlying the use of specific medications in the treatment of major health problems</td>
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<td>3. Explain the impact of pharmacological agents on selected disease processes</td>
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## NURS 3993 Research and Evidence-Based Practice

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<td></td>
<td>1. Describe research as an essential means of acquiring knowledge to build competent, scientifically grounded professional nursing practice at the generalist level</td>
<td>3. Discuss ethical principles and human rights that are essential in conducting, reporting, or assisting with research with diverse populations</td>
<td>2. Collaborate with nurses and other disciplines to identify potential research problems and participate on research teams</td>
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<td>6. Apply knowledge of the research process to critique published research studies for guidance in delivering culturally sensitive, competent, holistic nursing care</td>
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<td>3. Discuss ethical principles and human rights that are essential in conducting, reporting, or assisting with research with diverse populations</td>
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### NURS 3093 Community Health Nursing

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<tr>
<td>1. Apply knowledge from public health nursing and related sciences in providing culturally competent, holistic care for individuals, families, populations and communities through precepted experiences</td>
<td>5. Critically evaluate pertinent epidemiological trends in the health of populations</td>
<td>3. Identify legal, cultural, ethical, and legislative issues in the practice of community health nursing</td>
<td>6. Analyze and report community assessment data to identify health needs and appropriate interventions for the promotion of health</td>
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<tr>
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<td>6. Analyze and report community assessment data to identify health needs and appropriate interventions for the promotion of health</td>
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### NURS 4922 Critical Analysis: Acute and Chronic Illness

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<tr>
<td>1. Utilize knowledge from nursing and health sciences in the development of plans of care for patients with complex health problems</td>
<td>5. Describe the psychosocial, spiritual, and cultural aspects of the patient’s needs and the nurse’s response</td>
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<td>6. Develop clinical vocabulary and use appropriate methods of communication to nurse colleagues and health care providers regarding patient health problems</td>
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<td>3. Describe the pathophysiology of complex health care problems including physical examination and laboratory tests appropriate to weekly cases</td>
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<td>6. Discuss how caring can be incorporated in the role of a leader/manager</td>
<td>4. Utilize evidence-based quality improvement processes to identify and evaluate outcomes of practice changes</td>
<td>2. Analyze the cultural, legal, ethical, and political dynamics of nursing leadership and management roles in a variety of health care settings</td>
<td>5. Discuss the concepts of effective communication and how they can be used to manage a variety of nursing situations</td>
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<td>4. Describe attributes of a change agent</td>
<td>2. Evaluate the processes and implementation of change occurring in the clinical setting</td>
<td>7. Develop a written proposal for change within a healthcare organization</td>
<td>8. Prepare a proposed change project using effective written and oral communication</td>
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<tr>
<td>6. Develop a plan to improve outcomes in an acute care or community setting using evidence-based practice</td>
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RN PORTFOLIO ASSIGNMENT

Purpose:

The RN Portfolio Assignment is a method of formative and summative evaluation for the RN-BSN program in the School of Nursing and Health Sciences at Gordon State College. Each semester, students will evaluate Learning Outcomes from each course, and how the themes from the organizing framework (caring, competence, culture, communication) flow throughout the curriculum through the development of a personal portfolio. This is an ongoing assignment that will be due at the end of each semester. Guidelines are as follows:

Guidelines for portfolios:

Once you have logged on to a Gordon State computer, you can access your portfolio by clicking on START---Computer---N Drive---Classes---Nursing Portfolios---2013-2014
Class folders can be accessed off-campus by using FTP. Instructions for using our FTP Server is at http://www.gordonstate.edu/departments/computerservices/ftp_over_ssl.asp.

Once in your portfolio folder (lastname_firstname), create 4 main folders: SUMMER, FALL, SPRING, and FINAL SUMMARY
Within each of these folders create sub-folders for each course:

SUMMER: NURS 3092 HEALTH ASSESSMENT AND HEALTH PROMOTION
         NURS 3992 PROFESSIONAL NURSING CONCEPTS

FALL:    NURS 3922 PATHOPHYSIOLOGY/PHARMACOLOGY
         NURS 3993 RESEARCH AND EVIDENCE-BASED PRACTICE
         NURS 3093 COMMUNITY HEALTH NURSING

SPRING:  NURS 4922 CRITICAL ANALYSIS: ACUTE AND CHRONIC ILLNESS
         NURS 4093 NURSING LEADERSHIP AND MANAGEMENT
         NURS 4994 SYNTHESIS IN PROFESSIONAL NURSING

Content to be included in each course folder upon completion of that semester:

1. Write a paragraph for each graded assignment addressing how these helped or did not help achieve course Learning Objectives, and the themes of caring, competence, culture, and communication. (See page 11 for Themes and page 10 for Program Outcomes.)
2. Include a paper or project that you believe exemplifies your best work in each course.

Content to be included in the FINAL SUMMARY folder upon completion of all courses in the RN-BSN program:

1. If you were re-writing this portfolio today, what would you have done differently in your courses to meet the Learning Objectives for each course?
2. The curriculum is based on a hybrid teaching method. Describe how both classroom and on-line methods assisted or hindered you and your learning style.
3. List your suggestions for improving the curriculum.
RN-BSN PROGRAM POLICIES

RN-BSN Completion Program: Articulation Credit Policy

The student who successfully completes the first semester of the RN-BSN program (7 credit hours) will be awarded 31 hours of credit for the Associate Degree or Diploma Nursing program as set forth in the Georgia RN-BSN Articulation Model.

During the admission process, any RN student who has not graduated from a nursing program in the State of Georgia will have their transcripts reviewed. Nursing courses will be evaluated and must be comparable to the requirements set for students graduating from programs of nursing in the State of Georgia. Gordon State College reserves the right to ask an applicant from an out of state nursing program to satisfy any curricular deficiency prior to acceptance into the RN BSN program.

Policy for RN student who graduated more than 4 years ago and has not practiced as a Registered Nurse for at least 1000 hours (approximately 6 months) during the past three years.

1. Student must meet with Division Chair and RN-BSN coordinator prior to the first semester and first day of class for the RN-BSN program.
2. Student must pass final exam from the ADN program (NURS 2903) with 75% or higher.
3. Student must pass a skills check-off of common nursing skills.
4. Student must pass NURS 3092 with 75% or higher in the first summer semester of RN-BSN program.

Once student has successfully completed the above requirements, they will be eligible for transfer of nursing credit through the GA RN-BSN Articulation Agreement.

Nursing License & NCLEX Policy

Prior to starting any clinical nursing courses, the student must have a current, unrestricted Georgia Board of Nursing registered nurse license.

NCLEX Policy for Progression

If a student has not passed the NCLEX exam and received a Georgia Board of Nursing license by the start of Fall semester, the student will not be allowed to progress in the RN-BSN program under any circumstances. If the student does not present a valid license, he/she must drop out (withdraw) of the program and will be considered for readmission when the nursing license has been obtained. Credit will be given if the student successfully completed the Summer semester. Once the student passes the NCLEX, they may reapply and enter the following Fall semester. Prior to acceptance into any Fall semester clinical courses, the RN student must perform a detailed health assessment equal to that which they learned the previous summer in the Health Assessment and Promotion course. Following the successful completion of the health assessment in the laboratory setting, the student will be allowed to register for the Fall semester course with a clinical component.

Professional Liability Insurance

Professional liability insurance is required. The Business Office at Gordon State College will include a fee for liability insurance in total fees. RN’s may also have personal professional liability insurance.
Criminal Background Check

Upon acceptance into the RN-BSN completion program, a criminal background check will be required by the School of Nursing prior to any clinical courses. Gordon State College will provide the name of the criminal background check company used by the School of Nursing & Health Sciences. The student will be responsible for the expense of the background check. For those students who have been continuously enrolled at Gordon (continued to take classes in the Spring even if graduated in December), the background check does not need to be completed. What is already on file can be used.

Clinical agencies require criminal background checks and drug screens. Prior to beginning clinical experiences, agencies may also conduct random drug screens at their discretion.

If a student is denied a clinical experience at any clinical agency because of findings in the student’s criminal background check or drug screen, the clinical requirements for that course cannot be met. The student would then not be able to successfully complete the course. Therefore, withdrawal from the program would be required.

If a student voluntarily withdraws from the nursing program and later returns, the criminal background checks and drug screen must be repeated.

Academic Dishonesty Policy

Any appearance of Academic Dishonesty (cheating) will be looked at as a serious offense. Examples of Academic Dishonesty include, but are not limited to the following:

1. copying from another student’s paper,
2. using notes during a test,
3. having information programmed into a calculator or other electronic device,
4. taking all or part of an exam from the testing area,
5. sharing computerized discussion questions,
6. collecting and/or transmitting information without faculty consent via phone, cameras, or other electronic devices during quizzes, tests or exams.

Any proof of Academic Dishonesty will be grounds for immediate dismissal from the RN-BSN Nursing Program. See Gordon State College Catalog: Academic Dishonesty Policy.

Progression Policy

To progress through the RN-BSN completion program each student must attain a "C" (75%) or better to pass any nursing course and have satisfactory clinical performance. A student not obtaining a passing grade of a "C" (75%) in a course, or receiving an unsatisfactory grade in clinical performance, may repeat that course at the next available offering. Students may repeat one failed nursing course (less than 75%), but may repeat it only once and will be dismissed from the program if there is a second failure of this course or another future course.

Retention and Re-entry Policy

A BSN nursing student who voluntarily withdraws from the RN-BSN Completion Program must submit a request in writing for readmission to the nursing program along with a completed nursing application form at least one semester prior to the semester in which the nursing student wishes to attend. The
candidate must meet all of the admission/acceptance requirements, including an overall GPA of 2.5 or higher in nursing courses that have been completed in the RN-/BSN Completion Program to be considered. Re-entry occurs on a space available basis.

Each student’s continued enrollment in the RN-BSN nursing program is based on physical as well as emotional health. Students may be referred to appropriate resources if they develop evidence of physical or emotional illness. If, in the opinion of the faculty, the student’s illness impairs their ability to implement nursing responsibilities safely, the student may be asked to withdraw from the program until the student can resolve the situation. Reinstatement will be considered on an individual basis by the nursing faculty and will require a request in writing. The student must meet all of the admission/acceptance requirements and re-entry will occur on a space available basis.

Dismissal Policy

Failure to meet progression requirements will result in dismissal from the RN-BSN completion program. Unprofessional conduct, unsafe nursing practice(s), or unethical professional practice will result in dismissal from the nursing program.

The RN-BSN student is responsible for fulfilling academic and clinical responsibilities in an honest and forthright manner. The Gordon State College Handbook contains a full description of these rights and responsibilities and the disciplinary procedures that will guide the action of faculty and administration should a candidate commit prohibited behaviors. In addition, academic dishonesty or misconduct may result in dismissal from the nursing program. Students will be required to read the Student Code of Conduct in the Gordon State College Academic Catalog (http://www.gordonstate.edu/admissions/catalog/index.asp).

The following criteria may be used for the **immediate dismissal** of any nursing student from the Gordon State College RN-BSN Nursing Program. These behaviors are not in accord with the standards that the faculty have established for their students and graduates:

1. Unprofessional conduct which shall include but is not limited to:
   
a. performing acts beyond the limits of practice;
   
b. assuming duties and responsibilities without adequate preparation or when competency has not been achieved;
   
c. diverting supplies, equipment, or drugs for personal or other unauthorized use;
   
d. falsifying or otherwise altering client or agency records;
   
e. abusing, neglecting, or abandoning clients;
   
f. conduct unbecoming a nursing student, or detrimental or dangerous to the health and welfare of clients or the public; and
   
g. demonstrating an inability to progress and/or master the clinical skills and competencies as evaluated by the clinical instructor/preceptor.
2. Willful commission of any act which is a felony under the laws of the State or of the United States or any act which is a misdemeanor under such laws and involves moral turpitude.

3. Excessive absences, unexcused absences, or failure to abide by the Gordon State College Nursing Program policies.

4. Inability to practice nursing with reasonable skill and safety to patients by reason of illness, excessive use of alcohol, drugs, narcotics, chemicals, or other material, or as a result of any mental or physical condition.

5. Any violation of the Gordon State College academic dishonesty policy (see the Gordon State College Catalog).

Graduation Requirements

The Application for Graduation must be submitted to the Registrar’s Office by the fall deadline.

Completion of the history and Constitution requirement for the State of Georgia (this can be accomplished through testing or by successfully completing History 2111 or 2112).

Successful completion of 122 total semester hours which includes:

- 60 hours core curriculum
- 31 hours of articulation credit from an accredited associate or diploma program in nursing
- 31 hours upper division nursing credit

Student Services

Student support services include academic assistance and advisement, financial aid, recreational facilities, public safety services and testing, counseling and accommodations in accordance with the Americans with Disability Act.

Student Health Services

- Located in Gordon Commons Building C and maintains a physician referral list for students. Local physicians have an agreement with the College to treat any student needing medical attention.

Counseling Center

- Located in the Student Center Building
- Provides services such as help with time management strategies, study habits, test taking strategies, dealing with test anxiety, and anger and conflict management without charge. Counselors can be reached by calling 678-359-5585.
- ADA Services: To qualify for ADA Services, you must get approval and documentation from Student Affairs-Counseling.

Student Success Center

- Located in the Student Center and is staffed by faculty and student tutors and provide students with assistance in writing and math skills as well as access to computers. For more information call 678-359-5156 or visit http://www.gordonstate.edu/successcenter/index.asp
Hightower Library
- Is available for student use with access to all eligible circulating materials at all USG libraries through a Universal Catalog and GIL Express. For additional information and hours visit http://www.gordonstate.edu/library

Bookstore
- Gordon State College products, school supplies, and textbooks are available from the Bookstore which is located on the lower level of the Student Center. For more information visit them online at http://bookstore.gordonstate.edu

Dining
- Campus Dining Services, providing complete meals, are offered in the cafeteria in the Student Center Building.
- The Village Green, located in the Village Commons, provides personal pizzas, sandwiches, and convenience store items.
- Vending machines are located in the Nursing and Allied Health Building, Academic Building, Russell Hall, Instructional Complex, gymnasium, and all residence halls.
- Information regarding the cafeteria, weekly menus, and vending services is available online at http://dining.gordonstate.edu/index.html

Public Safety
- Gordon State College is committed to the safety and welfare of all persons on campus. The public safety office is located in Gordon Hall. Officers are available 24 hours a day, 365 days a year.
- The Gordon State College Emergency Notification System (GCENS) has been instituted to inform students, faculty, and staff of emergency situations.
- Emergency call boxes are located in each building and throughout the campus, between buildings and in parking areas. These phones are marked by a blue pole with the word “Emergency” printed on them in white lettering. Students can call 5101 for non-emergencies and 5111 for emergencies from campus phones or 678-359-5111 from non-campus phones.

Financial Aid
- Located on the second floor of Lambdin Hall.
- For detailed information, please call 678-359-5990 or visit them online at http://www.gordonstate.edu/FinancialAid/index.asp
CURRICULUM

Core Curriculum

See the Gordon State College catalog:
http://www.gordonstate.edu/admissions/catalog/corecurriculum.asp

RN-BSN Nursing Curriculum

<table>
<thead>
<tr>
<th>Summer Courses and credit hours</th>
<th>Fall Courses and credit hours</th>
<th>Spring Courses and credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3092 Health Assessment and Health Promotion (3-2-4)</td>
<td>NURS 3922 Pathophysiology/Pharmacology (3-0-3)</td>
<td>NURS 4922 Critical Analysis: Acute and Chronic Illness (3-0-3)</td>
</tr>
<tr>
<td>NURS 3992 Professional Nursing Concepts (3-0-3)</td>
<td>NURS 3993 Research and Evidence-Based Practice (3-0-3)</td>
<td>NURS 4093 Nursing Leadership and Management with clinical (3-9-6)</td>
</tr>
<tr>
<td>NURS 3093 Community Health with clinical (3-9-6)</td>
<td>NURS 4994 Synthesis in Professional Nursing (3-0-3)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL=7 TOTAL=12 TOTAL=12 TOTAL=31

How Graduation Credits Are Earned:

<table>
<thead>
<tr>
<th>Type</th>
<th>Credit Hrs</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>60 Credits</td>
<td>Most likely transferred course</td>
</tr>
<tr>
<td>Articulation Credits</td>
<td>31 Credits</td>
<td>Placed on transcript at the beginning of the second semester Credit hours awarded for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• NURS 1901 or Fundamentals of Nursing (6 credit hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• NURS 1902 or Maternal–Child Psychiatric Nursing (8 credit hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• NURS 2903 or Adult Health Nursing (8 credit hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• NURS 2904 or Adult Health Nursing [Medical-Surgical/ Critical Care Nursing] (9 credit hours)</td>
</tr>
<tr>
<td>RN-BSN Major Required Courses</td>
<td>31 Credits</td>
<td>122</td>
</tr>
</tbody>
</table>

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PROFESSIONAL STANDARDS

ANA Code of Ethics for Nursing

All professional nurses are expected to provide ethical care. The American Nurses Association (ANA) has identified the following ethical conduct for professional nurses. Students in the professional programs in nursing at Gordon State College are expected to follow these ethical guidelines in their clinical learning experiences and to incorporate them into practice as a RN in the future.

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

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, or community

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.


ANA Standards of Nursing Practice

American Nurses Association 2004

The following standards guide the educational experience of students and the practice of both students and faculty in the School of Nursing and Health Sciences at Gordon State College.

1. ASSESSMENT
   The registered nurse collects comprehensive data pertinent to the patient’s health or the situation.
2. DIAGNOSIS
The registered nurse analyzes the assessment data to determine the diagnoses or issues.

3. OUTCOMES IDENTIFICATION
The registered nurse identifies suspected outcomes for a plan individualized to the patient or the situation.

4. PLANNING
The registered nurse develops a plan individualized to the patient or the situation.

5. IMPLEMENTATION
The registered nurse implements the identified plan.

5A. COORDINATION OF CARE – The registered nurse coordinates care delivery.
5B. HEALTH TEACHING AND HEALTH PROMOTION – The registered nurse employs strategies to promote health and a safe environment.

6. EVALUATION
The registered nurse evaluates progress toward attainment of outcomes.

7. QUALITY OF PRACTICE
The registered nurse systematically enhances the quality and effectiveness of nursing practice.

8. EDUCATION
The registered nurse attains knowledge and competency that reflects current nursing practice.

9. PROFESSIONAL PRACTICE EVALUATION
The registered nurse evaluates one’s own nursing practice in relation to professional practice standards and guidelines, relevant statutes, and regulations.

10. COLLEGIALITY
The registered nurse interacts with and contributes to the professional development of peers and colleagues.

11. COLLABORATION
The registered nurse collaborates with patient, family, and others, in the conduct of nursing practice.

12. ETHICS
The registered nurse integrates ethical provisions in all areas of practice.

13. RESEARCH
The registered nurse integrates research findings into practice.

14. RESOURCE UTILIZATION
The registered nurse considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of nursing services.

15. LEADERSHIP
The registered nurse provides leadership in the professional practice setting and the profession.

RULES OF THE GEORGIA BOARD OF NURSING
STANDARDS OF PRACTICE

410-11.01 Standards of Registered Professional Nursing Practice. Amended.

(1) For purposes of O.C.G.A. sec. 43-26-4 (a)(B)(v) and 43-1-29(6), the Georgia Board of Nursing defines the minimal standards of acceptable and prevailing nursing practice as including, but not limited to the following enumerated standards of competent practice.

(2) The Georgia Board of Nursing recognizes that assessment, nursing diagnosis, planning, intervention, evaluation, teaching, and supervision are the major responsibilities of the registered nurse in the practice of nursing. The Standards of Registered Professional Nursing Practice delineate the quality of nursing care which a patient/client should receive regardless of whether it is provided solely by a registered nurse or by a registered nurse in collaboration with other licensed or unlicensed personnel. The Standards are based on the premise that the registered nurse is responsible for and accountable to the patient/client for the quality of nursing care rendered. The Standards of Registered Professional Nursing Practice shall establish a baseline for quality nursing care; be derived from the law governing nursing; apply to the registered nurse practicing in any setting; govern the practice of the licensee at all levels of competency.

(a) Standards related to the registered nurse's responsibility to apply the nursing process (adapted from American Nurses' Association Code for Nurses and Standards of Practice). The registered nurse shall:

1. assess the patient/client in a systematic, organized manner;
2. formulate a nursing diagnosis based on accessible, communicable and recorded data (which is collected in a systematic and continuous manner);
3. plan care which includes goals and prioritized nursing approaches or measures derived from the nursing diagnoses;
4. implement strategies to provide for patient/client participation in health promotion, maintenance and restoration;
5. initiate nursing actions to assist the patient/client to maximize her/his health capabilities;
6. evaluate with the patient/client the status of goal achievement as a basis for reassessment, reordering of priorities, new goal-setting and revision of the plan of nursing care;
7. seek educational resources and create learning experiences to enhance and maintain current knowledge and skills appropriate to her/his area of practice.

(b) Standards related to the registered nurse's responsibilities as a member of the nursing profession. The registered nurse shall:

1. function within the legal boundaries of nursing practice based upon knowledge of statutes and regulations governing nursing;
2. accept responsibility for individual nursing actions and continued competence;
3. communicate, collaborate and function with other members of the health team to provide optimum care;

4. seek education and supervision as necessary when implementing nursing practice techniques;

5. respect the dignity and rights of the patient/client regardless of socioeconomic status, personal attributes or nature of health problems;

6. maintain each patient/client's right to privacy by protecting confidential information unless obligated, by law, to disclose to information;

7. provide nursing care without discrimination on the basis of diagnosis, age, sex, race, creed or color;

8. delegate and supervise only those nursing measures which the nurse knows, or should know, that another person is prepared, qualified, or licensed to perform;

9. retain professional accountability for nursing care when delegating nursing intervention;

10. respect and safeguard the property of clients, family, significant others and the employer;

11. notify the appropriate party of any unprofessional conduct which may jeopardize patient/client safety;

12. participate in the periodic review and evaluation of the quality and appropriateness of nursing care.

(c) Standards related to the registered nurse’s responsibilities in assignment of patient activities to unlicensed assistive personnel (UAP). The registered nurse shall:

1. Determine that the care and/or activity to be performed would be based upon orders or directions of a licensed physician, licensed dentist, licensed podiatrist or person licensed to practice nursing as a registered professional nurse.

2. Assign only care and activities that do not require the skills and knowledge of a person practicing nursing as a registered professional nurse or licensure of another health care professional. The care and activities to be assigned must meet all of the following criteria:

   (a) The care and/or activities do not require complex observations or critical decisions.

   (b) The care and/or activities can be safely performed according to exact, unchanging directions.

   (c) The outcome and/or results of the activities are reasonably predictable.

3. Verify that the UAP has the necessary knowledge and skills to accept the assignment.

4. Periodically evaluate and review the quality and appropriateness of the care provided by the UAP.

5. Not assign activities which require licensure to unlicensed personnel.
GEORGIA BOARD OF NURSING DEFINITION OF UNPROFESSIONAL CONDUCT

Unprofessional Conduct

Nursing students are to comply with the law governing the practice of nursing in Georgia. This law is outlined in the Law Governing the Practice of Nursing in Georgia, 1990.

Nurses and student nurses are expected to conduct themselves in a professional manner. The Georgia Board of Nursing defines unprofessional conduct for nurses in the following way:

410-11-.02 Definition of Unprofessional Conduct. Amended.

Nursing behaviors (acts, knowledge, and practices) failing to meet the minimal standards of acceptable and prevailing nursing practice, which could jeopardize the health, safety, and welfare of the public, shall constitute unprofessional conduct. These behaviors shall include, but not be limited to, the following:

(a) using inappropriate or unsafe judgment, technical skill or interpersonal behaviors in providing nursing care;

(b) performing any nursing technique or procedure for which the nurse is unprepared by education or experience;

(c) disregarding a patient/client’s dignity, right to privacy or right to confidentiality;

(d) failing to provide nursing care because of diagnosis, age, sex, race, creed or color;

(e) abusing a patient/client verbally, physically, emotionally, or sexually;

(f) falsifying, omitting or destroying documentation of nursing actions on the official patient/client record;

(g) abandoning or knowingly neglecting patients/clients requiring nursing care;

(h) delegating nursing care, functions, tasks or responsibility to others when the nurse knows or should know that such delegation is to the detriment of patient safety;

(i) providing one’s license/temporary permit to another individual for any reason;

(j) failing to practice nursing in accordance with prevailing nursing standards due to physical or psychological impairment;

(k) diverting prescription drugs for own or another person’s use;

(l) misappropriating money or property from a patient/client or employee;

(m) failing to notify the appropriate party of any unprofessional conduct which may jeopardize patient/client safety.

HIPAA and CONFIDENTIALITY INFORMATION

In 1996, Congress passed the Health Insurance Portability Act. This new law, which is under the control of the US Department of Health and Human Services, went into effect on April 14, 2003. HIPAA’s primary objectives include: assuring health insurance portability; reducing healthcare fraud and abuse; enforcing standards for health information; and protecting security and privacy of health information.

Maintaining patients’ privacy and assuring confidentiality are essential components of trust in the nurse-patient relationship. Inappropriate disclosure of a patient’s health status has the potential to be harmful since private health information may jeopardize the patient’s employment or healthcare coverage.

In particular, communicating with or about patients via technology such as such as social networking sites, email, voice mail/answering machines, computerized medical records, fax machines, and PDAs, inadvertent violations of patient privacy are more likely than ever.

If a patient reports a HIPAA violation, the provider may face a penalty of $100 for each error that led to disclosure of private health information. A fine of up to $250,000 and 10 years in prison can result for intentional disclosure of protected information for commercial advantage, personal gain, or malicious intent.

The following information in a patient record can make the patient’s health information identifiable:

- medical record number
- name
- address
- telephone number
- email address
- social security number
- insurance number
- employer
- birth date
- photographs, X-rays, or other images
- billing account number

The following are examples of safeguards that nursing students should use when maintaining confidentiality of the patient’s healthcare information:

- Information about patients should never be shared with others unless they need to know and have agreed to maintain confidentiality.
- Email is not secure outside a particular agency.
- When using FAX machines, assure that the machine is in a secure location, that you have the correct FAX number, and always use a cover sheet. If the information being sent is particularly private, make sure the receiver is standing nearby to collect the incoming information. Promptly remove patient information as received.
- Keep computer screens turned away from public view.
- Always log off when the task is complete.
- Do not share passwords with others.
• Do not leave personal information on a patient’s voice mail/answering machine – simply leave the message to return the call.

• Do not discuss patients with others. Pre and post conferences are protected and should be held outside the hearing of those who should not have access to information. Do not place identifiable health information on student logs, care plans, or notes. Do not leave care plans or logs in public view (break rooms, automobiles, library, etc.).

• Use a shredder when disposing of patient data.

• If you discover private health information that is not being safeguarded, notify the appropriate person (faculty, preceptor, nurse manager).

• Speak quietly when talking with patients about private health information or when discussing patients with other providers. Choose a private space whenever possible.
NURSING PERFORMANCE STANDARDS
Essential eligibility requirements for participation in the nursing program

Nursing is a practice discipline with cognitive, sensory, effective, and psychomotor performance requirements. The following Performance Standards identify essential eligibility requirements for participation in the nursing program.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Description</th>
<th>Standard</th>
<th>Examples of Necessary Action (not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>Use of auditory sense</td>
<td>Auditory ability sufficient to monitor &amp; assess health needs</td>
<td>Hear monitor alarm, emergency signals, &amp; cries for help, heart, lung &amp; bowel sounds.</td>
</tr>
<tr>
<td>Visual</td>
<td>Use of sight</td>
<td>Visual ability sufficient for observation &amp; assessment necessary in nursing care</td>
<td>Observe patient responses, ability to see small calibration markings &amp; numbers (e.g. on syringes), assess color change in skin and fluids.</td>
</tr>
<tr>
<td>Tactile</td>
<td>Use of touch</td>
<td>Tactile ability sufficient for physical assessment</td>
<td>Perform palpation, functions of physical exams &amp; or those related to therapeutic intervention &amp; sense temperature.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical ability, strength, stamina</td>
<td>Physical abilities &amp; stamina sufficient to move from room to room quickly &amp; maneuver in small spaces</td>
<td>Move around in patient rooms, work spaces &amp; treatment areas. Provide routine personal care and emergency care including CPR.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Physical ability, coordination, dexterity</td>
<td>Gross &amp; fine motor abilities sufficient to provide safe &amp; effective nursing care.</td>
<td>Calibrate &amp; use equipment, lift &amp; transfer &amp; position patients. Maintain sterile technique.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Ability to relate to others</td>
<td>Interpersonal abilities sufficient to effectively interact with individuals, families &amp; groups from a variety of social, emotional, cultural &amp; intellectual backgrounds.</td>
<td>Identify needs of others and establish rapport with patient, families and colleagues.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>Emotional &amp; mental stability</td>
<td>Functions effectively under stress</td>
<td>Flexible, concern for others. Ability to provide safe nursing care &amp; administer medications in a stressful environment with multiple interruptions &amp; noises, distractions, unexpected patient needs.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Ability to problem solve</td>
<td>Critical thinking ability sufficient for clinical judgment.</td>
<td>Identify cause-effect relationships in a clinical situation, develop nursing care plans. Ability to quickly measure, calculate, reason, analyze, prioritize &amp; synthesize data in a fast-paced environment.</td>
</tr>
</tbody>
</table>
STUDENT POLICIES

Course Grading

The grading scale used in the School of Nursing is as follows:

- A = 100-90
- B = 89-80
- C = 79-75
- D = 74-68
- F = 67-0

No Rounding Policy

There will be no rounding of grades in the Gordon State College RN-BSN Program. A minimum score of 75 must be met by all nursing students in every course in order to successfully progress in the program.

Class Attendance and Expectations

Nursing is an art and a science. Although the science of nursing may be learned solely through reading the texts, the art of nursing requires active participation with others in the profession. For this reason, nursing students are encouraged to take advantage of the opportunities presented in the Gordon State College Nursing Program for interaction with faculty. Students are expected to be prepared for each class.

Absences from class, clinical, and laboratory sessions are discouraged. The student is subject to dismissal from the program after three (3) absences in one class in a given semester and the student must petition the Chair, School of Nursing and Health Sciences, to remain in the program. Students must inform the appropriate faculty member and/or the Nursing Division Office if an absence will occur. This must be done prior to the time of the class experience.

Attendance in clinical settings is required and expected. Preceptors and course instructors must be notified prior to absence and to make arrangements. Students are expected to be on time for class and clinical experiences. Notification of faculty and preceptors is required if you are going to be tardy.

In the event of an absence, students must:

a. Notify the clinical agency and the nursing preceptor prior to the beginning of the scheduled clinical day that they will be absent.

b. Make an appointment with the course instructor or BSN coordinator within 24 hours to discuss the absence and appropriate make-up activity.

Audiotaping:

Students must have permission of the instructor or any guest lecturer in order to audiotape a class. Oral consent from others in the classroom must also be secured. Audiotapes must be erased at the end of the course to protect the speaker’s intellectual property interests in the lecture material and classroom discussions. Copyrighted material may not be taped.

*Students who violate these classroom expectations may be asked to leave the class.*
Nursing Lab Conduct:

Students are not allowed to eat, drink, or chew gum in the labs. Food and drinks must be kept in book bags. Students are not allowed to talk or text on their cell phones while in the labs. Cell phones must be turned on silent mode while in labs and must be kept in their book bags. Beds and work area are to be straightened after use. Supplies are to be returned to their proper place when finished. Only Gordon State College nursing students are permitted in the nursing labs. No ink pens or printed materials are allowed around manikins. The ink will permanently stain the manikins’ skin. Simulator laptops, tablets, and SimPads are to be used only by Faculty. Students will respect and care for the equipment and supplies.

Online classrooms:

Online participation will be monitored by the faculty teaching the course. Online requirements are described in course syllabi as appropriate.

Desire2Learn (D2L) is the platform used at Gordon State College. Students are required to access this for assignments, grades, and emails.

Written Assignments

The Gordon State College nursing program requires that all written assignments conform to the style outlined in the sixth edition of the *Publication Manual of the American Psychological Association* (APA).

Any act of plagiarism will result in a failing grade for the assignment. Plagiarism is the act of taking ideas or writings, etc., from another person or source and passing it off as one’s own thoughts (Webster’s 2002); not crediting the source. Examples include but are not limited to:

- Submitting work for credit which was not written by the student
- Paraphrasing or summarizing ideas without citing the source
- Word for word quoting without using quotation marks, citation, or footnotes

The faculty view plagiarism as a serious violation of commonly accepted standards of honesty. When source materials are used in the writing of papers, the student must document such use of sources both by clearly indicating material used as quotation and by giving proper recognition when ideas or information have been paraphrased or summarized. Copies of the manual are available in the Gordon State College bookstore and library.


1. Required references must be from peer-reviewed sources other than your nursing textbooks. Textbooks may be used as additional references only. The articles must be from journals and be no older than ten years old. Please refer to individual course syllabi for further detailed information regarding the utilization of journal articles for papers to be submitted. No *Wickipedia* can be used as a reference.

2. Late papers: See guidelines on each course syllabus/discuss with course instructor.
3. Grammar and spelling errors should not be made on your paper. Proofreading should be done thoroughly – Spell Check is not enough! Utilization of a proofreader or the Student Success Center’s writing center is encouraged.

**Turnitin.com**

By taking this course, you agree that all required papers may be subject to submission of textual similarity review to Turnitin.com. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in other papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. (http://www.turnitin.com/static/usage.html).

According to the Family Compliance Office of the U.S. Department of Education, your papers are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) (http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Education records may not be disclosed to third parties in a form that identifies you without your consent. Since Turnitin.com is a third party, you must choose one of the two ways below (not both) to submit papers to Turnitin.com in order to comply with FERPA.

1. **YOU CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM**
   You may consent to release your personal identification to Turnitin.com by establishing an account and uploading your paper. If you do not already have a Turnitin.com account, go to [http://www.turnitin.com](http://www.turnitin.com), click the “New Users” link in the upper right, and follow the instructions to create your student account.

2. **YOU DO NOT CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM**
   If you choose not to consent to release your personal identification to Turnitin.com, you must send your paper to your instructor by email as an electronic attachment that can be opened by Microsoft Word, by the deadline given on the syllabus. Your identifying information will be removed and the paper uploaded to Turnitin.com for you. Because your paper will not be in a Turnitin.com account that is accessible to you, you will not be able to view your report on-line. Instead, after the deadline has passed and all papers have been processed by Turnitin.com, your instructor will email an electronic copy of your paper’s report to you.

   Your paper will be processed by Turnitin.com whichever option you choose. The different options simply determine how the paper is submitted to Turnitin.com whether the paper has your name on it, and how you receive the Turnitin.com report.

   **IMPORTANT NOTE:** If you upload an early draft of your paper to the test upload assignment, and then upload the final assignment, the final originality report will show that a substantial part of your paper is identical to your draft. That is expected.

   You can read more about Turnitin.com here: [http://www.turnitin.com](http://www.turnitin.com)
Rewrite Policy: If it is necessary for a student to make up a written assignment, the grade will not exceed “80”.

STUDENTS SHOULD SPEAK WITH A NURSING FACULTY MEMBER IF THEY HAVE ANY QUESTIONS ABOUT WRITTEN ASSIGNMENTS.

Communication Policy

Students are expected to communicate with nursing faculty using Gordon State College e-mail. Faculty e-mail addresses are published in course syllabi and on the School of Nursing website.

All students will be required to have a Gordon State College e-mail address and access to e-mail messages via computer. Student email addresses are available through the College.

Communication outside the classroom and clinical setting between faculty and students during a course will be conducted primarily via Gordon State College e-mail. Students are expected to check e-mail messages at least weekly for information from faculty. Students are expected to check the Desire2Learn e-mail frequently to receive communications related to course work.

Technology Requirements

The School of Nursing values the use of technology for competent professionals. Many of the nursing courses are supported by Desire2Learn (D2L), the online distance learning program used by University System of Georgia (USG) schools.

Some courses use computerized testing and others are taught with online methods. Upon admission, students are expected to have minimal computer skills including word processing, computerized literature searches, email, and the use of browser software to search the Internet. Computers with a broadband internet connection and speakers are recommended. Students are also expected to have access to computers compatible with Gordon State College. Computer laboratories are available on campus. Students must have their own earphones to use on-campus computers.

Computer Usage

Gordon State College and the School of Nursing and Health Sciences has multiple computer labs throughout campus. Please check the hours of operation for optimal usage.

Follow any rules for computer usage in all computer labs.

Dress Code/Professional Attire

The nursing student’s attire influences the public image of nursing and Gordon State College. Additionally, the student’s image of nursing is positively influenced by taking pride in his/her appearance. The following are dress code requirements for the RN-BSN nursing student:

General Clinical

Name tag will be required for clinical experiences. Name tags will be ordered and purchased by student at the end of Summer semester. Clothing such as blue jeans, sundresses or tops, tee shirts, leotards, shorts, open-toed shoes, flip flop sandals, or any other casual attire is not acceptable unless otherwise directed by the course instructor, preceptor, or clinical agency.
Makeup may be used in moderation. Hair is to be clean, neat, and above the neckline and free of any unnatural color (i.e. neon colors). Students cannot wear any ornate bows, scarves, or barrettes. It is preferred that men are clean-shaven. Any sideburns, beards, or mustaches must be short and neatly trimmed. Fingernails should be clean, smooth, and short. No polish or artificial nails will be worn. Wedding bands and one set of post or small stud earrings, according to agency policy, are the only jewelry permitted. Chewing gum and tobacco are prohibited in the clinical facility. Avoid breath and body odors (tobacco, perfume) that may be offensive to co-workers and clients. No tattoos are to be visible. Body piercing may not be worn in any visibly pierced body part except the ears (this includes but is not limited to tongue piercing).

**Simulation Lab**

Students should bring the following for use during health assessment lab assignments:
- **Women:** t-shirt, sports bra, shorts or bathing suit
- **Men:** t-shirt, shorts or bathing suit

**Community Health Clinical**

Uniform: Navy blue or black pants/skirt and white blouse/shirt
Sweater: Navy blue or white if desired
Shoes: Dark brown, navy or black closed toe, low heeled shoes
Name tag from Gordon State College: Should be worn on blouse or shirt
Lab coat: As necessary
Other: Students will adhere to any requested uniform requirements required by the clinical agency.

**Leadership Clinical**

Nursing uniform or white lab coat over attire as described above and required by the clinical agency and Gordon State College name tag.

Clinical agency dress codes/policies: Please be aware that if at any time the clinical agency dress code is more restrictive than that described in the RN-BSN handbook, the student will be required to adhere to the clinical agency policy.

**Signature for Charting**

When charting during clinical experiences, students should sign their first and last name with each entry. In addition, students are to identify themselves using the following letters to signify their affiliation with Gordon State College:

NAME – RN, GSC BSN(s)

**Incidence/Accident Reporting**

In the case of a student injury during a Nursing clinical, the safety and well-being of the student is the first priority. The student must **IMMEDIATELY** notify the faculty member or clinical preceptor responsible for the clinical learning experience. If the student is injured or experiences a high-risk exposure while under the supervision of a clinical preceptor, the course faculty member should be notified as soon as safely possible.
The policies of the occupational or employee health department of the institution will be followed. If the student has sustained a serious injury or has been exposed to blood, body fluids, or hazardous materials, then time is of the utmost importance and the student should receive prompt treatment through the qualified health care provider or the emergency department of his/her choice. Students exposed to blood or body fluids should receive treatment within 2 hours. All students are required to carry personal health and medical insurance.

An incident/injury report is to be completed at the clinical agency as requested. Additionally, a report must be filed in the School of Nursing and Health Sciences by the student and faculty member as soon as possible after the incident. The faculty member will notify the Division Chair of the Nursing Program as soon as possible.

Students who sustain exposure to blood and body fluids while participating in any School of Nursing clinical activity should immediately notify the staff nurse responsible for the patient, the preceptor and the course instructor. The student is expected to follow the policies and procedures for the institution in which the incident occurs. The student may choose to receive treatment in the Emergency Department of the institution or a nearby institution at their own expense. A representative from the healthcare facility should communicate clearly to the student the post-exposure policy and necessary follow-up treatment. Reporting, treatment and follow-up procedures should be documented in the student’s record by the course instructor.

If the student chooses not to follow recommended guidelines, Gordon State College assumes no responsibility for the risks of exposure.

**ADMISSION TO CLINICAL COURSES**

**Health Forms and Other Clinical Requirements**

Health Requirements: After acceptance into the nursing program and prior to starting any clinical courses in the nursing program the following are required: (a) health history and physical examination; (b) immunization requirements including measles, rubella, and hepatitis B; (c) tuberculosis screening; (d) current American Heart Association CPR for Health Care Providers' certification; (e) professional liability insurance; and (f) personal health insurance

Forms for physical exam can be found on the Gordon State College website under Admission Criteria, Application Packet & Forms in the RN-BSN Program section under Nursing. Immunization against hepatitis B is required. Students who decline the vaccine are required to sign a statement indicating refusal. The signed statement is kept in the student's file. The Hepatitis B-Student Statement of Understanding form is in the back of this handbook

**R.N. Licensure**

All RN-BSN students must have a current, unrestricted Georgia Board of Nursing registered nurse license prior to starting any clinical nursing courses.
Definition of Preceptorship

Preceptorship occurs when an experienced nurse and a nursing student work together for a specified period of time. Preceptorship is instituted in Community Health Nursing to increase the skills of the RN nursing student moving from one area of practice to another.

The preceptor is selected according to criteria developed from the School of Nursing at Gordon State College. The preceptor acts as a role model and an advisor who guides and mentors the preceptee.

The preceptee works toward the attainment of course and clinical goals which have been developed by the School of Nursing and preceptor. The preceptee will develop personal goals as well. Evaluation of preceptor and student goals needs to occur on an ongoing basis throughout the semester.

Preceptorship Guidelines

The Student:

During the clinical component of the nursing program, the student is expected to synthesize previous learning into a student-selected experience with emphasis on health needs related to population focused health.

Student Responsibilities:

1. Identify in writing, specific clinical objectives derived from course objectives to meet specific learning needs. These objectives are to be agreed upon by the preceptor, student, and faculty member.
2. Review individual and overall clinical objectives to determine progress and additional learning needs. Add, delete, or expand on clinical objectives as necessary.
3. Practice under the supervision of the nurse preceptor to meet clinical objectives.
4. Complete a written self-evaluation at the end of the clinical experience. The self-evaluation should reflect clinical and personal objectives and should be shared with the preceptor and faculty member for feedback.
5. Keep a weekly journal to document clinical activities and personal growth. See journal writing guidelines in syllabus.
6. Complete a clinical project in collaboration with input from preceptor and faculty.

The Preceptor:

The preceptor acts as a role model, supervisor, guide, and teacher. The preceptor assumes responsibility for student teaching while retaining responsibility for patient care. The preceptor assists the student in developing a plan that meets clinical objectives, guides, and supervises the student in the clinical setting, and evaluates the student’s performance.

Preceptor Responsibilities:

1. Review the student’s objectives and guide his/her learning through selections of new and complex assignments in order to meet objectives.
2. Supervise and teach the student in the clinical area giving frequent feedback.
3. Evaluate the student’s learning, based on the agreed upon clinical objectives. Give feedback to the faculty concerning the student’s performance.
4. Evaluate the clinical practicum experience using forms provided.
5. Consult with designated faculty for consultation as needed or desired.
6. Provide a substitute preceptor in the event of an absence.
7. Provide “Faculty Qualification Data” as required by the Georgia Board of Nursing, using the form provided.

The Faculty Member:

The faculty member gives guidance and support to the preceptor. The faculty participate in the recruitment of preceptors and provides support during the clinical experience and collaborates with the facility in determining placement. A faculty member will meet with the preceptors regularly to discuss student learning needs and to evaluate the students learning and clinical performance.

Faculty Responsibilities:

1. Assist the preceptor by:
   a. Being a resource and support person.
   b. Informing the preceptor and staff about the goals of the clinical experience and roles of students.
   c. Meeting with the preceptor and student during the semester to discuss student progress.
   d. Being available by phone or having a designated faculty member available.
   e. Assisting with the student evaluation process.
   f. Guiding the preceptor in his/her role.
2. Assist the preceptor in decision making regarding planning, implementing, and evaluating the students’ learning experiences.
3. Schedule conferences for students to discuss progress towards meeting clinical objectives.
4. Maintain ultimate responsibility for decision concerning student evaluation.
GORDON STATE COLLEGE  
School of Nursing and Health Sciences  
STUDENT LEARNING CONTRACT  
For Clinical Courses  

Student Name:_____________________ Preceptor Name:___________________  
Facility:____________________________  

Personal Objectives: (completed by student)  
Date___________  

Schedule:  

☐ Week/day/Dates_____________________________  
☐ Week/day/Dates_____________________________  
☐ Week/day/Dates_____________________________  
☐ Week/day/Dates_____________________________  
☐ Week/day/Dates_____________________________  
☐ Week/day/Dates_____________________________  
☐ Week/day/Dates_____________________________  
☐ Week/day/Dates_____________________________  
☐ Week/day/Dates_____________________________  

Total hours:_______  

Please give a copy of this to your preceptor and your clinical instructor. If there are any schedule changes, these need to be worked out with your preceptor and your clinical instructor should be notified of changes.
NURSING POLICIES

Vaccine Policy

The Division requires a physical examination of all students prior to entering the first nursing course. Immunization against hepatitis B is required. Students are required to sign a *Statement of Understanding* (see back of handbook). The signed statement is kept in the student's file.

**Hepatitis B**

Hepatitis B is a viral infection caused by the hepatitis B virus (HBV). It infects an estimated 200,000 people each year. Most recover, but approximately six to ten percent become chronic carriers of the virus. Some may develop chronic active hepatitis and cirrhosis. HBV appears to be a causative factor in the development of liver cancer. More than 10,000 people are hospitalized with hepatitis B annually and 250 die of fulminant disease. Recent studies indicate that immunization against hepatitis B prevents acute hepatitis and also reduces illness and death from chronic active hepatitis, cirrhosis, and liver cancer.

The virus is found in the blood and body fluids of carriers and of those with acute disease. Transmission is by contact with these fluids, through contaminated needles and syringes, and in utero from mother to infant. It affects all ages, but mostly young adults. The incubation period is two to five months.

**The Vaccine**

Hepatitis B vaccines are made synthetically. They do not contain blood products. You cannot get hepatitis B or other blood borne diseases from the vaccine.

**Influenza**

Required as per clinical institution.
RN to BSN Checklist 2013-2014

Summer Semester

Clinical Documentation (due by 7/22/13)

Proof of current, unrestricted Georgia Registered Nurse License

Professional liability insurance

Current health history and physical examination signed by MD or NP

PPD: negative PPD must be within the last year, if there is a history of positive PPD, you must supply a copy of the chest x-ray report (current within last 5 years)

Immunizations
  Hepatitis B vaccine or signed declination form
  Measles
  Rubella

Proof of health insurance

Current American Heart Association BCLS certification

Criminal background check/drug screen using Advantage (www.advantagestudents.com)

Submit all clinical documentation to Lisa Baker in the RN-BSN office, room 327, Nursing & Allied Health Building.

Students are not allowed to attend clinical experiences unless all records are current and on file with the School of Nursing and Health Sciences. It is the student’s responsibility to maintain health records and required documents. Failure to maintain clinical documents will result in course failure.

Fall Semester

Application for graduation submitted by Fall Mid-term in Registrar’s Office (678-359-5022)
This evaluation tool is designed to identify student progress in the clinical setting. Program outcomes are used as a basis for the evaluation criteria.

<table>
<thead>
<tr>
<th>RATING SCALE</th>
<th>3 = consistently exceeds expectations</th>
<th>2 = performing as expected for this level</th>
<th>1 = some concerns, but not unsafe</th>
<th>0 = significant concerns for safety</th>
</tr>
</thead>
</table>

Program Outcome: Provide professional nursing care based on the nursing process, scientific knowledge, and skills in critical thinking and reasoning throughout the lifespan and in all healthcare settings.

**Competency: Demonstrate professional behaviors**

**Performance Criteria:**
- Use nursing process when caring for assigned patients
- Gather adequate, relevant information for decision making
- Use critical thinking strategies in decision-making and care planning
- Cluster data to identify patient/family care needs
- Identify priority problems
- Evaluate patient outcomes
- Modify patient care based on evaluation
- Validate nursing decisions with clinical preceptor
- Use correct techniques for physical assessment according to patient’s age and development

<table>
<thead>
<tr>
<th>RATING SCALE</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

Comments:
Program Outcome: Apply research findings to practice through the critique of research as well as participate in the utilization and evaluation of research reports.

<table>
<thead>
<tr>
<th>Competency: Use of evidence-based practice in nursing care</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Criteria:</strong></td>
</tr>
<tr>
<td>Gather current information on patient procedures or techniques</td>
</tr>
<tr>
<td>Relate research findings to patient care</td>
</tr>
<tr>
<td>Use data/evidence to support nursing decisions</td>
</tr>
<tr>
<td>Integrate current pathophysiology and pharmacology concepts in planning patient care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RATING SCALE</th>
<th>(Circle choice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments:

Program Outcome: Utilize effective therapeutic and professional communication techniques as well as appropriate information technology skills when interacting with patients, nursing colleagues, and members of the health care team.

<table>
<thead>
<tr>
<th>Competency: Utilize effective communication techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Criteria:</strong></td>
</tr>
<tr>
<td>Provide accurate information to patients and families</td>
</tr>
<tr>
<td>Demonstrate appropriate non-verbal communication strategies</td>
</tr>
<tr>
<td>Use communication techniques to assist patients and families with stressful events or changes in health status</td>
</tr>
<tr>
<td>Use professional communication techniques with other healthcare professionals</td>
</tr>
<tr>
<td>Adapt communication strategies based on age, developmental level, disability, social or cultural background</td>
</tr>
<tr>
<td>Evaluate the effectiveness of communication</td>
</tr>
<tr>
<td>Use respectful communication techniques when using any form of on-line communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RATING SCALE</th>
<th>(Circle choice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments:
Program Outcome: Utilize leadership skills to design, coordinate, manage, delegate and act as change agents within the health care system.

<table>
<thead>
<tr>
<th>Competency: Utilize leadership skills within the healthcare system</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Criteria:</strong></td>
</tr>
<tr>
<td>Use critical thinking, decision-making, and change theories in the management of nursing situations</td>
</tr>
<tr>
<td>Utilize leadership/management skills in the delivery of competent care to individuals in a variety of settings</td>
</tr>
<tr>
<td>Implement change through the use of leadership, evidence-based practice, conflict resolution, communication, and problem solving skills</td>
</tr>
<tr>
<td>Provide appropriate leadership skills including prioritizing and delegation when working with groups of patients or families</td>
</tr>
<tr>
<td>Practice with in the legal and ethical frameworks of nursing</td>
</tr>
<tr>
<td><strong>RATING SCALE</strong>      (Circle choice)                3 2 1 0</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>

Program Outcome: Provide culturally competent care when interacting with individuals and groups which reflects an understanding of diversity among all people and a respect for patient and family preferences.

<table>
<thead>
<tr>
<th>Competency: Provide culturally competent care</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Criteria:</strong></td>
</tr>
<tr>
<td>Use appropriate and culturally competent words and tone in verbal communications</td>
</tr>
<tr>
<td>Provide culturally competent nursing care throughout the lifespan</td>
</tr>
<tr>
<td>Use culturally sensitive patient care when planning nursing interventions</td>
</tr>
<tr>
<td><strong>RATING SCALE</strong>      (Circle choice)                3 2 1 0</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>
Program Outcome: Demonstrate an understanding of the political, regulatory, and environmental factors affecting health care and nursing practice.

<table>
<thead>
<tr>
<th>Competency: Provide appropriate nursing care through the use of current regulations and environmental factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Criteria:</strong></td>
</tr>
<tr>
<td>Follow ANA standards of nursing practice</td>
</tr>
<tr>
<td>Uphold ANA code of ethics for nurses</td>
</tr>
<tr>
<td>Provide nursing care following State nursing practice guidelines</td>
</tr>
<tr>
<td>Gather current political information for potential nursing practice changes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RATING SCALE</th>
<th>(Circle choice)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:

Program Outcome: Explain the importance of participating in activities to improve the nursing profession and participate in life-long learning

<table>
<thead>
<tr>
<th>Competency: Participate in activities to improve the nursing profession</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Criteria:</strong></td>
</tr>
<tr>
<td>Prepare for clinical experiences using current, evidence based practice guidelines</td>
</tr>
<tr>
<td>Identify areas in need of change in the healthcare setting</td>
</tr>
<tr>
<td>Abide by current policies and procedures in healthcare settings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RATING SCALE</th>
<th>(Circle choice)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:
Scoring of Clinical Evaluation Tool: A score of “0” in any of the competencies will result in a course failure regardless of the scores in other competencies.

Preceptor signature_________________________________________ Date____________________

Student signature_________________________________________ Date____________________

Faculty signature_________________________________________ Date____________________
STUDENT FORMS

Documentation of GA RN-BSN Articulation Plan

GORDON STATE COLLEGE SCHOOL OF NURSING AND HEALTH SCIENCES RN-BSN

Documentation for Georgia RN-BSN Articulation Plan

Each student in the RN-BSN program must complete either part A or part B of this form in order to be eligible for transfer of credit through the Georgia RN-BSN Articulation Agreement.

Part A – To be completed by RN students who have graduated within 4 years

Student Name ______________________________________________ (Please Print)

I graduated from _____________(name of school) on _________(date) and received the following degree or diploma _________________________

A copy of the transcript indicating this degree is on file in the School of Nursing.

Signature___________________________  Date__________________________

Part B – To be completed by RN students who have graduated more than 4 years ago.

Student Name ______________________________________________ (Please Print)

I have practiced as a registered nurse for at least 1000 hours (approximately 6 months) during the past three years at _____________________________________(Name of Institution)

This information can be verified by:

Name and title ______________________________________________

Phone Number ______________________________________________

Signature ___________________________ Date _____________________
Hepatitis B-Student Statement of Understanding

I have read the information about hepatitis B and the hepatitis B vaccine. I understand that this information is not exhaustive and that I should discuss the issue with a health care practitioner for further information. I have had the opportunity to ask questions. I understand that the vaccine is required, but that I may refuse this immunization. I understand that the vaccination is at my own expense. I understand that some clinical facilities require that students have this immunization, therefore, my student clinical experiences may be limited because of refusal to have the Hepatitis B immunization.

This _____________ day of ________________, 20 ________.

Student's signature: ____________________________________________

Printed Name: _________________________________________________

Gordon State College ID #: ______________________________________

______ I have had the vaccine.

______ I will have the vaccine and provide the nursing program with this evidence upon completion of the series.

______ I will not have the vaccine.
STATEMENT OF AGREEMENT

I hereby acknowledge receipt of a copy of the Nursing Student Handbook for the Gordon State College RN-BSN Nursing Program. The contents of the Handbook were reviewed with me by nursing faculty members. I have read the handbook in its entirety and I understand the content. I agree to abide by and to comply with the terms, conditions, regulations, responsibilities, duties, and policies set forth in this Handbook.

The information in this Handbook supersedes all previously published information about the nursing program.

This ______ day of __________________, 20 ______.

Student Signature: ________________________________

Printed Name: ________________________________

Gordon State College ID #: ________________________________
Memorandum of Agreement with Clinical Facilities

The following documents are student-related excerpts from the Memorandum of Agreement that Gordon State College maintains with each clinical facility to which we take students for learning experiences.

Please read and sign one copy and return it to the RN-BSN Completion Program Office. The other copy is for your records.
STUDENT APPLIED LEARNING EXPERIENCE AGREEMENT

In consideration for participating in an applied learning experience (hereinafter referred to as the "A.L.E.") at any Georgia Hospital Association member Facility or any other Facility where I may participate in such an A.L.E. (hereinafter referred to as the "Facility"), I hereby agree to the following:

1. To follow the administrative policies, standards and practices of the Facility when in the Facility.

2. To report to the Facility on time and to follow all established regulations of the Facility.

3. To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients or patients.

4. To not publish any material related to my A.L.E. that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the Institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc. that identify or uses the name of the Georgia Hospital Association, the Facility or its members, staff, directly or indirectly.

5. To comply with all federal, state and local laws regarding the use, possession, manufacture, or distribution of alcohol and controlled substances.


7. To arrange for and be solely responsible for my living accommodations while at the Facility.

8. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.

9. To wear a name tag that clearly identifies me as a student.

Further, I understand and agree, unless otherwise agreed to in writing, that I will not receive any monetary compensation from the Board of Regents of the University System of Georgia, the Institution or the Facility for any services I provide to the Facility or its clients, students, faculty or staff as a part of my A.L.E.
 Unless otherwise agreed upon in writing, I also understand and agree that I shall not be deemed to be employed by or an agent or a servant of the Institution, the Regents or the Facility; that the Institution, Regents and Facility assumes no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance; that I am not entitled to any benefits available to employees; and, therefore, I agree not to in any way to hold myself out as an employee of the Institution, the Regents or the Facility.

 I understand and agree that I may be immediately withdrawn from the A.L.E. based upon a lack of competency on my part, my failure to comply with the rules and policies of the Institution or Facility, if I pose a direct threat to the health or safety of others or, for any other reason the Institution or the Facility reasonably believes that it is not in the best interest of the Institution, the Facility or the Facility's patients or clients for me to continue. Such party shall provide the other party and the student with immediate notice of the withdrawal and written reasons for the withdrawal.

 I understand and agree to show proof of professional liability insurance in amounts satisfactory to the Facility and the Institution, and covering my activities at the Facility, and to provide evidence of such insurance upon request of the Facility.

 I further understand that all medical or health care (emergency or otherwise) that I receive at the Facility will be my sole responsibility and expense.

 I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this Applied Learning Agreement; and that I, or my parent and/or guardian, have read carefully and understand the above Applied Learning Experience Agreement; and that I have freely and voluntarily signed this "Applied Learning Experience Agreement".

 This the ______________ day of ______________________, 20__

 __________________________                   __________________________
 Signature                                                                 Witness Signature

 Name: ___________________________________________                   __________________________
 (Please print)                                      (Please print)
STUDENT APPLIED LEARNING EXPERIENCE AGREEMENT

In consideration for participating in an applied learning experience (hereinafter referred to as the "A.L.E.") at any Georgia Hospital Association member Facility or any other Facility where I may participate in such an A.L.E. (hereinafter referred to as the "Facility"), I hereby agree to the following:

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4. To not publish any material related to my A.L.E. that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the Institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc. that identify or uses the name of the Georgia Hospital Association, the Facility or its members, staff, directly or indirectly.

5. To comply with all federal, state and local laws regarding the use, possession, manufacture, or distribution of alcohol and controlled substances.


7. To arrange for and be solely responsible for my living accommodations while at the Facility.

8. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.

9. To wear a name tag that clearly identifies me as a student.

Further, I understand and agree, unless otherwise agreed to in writing, that I will not receive any monetary compensation from the Board of Regents of the University System of Georgia, the Institution or the Facility for any services I provide to the Facility or its clients, students, faculty or staff as a part of my A.L.E.
Unless otherwise agreed upon in writing, I also understand and agree that I shall not be deemed to be employed by or an agent or a servant of the Institution, the Regents or the Facility; that the Institution, Regents and Facility assumes no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance; that I am not entitled to any benefits available to employees; and, therefore, I agree not to in any way to hold myself out as an employee of the Institution, the Regents or the Facility.

I understand and agree that I may be immediately withdrawn from the A.L.E. based upon a lack of competency on my part, my failure to comply with the rules and policies of the Institution or Facility, if I pose a direct threat to the health or safety of others or, for any other reason the Institution or the Facility reasonably believes that it is not in the best interest of the Institution, the Facility or the Facility's patients or clients for me to continue. Such party shall provide the other party and the student with immediate notice of the withdrawal and written reasons for the withdrawal.

I understand and agree to show proof of professional liability insurance in amounts satisfactory to the Facility and the Institution, and covering my activities at the Facility, and to provide evidence of such insurance upon request of the Facility.

I further understand that all medical or health care (emergency or otherwise) that I receive at the Facility will be my sole responsibility and expense.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this Applied Learning Agreement; and that I, or my parent and/or guardian, have read carefully and understand the above Applied Learning Experience Agreement; and that I have freely and voluntarily signed this "Applied Learning Experience Agreement".

This the _______________ day of ______________________, 20____

_________________________________________  __________________________
Signature                                    Witness Signature

Name:_______________________________________  _________________________
(Please print)                               (Please print)
AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION

TO: The Board of Regents of the University System of Georgia or any of its member Institutions (hereinafter referred to as the "Institution"), and any Facility where I participate in or request to participate in an applied learning experience, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the "Facility")

RE: ________________________________
(Print Name of Student)

As a condition of my participation in an applied learning experience and with respect thereto, I grant my permission and authorize The Board of Regents of the University System of Georgia or any of its member institutions to release my educational records and information in its possession, as deemed appropriate and necessary by the Institution, including but not limited to academic record and health information to any Facility where I participate in or request to participate in an applied learning experience, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the "Facility"). I further authorize the release of any information relative to my health to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the applied learning experience. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and about my performance in an applied learning experience.

I further understand that I may revoke this authorization at any time by providing written notice to the above stated person(s)/entities, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Confidential Records and Information".

I further agree that this authorization will be valid throughout my participation in the applied learning experience. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law. I understand that this authorization shall continue in force until revoked by me by providing written notice to the Institution and the Facility, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Records and Information".

In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this "Authorization for Release of Records and Information" may be accepted in lieu of the original.
I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this "Authorization for Release of Records and Information"; and that I, or my parent and/or guardian, have read carefully and understand the above "Authorization for Release of Records and Information"; and that I have freely and voluntarily signed this "Authorization for Release of Records and Information".

This the ________________ day of ______________________, 20____

__________________________________________  _______________________________________
Participant Signature                        Witness Signature

Name:________________________________________  Name: _________________________________
(Please print)                                (Please print)
AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION

TO: The Board of Regents of the University System of Georgia or any of its member Institutions (hereinafter referred to as the "Institution"), and any Facility where I participate in or request to participate in an applied learning experience, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the "Facility")

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This the _____________ day of _____________________, 20____

__________________________________  __________________________
             Participant Signature       Witness Signature

Name: __________________________________  Name: __________________________________
(Please print)                                   (Please print)