



EMORY

NELL HODGSON
WOODRUFF
SCHOOL OF
NURSING

PREPARING
Visionary
**NURSE
LEADERS**

STUDENT HANDBOOK

2020-2021

NONDISCRIMINATION STATEMENT

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

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

Contents

| | |
|--|----|
| Contents..... | 3 |
| Welcome from the Dean..... | 9 |
| Purpose of the Student Handbook | 10 |
| Our Mission | 10 |
| Our Vision..... | 10 |
| Our Values..... | 11 |
| Our Philosophy..... | 11 |
| Respect Statement..... | 11 |
| Our Commitments | 12 |
| Our Primary Strategic Initiatives..... | 13 |
| Outcomes by Program | 13 |
| COVID-19 Pandemic..... | 10 |
| BSN Graduate Outcomes | 14 |
| MSN Graduate Outcomes | 16 |
| DNP Graduate Outcomes..... | 18 |
| Directory | 20 |
| Religious Holidays | 24 |
| Beginning Your Journey | 26 |
| Obtaining Your EmoryCard | 26 |
| EmoryCard Services | 26 |
| Accessing Your Email..... | 26 |
| Personal Computer Specifications | 27 |
| Accessing Canvas | 27 |
| Address and Telephone Changes..... | 27 |
| Weather | 27 |
| Bookstore..... | 27 |
| Health Insurance | 28 |
| Resources for Students Who Are Parents | 28 |
| Verification of Licensure | 28 |
| Parking | 29 |
| Transportation | 29 |

| | |
|--|----|
| SafeRide, Late Night Shuttle, and Walking Escorts..... | 29 |
| Security Escorts to and from Parking Decks | 30 |
| Emory University-Affiliated Hospitals Public Safety Departments..... | 30 |
| Campus Map | 31 |
| University Resources..... | 32 |
| Student Health Services | 32 |
| Office of Equity and Inclusion (OEI) | 32 |
| Department of Accessibility Services (DAS)..... | 32 |
| Student Responsibility for Accessing DAS Services | 33 |
| Counseling and Psychological Services | 33 |
| Emergency and Crisis Response..... | 33 |
| Student Organizations | 35 |
| Emory University Organizations | 35 |
| Organizations Relevant to Nursing | 35 |
| Educational Resources | 39 |
| Nursing Classrooms..... | 39 |
| Clinical Simulation and Skills Training..... | 39 |
| Library Services | 40 |
| Computer Services at Emory..... | 41 |
| Financial Aid | 43 |
| Scholarships | 44 |
| Advising..... | 45 |
| Registration..... | 46 |
| OPUS Schedule and Billing..... | 49 |
| Academic Expectations | 50 |
| Syllabus | 50 |
| Pre-licensure Student Classroom, Lab, & Clinical Attendance & Makeup Policy (BSN/ABSN/AMSN/InEmory/MN)..... | 50 |
| Absence or Accommodations for Religious Reasons..... | 51 |
| D-ABSN Excused Absences..... | 51 |
| Professional Codes of Conduct | 52 |
| Computer and Cell Phone Policy..... | 52 |
| Checking Email | 53 |

| | |
|--|----|
| Contacting Faculty for Appointments | 53 |
| Lines of Communication | 53 |
| Civility Policy | 54 |
| Student Responsibility for Course/Program Evaluation | 54 |
| Academics | 56 |
| Minimum Enrollment in Classes | 56 |
| Drop/Add Procedures | 56 |
| Transfer Credit | 57 |
| Counting Credits from the MSN Program Toward the DNP Program | 58 |
| Course Waivers | 58 |
| Special Standing Students | 59 |
| Transient Status | 59 |
| BSN Honors Program | 60 |
| ABSN Leadership Scholar Honor's Program | 61 |
| Academic Policies | 62 |
| Grading Scale | 62 |
| Academic Standards and Policies | 62 |
| Grading Policies for Pre-licensure and Graduate Courses | 62 |
| Graded or Satisfactory/Unsatisfactory Course Options | 62 |
| Calculating the Grade Point Average (GPA) | 63 |
| Dean's List | 63 |
| Examinations | 64 |
| Examination Absence | 64 |
| Auditing a Course | 64 |
| Directed Study | 64 |
| *Incomplete Grades | 65 |
| In Progress (IP) | 65 |
| Clinical Evaluation and Grading | 66 |
| Technical Standards for Nursing Applicants and Enrolled Students | 68 |
| Academic Progression | 70 |
| GPA/Semester & Program GPA Requirements | 70 |
| Time to Degree Completion | 71 |
| Policy for Grade Repetition | 71 |

| | |
|--|-----|
| Course Repeated..... | 72 |
| Course Failure Policy..... | 72 |
| Goal Setting Plan for Student Improvement | 74 |
| Withdrawal Policy | 75 |
| Involuntary Withdrawal | 76 |
| Semester Review of Academic & Professional Performance | 79 |
| Academic Dismissal..... | 79 |
| Dismissal for Professional Conduct..... | 112 |
| Leave of Absence | 79 |
| Medical Leave of Absence | 80 |
| Re-Enrollment After Absence | 80 |
| Graduation | 82 |
| Applying for Graduation | 82 |
| Degree Completion Requirements | 82 |
| Financial Requirements for Graduation | 85 |
| Graduation Attendance | 85 |
| National Council Licensure Examination (NCLEX) Exam Preparation Requirements | 85 |
| Advanced Practice Regulations..... | 85 |
| Honors and Awards..... | 85 |
| NHWSN Alumni Association..... | 87 |
| Clinical Expectations | 88 |
| Transportation | 88 |
| Preparation | 88 |
| Attendance..... | 88 |
| Tardiness | 88 |
| Illness | 89 |
| Employment/Other Commitments..... | 89 |
| Guidelines for Professional Appearance and Attire for Nursing Students | 89 |
| Direct Patient Care Uniform Requirements (Prelicensure) | 91 |
| Attire for Mental Health, Community Settings, and Some Clinical Specialty Areas..... | 91 |
| Indirect Patient Care Uniform Requirements (Pre-Licensure) | 92 |
| ATTIRE FOR MENTAL HEALTH, COMMUNITY SETTINGS, AND SOME SPECIALTY AREAS..... | 92 |
| Graduate Dress Code | 92 |

| | |
|--|-----|
| Student Identification Badges..... | 93 |
| Preceptor Relationships..... | 94 |
| Graduate Student Employment..... | 94 |
| Experiences Scheduled Outside Academic Calendar..... | 94 |
| MSN Clinical Placements Travel and Housing Policy | 94 |
| Clinical/Service Learning Health and Compliance Requirements..... | 97 |
| Impaired Student Policy..... | 97 |
| Bloodborne Pathogens and Universal Precaution Training..... | 98 |
| COVID-19 Screening and testing after Clinical Exposures | 98 |
| Protocol for Illness Related Events During Clinical | 98 |
| Reporting and Post-Exposure Management of Exposure to Blood/Body Fluids and Other Infectious Body Fluids..... | 99 |
| Immediate Response for Emergency Treatment After Exposure to Blood/ Body Fluids | 100 |
| Reporting Exposure to Communicable Diseases | 102 |
| Health Insurance Portability and Accountability Act (HIPAA) | 104 |
| Student Records..... | 105 |
| Federal Family Educational Rights and Privacy Act (FERPA)..... | 105 |
| Probation | 106 |
| Student Conduct | 107 |
| Student Honor Code | 107 |
| ACADEMIC MISCONDUCT | 108 |
| PROFESSIONAL MISCONDUCT | 109 |
| Purpose of the Code of Professional Conduct..... | 110 |
| PROHIBITED CONDUCT | 111 |
| The Honor Council | 113 |
| Honor Council Procedures | 114 |
| Student Rights and Responsibilities..... | 122 |
| NATIONAL STUDENT NURSES ASSOCIATION (NASA) BILL OF RIGHTS AND RESPONSIBILITIES | 122 |
| Student Complaints..... | 124 |
| Nell Hodgson Woodruff School of Nursing Student Complaints..... | 124 |
| Emory University Student Complaints..... | 124 |
| Emory University Policies and Guidelines..... | 125 |

| | |
|---|-----|
| Emory University Respect for Open Expression Policy | 125 |
| Bias Incident Response Team (BIRT) | 125 |
| Sexual Misconduct Policy 8.2..... | 125 |
| Social Media Guidelines..... | 126 |
| Alcohol and Drug Abuse Policy | 128 |
| Tobacco Free Environment..... | 128 |
| Forms | 130 |

Welcome from the Dean

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

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

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

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

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

We look forward to having you join our community.

Sincerely,

Linda McCauley

Linda McCauley, PhD, RN
Dean, Nell Hodgson Woodruff School of Nursing
Emory University

COVID-19 Pandemic

The COVID-19 Pandemic has impacted course delivery mode with enhancements made to synchronous online delivery and simulated learning experiences for the 2020-2021 School Year. For the most up-to-date information regarding COVID-19 changes for the academic year, please visit the University's dedicated [COVID-19 Updates for the Emory Community website](#). The commitment to follow University guidelines by every member of the Emory Community is key to a safe learning environment.

The NHWSN academic calendar is adapted to meet safety requirements during the COVID-19 pandemic. Additionally, course delivery modes and simulated learning and clinical experiences have been adjusted to keep our students and the patients we serve safe. Students will be notified via their Emory email of changes to the academic calendar, course delivery mode, and/or simulated learning/clinical experiences.

Purpose of the Student Handbook

This Student Handbook is designed for use by students, faculty, and staff. It is revised and published electronically on an annual basis. The School of Nursing reserves the right to revise the Student Handbook information at its discretion and to make reasonable changes in requirements to enhance programs or improve the quality of education.

Significant changes will be communicated electronically to students with updates noted in the Student Handbook. It is the student's responsibility to review the Student Handbook annually, and when changes are made. For Emory University related policies and procedures the student should refer to the [Emory University website](#).

Our Mission

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

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

Our Vision

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

Our Values

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

Our Philosophy

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

Respect Statement

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

Promote Respect

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

Initiate Dialogue

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

Cultivate Reflection

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

Foster Equity

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

Maintain Accountability

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

Our Commitments

The Nell Hodgson Woodruff School of Nursing will:

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

Our Primary Strategic Initiatives

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

Outcomes by Program

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

BSN Graduate Outcomes

| Competency Definition reflects NHWSN values | BSN Graduate Outcome The BSN graduate will: |
|---|---|
| <p>Systems Leadership: Systems leadership, seeks to affect change for the social good across multiple interacting and intersecting systems. Systems leadership can be characterized by two distinct and interrelated attributes. It is 1) collaborative and 2) crosses boundaries – organizational, professional and virtual, therefore extending leaders beyond the usual limits of their responsibilities and authority.</p> | <p>Demonstrate leadership in patient centered care through advocacy and team collaboration.</p> |
| <p>Quality Improvement & Safety: Quality improvement is the meaningful use of data and systematic methods to continuously improve the quality and safety of health care systems and minimize risk of harm to patients and providers.</p> <p>http://qsen.org/competencies/graduate-ksas/</p> | <p>Use data to develop, implement and evaluate safe, high quality patient care.</p> |
| <p>Scholarship and Evidence Based Practice: Scholarship includes observation, analysis, synthesis, application and dissemination all of which result in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, evidence based practice is the translation of current best evidence, clinical expertise, and client values into the process for patient care.</p> | <p>Interpret current evidence and patient perspective to direct patient care.</p> |
| <p>Information Management: Information management is the use of data, evidence and technology to support all aspects of nursing practice.</p> | <p>Use information technology to manage knowledge, communicate information, and facilitate decision making in nursing practice.</p> |

| Competency Definition reflects NHWSN values | BSN Graduate Outcome The BSN graduate will: |
|---|--|
| Health Policy, Finance & Advocacy: Healthcare policies influence the nature and functioning of healthcare systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health. | Define the current healthcare policy, finance and regulatory environments and how these entities influence the nature and functioning of the healthcare system and consideration for practice. |
| Interprofessional Collaboration: Interprofessional collaboration is the process of cooperative and coordinated efforts by diverse professionals to promote high quality, individualized care to patients, families and communities. | Work with colleagues on the interdisciplinary healthcare team using effective interpersonal communication and collaboration to advocate for and promote patient health outcomes. |
| Clinical Prevention & Population Health: In clinical prevention nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use evidence-based approaches to engage communities to reduce risk and optimize health. | Apply evidence based approaches to primary, secondary and tertiary prevention to optimize health outcomes for individuals, communities and populations. |
| Professional Identity: One's professional self-concept is based on attributes, beliefs and values. The formation of identity is grounded in values and is evidenced by role assumption and professional behaviors. | The exhibit the judgments and behaviors expected of the generalist nurse. |
| Nursing Practice: Professional nursing practice is the autonomous, collaborative and systematic care of people to optimize health and alleviate suffering. Professional nursing has a defined scope of practice as determined by level of education and certification. | Practice as a nurse generalist with patients across the lifespan and health continuum. |

MSN Graduate Outcomes

| Competency Definition reflects NHWSN values | MSN Graduate Outcome The MSN graduate will: |
|---|---|
| <p>Systems Leadership: Systems leadership, seeks to affect change for the social good across multiple interacting and intersecting systems. Systems leadership can be characterized by two distinct and interrelated attributes. It is 1) collaborative and 2) crosses boundaries – organizational, professional and virtual, therefore extending leaders beyond the usual limits of their responsibilities and authority.</p> | <p>Lead interprofessional teams to design and coordinate safe, cost effective, quality care for individuals and families.</p> <p>Exhibit ethical and critical decision making, effective working relationships, and a systems-perspective in the design, delivery, and evaluation of health care.</p> |
| <p>Quality Improvement & Safety: Quality improvement is the meaningful use of data and systematic methods to continuously improve the quality and safety of health care systems and minimize risk of harm to patients and providers.</p> <p>http://qsen.org/competencies/graduate-ksas/</p> | <p>Use quality processes and systematic methods to evaluate, improve care, and insure patient safety for individuals, populations, and systems.</p> |
| <p>Scholarship and Evidence Based Practice: Scholarship includes observation, analysis, synthesis, application and dissemination all of which result in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, evidence based practice is the translation of current best evidence, clinical expertise, and client values into the process for patient care.</p> | <p>Integrate and communicate current evidence, clinical expertise, and patient perspective to inform practice within the clinical setting.</p> |
| <p>Information Management: Information management is the use of data, evidence and technology to support all aspects of nursing practice.</p> | <p>Use patient-care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.</p> |

| Competency Definition reflects NHWSN values | MSN Graduate Outcome The MSN graduate will: |
|---|--|
| Health Policy, Finance & Advocacy: Healthcare policies influence the nature and functioning of healthcare systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health. | Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care at all levels, including institutional, local, state, regional, federal, and international levels. |
| Interprofessional Collaboration: Interprofessional collaboration is the process of cooperative and coordinated efforts by diverse professionals to promote high quality, individualized care to patients, families and communities. | Collaborate with interdisciplinary healthcare team members to foster shared decision making and accountability for patient care outcomes. |
| Clinical Prevention & Population Health: In clinical prevention nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use evidence-based approaches to engage communities to reduce risk and optimize health. | Use data to implement actionable prevention or treatment plans to optimize health outcomes for individuals, communities and populations. |
| Professional Identity: One's professional self-concept is based on attributes, beliefs and values. The formation of identity is grounded in values and is evidenced by role assumption and professional behaviors. | Exhibit the judgement and behaviors of the advanced practice nurse. |

DNP Graduate Outcomes

| Competency Definition reflects NHWSN values | DNP Graduate Outcome The DNP graduate will: |
|---|---|
| <p>Systems Leadership: Systems leadership, seeks to affect change for the social good across multiple interacting and intersecting systems. Systems leadership can be characterized by two distinct and interrelated attributes. It is 1) collaborative and 2) crosses boundaries – organizational, professional and virtual, therefore extending leaders beyond the usual limits of their responsibilities and authority.</p> | <p>Lead interprofessional teams in the analysis of complex practice and organizational issues.</p> <p>Lead delivery, design, and evaluation of health care that is data-based, sensitive and responsive to the ethical, cultural, and psychosocial concerns of individuals, families, communities, and populations.</p> |
| <p>Quality Improvement & Safety: Quality improvement is the meaningful use of data and systematic methods to continuously improve the quality and safety of health care systems and minimize risk of harm to patients and providers.</p> <p>http://qsen.org/competencies/graduate-ksas/</p> | <p>Develop, implement and evaluate new approaches to clinical practice and health care delivery using principles of improvement science, business, finance, economics, and policy.</p> |
| <p>Scholarship and Evidence Based Practice: Scholarship includes observation, analysis, synthesis, application and dissemination all of which result in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, evidence based practice is the translation of current best evidence, clinical expertise, and client values into the process for patient care.</p> | <p>Translate research into practice and participate in collaborative research to improve health systems and patient outcomes.</p> <p>Generate and disseminate evidence to guide practice.</p> |
| <p>Information Management: Information management is the use of data, evidence and technology to support all aspects of nursing practice.</p> | <p>Use information systems/technology resources to evaluate health care and systems outcomes, guide quality improvement initiatives, and support practice and administrative decision-making.</p> |

| Competency Definition reflects NHWSN values | DNP Graduate Outcome The DNP graduate will: |
|---|---|
| Health Policy, Finance & Advocacy: Healthcare policies influence the nature and functioning of healthcare systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health. | Improve the health care system and patient care outcomes through engagement in system redesign and health care policy at all levels, including institutional, local, state, regional, federal, and international levels. Analyze the effect of health policy on the organization, financing, and delivery of healthcare and health outcomes. |
| Interprofessional Collaboration: Interprofessional collaboration is the process of cooperative and coordinated efforts by diverse professionals to promote high quality, individualized care to patients, families and communities. | Partner with members of the healthcare team and patients/families in the delivery, design, and evaluation of health care that is data-based. |
| Clinical Prevention & Population Health: In clinical prevention nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use evidence-based approaches to engage communities to reduce risk and optimize health. | Assess, plan and evaluate evidence for creation and evaluation of health promotion and prevention programs to optimize health outcomes for individuals, communities and populations. |
| Professional Identity: One's professional self-concept is based on attributes, beliefs and values. The formation of identity is grounded in values and is evidenced by role assumption and professional behaviors. | Exhibit the judgment and behaviors of the nurse leader and clinical scholar. |
| Nursing Practice: Professional nursing practice is the autonomous, collaborative and systematic care of people to optimize health and alleviate suffering. Professional nursing has a defined scope of practice as determined by level of education and certification. | Practice using evidence based critical reasoning, systematic inquiry, and reflection to analyze health outcomes and health care delivery phenomena to improve health care systems and patient outcomes. |

Directory

A complete list of School of Nursing faculty and staff can be found here:

www.nursing.emory.edu/directory.

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| Associate Director of Admission & Financial Aid (Graduate) | Sara Re | 404.727.6674 | sara.re@emory.edu |
| Senior Admissions Advisor | Megan Lennox | 404.727.6917 | megan.lennox@emory.edu |
| LILLIAN CARTER CENTER FOR GLOBAL HEALTH & SOCIAL RESPONSIBILITY | | | |
| Lillian Carter Center Global and Community Engagement Coordinator | Dr. Helen Baker | 404.727.2157 | hbaker@emory.edu |
| Lillian Carter Center Sr. Program Coordinator | Lisa Nunez | 404.727.6620 | lisa.n.nunez@emory.edu |
| ACADEMIC ADVANCEMENT | | | |
| Sr. Associate Dean for Academic Advancement | Dr. Sandi Dunbar | 404.727.6939 | sbdunba@emory.edu |
| Assistant Dean for Clinical Advancement | Dr. Laura Kimble | 404.727.2589 | laura.porter.kimble@emory.edu |
| Director of Faculty Administration | Drew Homa | 404.727.3506 | drew.homa@emory.edu |
| Sr. Academic Advancement Program Coordinator | Amanda Denzer-King | 404.712.8749 | amanda.w.denzer-king@emory.edu |
| Program Coordinator | Perri Higgins | 404.727.5804 | perri.higgins@emory.edu |
| OFFICE OF DIVERSITY, EQUITY, AND INCLUSION | | | |
| Assistant Dean for Diversity, Equity, and Inclusion | Dr. Lisa Muirhead | 404-727-6544 | lisa.muirhead@emory.edu |
| Director of Diversity, Equity, and Inclusion | Benjamin Harris | | benjamin.g.harris@emory.edu |
| OFFICE OF CLINICAL AND COMMUNITY PARTNERSHIPS | | | |
| Associate Dean, Office of Clinical and Community | Dr. Carolyn Clevenger | 404.712.2394 | carolyn.clevenger@emory.edu |
| Director of Clinical Partnerships and Placements | Emory Kent | 404.727.3452 | emory.kent@emory.edu |
| Director of Emory Nursing Experience | Laika Steiger | 404.727.9208 | laika.seiger@emory.edu |

| ACCREDITATION, CURRICULUM, & REGISTRATION | | | |
|--|-------------------|--------------|----------------------------|
| Director of Accreditation, Registration, and Curriculum | Dr. Elaine Fisher | 404.727.7570 | elaine.fisher@emory.edu |
| Director of Registration | Sabrena Brown | 404.727.3500 | sbrown8@emory.edu |
| Assistant Director of Registration and Curriculum Management | Emily Weil | 404.727.1209 | emily.weil@emory.edu |
| COMMUNICATIONS | | | |
| Director of Communications | J. Mike Moore | 404.727.3115 | j.michael.moore@emory.edu |
| FINANCE | | | |
| Associate Dean for Finance and Strategic Analyst | Gina Critchet | 404.727.4348 | gina.m.critchett@emory.edu |
| Director, Business & Finance | Roman Damena | 404.727.8649 | rdamena@emory.edu |
| INSTRUCTIONAL TECHNOLOGY | | | |
| Assistant Dean, Technology Management | Dr. Roy Simpson | 404.727.6652 | roy.l.simpson@emory.edu |
| Director, Instructional Design | Steve Ellwood | 404.727.7969 | steve.ellwood@emory.edu |
| Sr. Director, Information Technology | Judy Katz | 404.840.0300 | jkatz30@emory.edu |
| Director, Simulation | LisaMarie Wands | 404.727.6837 | lisa.m.wands@emory.edu |
| Consultant, Instructional Design | Adarsh Char | 678.414.0014 | achar2@emory.edu |
| Project Manager | Jennifer Paul | 404.712.3473 | jennifer.a.paul@emory.edu |
| OPERATIONS | | | |
| Associate Dean and Chief Operating Officer | Jasmine Hoffman | 404.727.6524 | jasmine.hoffman@emory.edu |
| Director of Operations | Adam Malm | 404.712.9224 | adam.malm@emory.edu |
| RESEARCH | | | |
| Sr. Associate Dean for Research and Innovation | Dr. Eun-Ok Im | 404.712.9805 | eun.ok.im@emory.edu |

Religious Holidays

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

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

RELIGIOUS HOLIDAYS – 2020-2021

| Holiday | Religion | Date | Day |
|--------------------------|---------------------------|----------------------|-----------------|
| Rosh Hashanah | ² Jewish | Sept. 19-20, 2020 | Saturday-Sunday |
| Yom Kippur | ² Jewish | September 28, 2020 | Monday |
| Sukkot, first two days | ² Jewish | October 3-4, 2020 | Saturday-Sunday |
| Shemini Atzeret | ² Jewish | October 10, 2020 | Saturday |
| Simchat Torah | ² Jewish | October 11, 2020 | Sunday |
| Navaratri | Hindu | October 17-25, 2020 | Saturday-Sunday |
| Dussehra | Hindu | October 25, 2020 | Sunday |
| Diwali | Hindu | November 14, 2020 | Saturday |
| Birth of the Bab | ⁴ Baha'i | October 18, 2020 | Sunday |
| Birth of Bahá'u'llá | ⁴ Baha'i | October 19, 2020 | Monday |
| Hanukkah | ² Jewish | December 11-18, 2020 | Friday-Friday |
| Christmas | Christian | December 25, 2020 | Friday |
| Christmas | ³ Orthodox Ch. | January 7, 2021 | Thursday |
| Ash Wednesday | Christian | February 17, 2021 | Wednesday |
| Great Lent Begins | ³ Orthodox Ch. | March 15, 2021 | Monday |
| Purim | ² Jewish | February 26, 2021 | Friday |
| Naw-Rúz | ⁴ Baha'i | March 20, 2021 | Saturday |
| Good Friday | Christian | April 2, 2021 | Friday |
| Passover, first two days | ² Jewish | March 28-29, 2021 | Sunday-Monday |
| Easter | Christian | April 4, 2021 | Sunday |
| Holy Friday | ³ Orthodox Ch. | April 30, 2021 | Friday |
| Passover, last two days | ² Jewish | April 3-4, 2021 | Saturday-Sunday |
| Pascha (Easter) | ³ Orthodox Ch. | May 2, 2021 | Sunday |
| Ridvan | ⁴ Baha'i | April 20, 2021 | Tuesday |
| Ramadan | ¹ Islamic | April 13, 2021 | Tuesday |

KEY:

¹ Islamic holidays begin at sunset on the evening before the date given. Islamic holidays are based on a lunar calendar, and the actual dates are determined by direct observation of the

moon and announced by the mosque. (The most observant Muslims will observe all days; others may observe the first day of Eid-al-Fitr and Eid-al-Adha.)

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

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

⁴ Baha'i holidays begin at sunset on the evening before the date given.

Beginning Your Journey

Obtaining Your EmoryCard

<http://studentfinancials.emory.edu/>

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

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

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

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

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

EmoryCard Services

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

Accessing Your Email

Email is the primary medium for official communication with students at Emory University. You have been assigned an official Emory email address by the University. Students are expected to

maintain their accounts and check their email regularly so that new mail is properly received and read. Certain communications may be time sensitive.

Students cannot forward their official Emory email to another address. Emory email is encrypted and secure and must be read at email.emory.edu or via an email program that works with this service. Please refer to <http://it.emory.edu/> for the full Emory University Information Technology Conditions of Use.

Personal Computer Specifications

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

Accessing Canvas

<https://canvas.emory.edu>

Canvas is Emory's online course delivery system. Canvas users must have both an Emory NetID and password. Students who have forgotten their passwords may contact the Help Desk at 404.727.7777 or <http://canvas-support.emory.edu/> for assistance. Directions for logging into Canvas and navigating are located at <http://canvas-support.emory.edu/>

Address and Telephone Changes

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

Weather

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

Bookstore

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

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

Health Insurance

All Emory University students must obtain and maintain health insurance coverage for the duration of the program. Under this requirement, students must either purchase the Emory University Student Health Insurance Plan (administered by Aetna Student Health) or provide documentation of enrollment in a comparable United States-domiciled plan. Students wishing to waive enrollment in the Emory Student Health Insurance Plan must annually complete the form found at <https://www.aetnastudenthealth.com> via OPUS prior to the first day of classes. For information about student health insurance requirements and the health insurance waiver, click <https://www.aetnastudenthealth.com>.

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

Resources for Students Who Are Parents

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

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

Arnita Howard, Assistant Dean for Student Affairs

ahoward@emory.edu

404.712.6826

Verification of Licensure

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

Graduate students with expired licenses will not be allowed to participate in clinical training or enroll in courses. Students are required to report any change in the status of licensure (any encumbrances) immediately to the Director of Clinical Partnerships and Placement and their Program Director.

Parking

<http://transportation.emory.edu/>

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

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

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

Transportation

<http://transportation.emory.edu>

Students are responsible for their transportation to clinical sites. Many clinical sites are located across the metro area and require travel outside of the Emory network. Travel and parking costs are not reimbursed. Those without personal transportation are not guaranteed priority clinical placement. There are free shuttle services that serve the Emory University Hospital, Emory University Hospital–Midtown and Grady Memorial Hospital. The schedule can be found at <http://transportation.emory.edu> or by calling 404.727.PARK (7275).

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

SafeRide, Late Night Shuttle, and Walking Escorts

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

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

Use the TransLoc's OnDemand (<http://transloc.com/rider-transit-app/>) feature for the overnight SafeRide shuttle service or contact dispatch by phone at 404.727.7555 for shuttle service and walking escorts. Download the application at: <https://emory.transloc.com/info/mobile> for all smart devices.

The system allows you to reserve a ride from the safety of your dorm room, office, library, etc., and will provide real-time vehicle tracking. You'll receive an alert when the bus is 3-5 minutes away from picking you up. The SafeRide may be a shuttle, golf cart, vehicle or walking escort to your destination. SafeRide operates from 9:00PM – 5:00AM. Late night shuttle Thursday-Sunday from 11:00PM to 3:00AM.

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

Security Escorts to and from Parking Decks

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

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

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

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

Emory University-Affiliated Hospitals Public Safety Departments

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

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

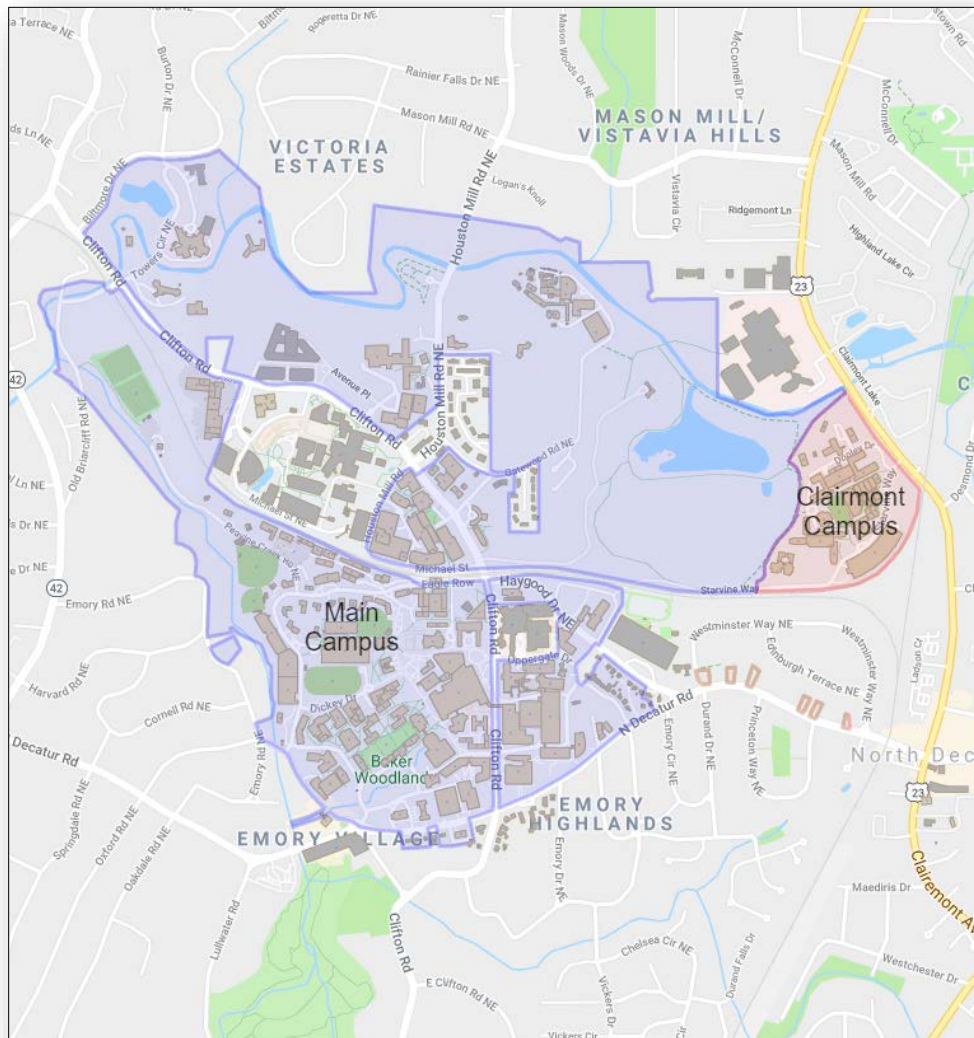
Other important numbers to have include the following:

- Emory Police Department: 404.727.6111
- DeKalb County Police: 404.371.2000

In an emergency, call 911!

Campus Map

The Emory University campus map can be viewed on the web at <http://map.emory.edu>.



University Resources

Student Health Services

www.studenthealth.emory.edu

Visit this website for information about the following student resources:

- Student Health Services
- Counseling and Psychological Services (CAPS)
- Office of Health Promotion
- Emergency and After Hours

Office of Equity and Inclusion (OEI)

<http://equityandinclusion.emory.edu>

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

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

Students are responsible for initiating the accommodation process by self-disclosing their disability, health, and/or chronic medical condition directly to OEI. All requests and documents are managed and maintained at the highest level of integrity. In addition, OEI may be contacted via phone 404.727.9867 office or via the general email oei@emory.edu or a dedicated/confidential email address at oadisab@emory.edu. The Office is located at 1946 Starvine Way, Suite 310, Decatur, GA 30033.

Department of Accessibility Services (DAS)

<http://accessibility.emory.edu/>

Emory provides all persons an equal opportunity to participate in and benefit from programs and services afforded to others. The Department of Accessibility Services (DAS), part of the Office of Equity and Inclusion, assists qualified students, faculty, and staff with obtaining a variety of services and ensures that all matters of equal access, reasonable accommodation,

and compliance are properly addressed. Qualified students must register with DAS and make a request for services. Confidentiality is honored and maintained. The Office is located at 1946 Starvine Way, Suite 310, Decatur, GA 30033. DAS may be contacted via phone at 404.727.9877 or for student-related emails: accessibility@emory.edu, oas_testing@emory.edu, and oas_notetaking@emory.edu.

Student Responsibility for Accessing DAS Services

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

Students who have accommodations should contact the course faculty and provide written documentation from the DAS no later than the first week of the semester, or as soon as DAS documentation is obtained, to communicate specific needs for the course. All discussions with DAS and faculty concerning the nature of your disability remain confidential.

Counseling and Psychological Services

www.studenthealth.emory.edu/cs

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

Emergency and Crisis Response

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

LIFE THREATENING EMERGENCIES DAY OR NIGHT:

- Call 911 (from on or off campus)
- Emory Police Department: 404.727.6111
- Emory University Hospital Emergency Room: 1364 Clifton Road, 404.712.7100
- Emory Emergency Medical Services (EMS): 404.727.6111

CRISIS SITUATIONS:

- Student Intervention Services (SIS) Team: 404.430.1120
- Counseling & Psychological Services: 404.727.7450
- HelpLine (peer counseling, 8:30 pm-1:00 am) at 404.727.4357 (HELP)

- Student Health Services: 404.727.7551
- Student Health Services' on-call physician: 404.727.7551 and press "0"
- Emory Healthcare psychiatrist-on-call: 404.778.5000 (available after hours or weekends)
- Respect Program (sexual assault/interpersonal violence): 404.727.1514 (press 1) or 404.727.1514
- Georgia Crisis & Access Line: 1.800.715.4225
- Suicide Hotline: 1.800.784.2433
- Crisis Text Line: 741.741

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

Student Organizations

Emory University Organizations

A complete listing of all Emory University organizations can be found at:

http://lead.emory.edu/involvement/student_orgs.html.

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

Organizations Relevant to Nursing

Organizations that may be of particular interest to nursing students are described below.

<http://www.nursing.emory.edu/student-life/clubs-organization/index.html>

EMORY STUDENT NURSES’ ASSOCIATION (ESNA)

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

GRADUATE NURSING COUNCIL (GNC)

The Graduate Nursing Council (GNC) is the leadership organization recognized by Emory University for graduate nursing students. GNC is the voice of students in all MSN specialties and the DNP program for change and advocacy, representing graduate nursing students in the University Senate, Graduate Student Government Association, and Student Government Association.

Emory University is committed to provide student awareness and camaraderie amongst the entire Emory community. GNC is responsible for providing enriching extracurricular and co-curricular activities for graduate nurses, using the budget allocated by the University from the graduate nurses' student activity fees. This group sponsors academic lunch-and-learn sessions and social events throughout the year. Membership is encouraged and open to all nursing graduate students. The bylaws and other information on how to participate in GNC can be found at: <https://orgsync.com/117045/chapter>.

HEALTH STUDENTS TAKING ACTION TOGETHER, INC. (HEALTHSTAT)

HealthSTAT is an interdisciplinary, nonprofit, member organization run by health professional students in Georgia. HealthSTAT engages students in leadership through service, education, and advocacy, with a focus on health for all. The organization seeks to make being active in the

health community a professional habit. By mobilizing students to take action on health issues confronting Georgia, they foster a civic ethic in future leaders that will benefit the state of Georgia for years to come. See chapter website for more information: <http://www.hstatga.org>.

SpeakOUT AT NHWSN

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

THE INSTITUTE FOR HEALTHCARE IMPROVEMENT (IHI) OPEN SCHOOL

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

EMERGENCY PREPAREDNESS STUDENT NURSING ALLIANCE

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

EMORY CHAPTER OF THE AMERICAN ASSEMBLY OF MEN IN NURSING

The American Assembly of Men in Nursing (AAMN) is a national organization whose mission is to shape the practice, education, research, and leadership of men in nursing, and advance men's health. For more information, please contact Jake Tuttle: jake.tuttle@emory.edu.

EMORY GLOBAL HEALTH NURSING ASSOCIATION (EGHNA)

The Emory Global Health Nursing Association (formerly EISNA) provides the School of Nursing community with internationally focused service and learning opportunities as well as opportunities to interact with the international community in metro-Atlanta and beyond through ongoing service projects, overseas study, and cross-cultural education. More information about EGHNA can be found at [this website](http://www.nursing.emory.edu/student-life/clubs-organization/eghna.html): <http://www.nursing.emory.edu/student-life/clubs-organization/eghna.html>.

EMORY MULTICULTURAL NURSING STUDENT ASSOCIATION (EMNSA)

The Emory Multicultural Nursing Student Association (EMNSA) was created to strengthen the role and presence of multicultural nursing students at the School of Nursing. Its purpose is to

celebrate, support, and represent the unique needs of nursing students from diverse backgrounds through fostering personal, academic, and professional development; encouraging strong leadership; and striving to enhance access to opportunities offered by the School of Nursing, Emory University, and the Atlanta community. The association also focuses on domestic engagement and outreach to young adolescents and high school students from various communities throughout metro-Atlanta, along with other programming designed to attract students to the Emory School of Nursing from all backgrounds and cultures. EMNSA is open to all pre-licensure and graduate nursing students. More information can be found at: <http://www.nursing.emory.edu/student-life/clubs-organization/emnsa.html>

GEORGIA CHAPTER OF THE NATIONAL ASSOCIATION OF HISPANIC NURSES (GA NAHN)

The Georgia Chapter of the National Association of Hispanic Nurses (NAHN) is a group that is committed to advancing health and health knowledge of the Latinx community of Georgia. This new organization is looking to grow. The purpose statement is “we celebrate the culture, caring, and spirit of Latinx nurses who are the leading voices of health in our communities.” In collaboration with the Georgia Latinx community, we hope to:

- Promote the nursing profession in Latinx communities and diversity in the nursing workforce,
- Raise awareness about Latinx health issues and navigation of the healthcare system, and
- Establish ourselves as leaders in nursing education in the Latinx community.

More information can be found at: www.ganahn.org, or email: info@ganahn.org, follow GANAHN on Twitter at @GANAHN_Chapter.

NATIONAL BLACK NURSES’ ASSOCIATION – EMORY CHAPTER

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

NURSING STUDENT GOVERNMENT

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

Student Governance Class Officers and Responsibilities

Class officers are nominated and elected by the students of each nursing class. Students must remain in good academic standing to hold office in student nurse organizations or to serve on committees. In addition, the students must adhere to the University Code of Conduct and School of Nursing Honor Code. The primary responsibility of the class officers is to facilitate communication with program leadership on behalf of their class. Other responsibilities of each

office may vary and are determined primarily by the situations that arise during the school year and the desires of the students to have class activities.

STUDENT REPRESENTATION ON SCHOOL AND UNIVERSITY COMMITTEES

Student representatives have the opportunity to serve on several School of Nursing committees and the Honor Council. Students will be notified of openings on committees in accordance with the School of Nursing Bylaws, e.g., Curriculum Committee, Program Evaluation Committee, etc. Students may also serve on selected University committees, including the University Senate. Student appointments to committees are made by the Dean or the Dean's designee.

NURSING ALUMNI ASSOCIATION BOARD

The Nurses' Alumni Association Board (NAA) functions as an advisory board with working committees in matters relating to the activities, services, communication, and policies of the Nurses' Alumni Association. The mission of the NAA Board is to represent the alumni body, serve as ambassadors, and collaborate with the School to lead efforts through engagement and philanthropy with students and alumni. In addition to alumni members, a faculty representative and two student representatives – pre-licensure and graduate serve as ex officio members of the NAA Board to ensure faculty and student representation.

Educational Resources

Nursing Classrooms

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

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

Clinical Simulation and Skills Training

Students of the Nell Hodgson Woodruff School of Nursing at Emory University have access to two physical spaces for skills training and immersive simulation experiences. The Charles F. and Peggy Evans Center for Caring Skills located within the Nell Hodgson Woodruff School of Nursing at 1520 Clifton Road and the Wesley Woods Graduate Simulation and Skills Facility located at 1821 Clifton Road. These centers are multifaceted labs that are used to promote quality patient care and safety. Hours correspond to the class/laboratory schedule each semester. Additional practice hours can be scheduled by appointment with the Lab Coordinator

CHARLES F. AND PEGGY EVANS CENTER FOR CARING SKILLS

The Charles F. and Peggy Evans Center for Caring Skills consists of four open-ward rooms in which students work in small groups to learn basic nursing skills and physical assessment techniques. A variety of task trainers and life-size simulated human patients are used to provide students with a range of educational experiences designed to meet course learning objectives. Human simulators represent the range of gender, ethnicity, and age and have varying levels of technological capabilities to enhance the student learning experience.

WESLEY WOODS GRADUATE SIMULATION AND SKILLS FACILITY

The Wesley Woods Graduate Simulation and Skills Facility includes a clinic space with fully functional patient examination rooms, a flexible classroom space with four open patient bays,. The exam rooms are mostly used for teaching advanced assessment and skills of adults and children using standardized or simulated patients. Advanced skills, such as suturing and central

line insertion, are taught in the classroom, which is also utilized by pre-nursing anatomy and physiology courses. A variety of task trainers and simulators are utilized for teaching and training.

CONTACTS

- Director of Simulation Resources: LisaMarie Wands, PhD, RN, CHSE, CNE;
lisa.m.wands@emory.edu
- Lab Coordinator: Laura La Cagnina; llacagn@emory.edu
- Senior Lab Assistant: Destiny Wimbish; destiny.a.wimbish@emory.edu
- Lab Technician: Terrence Jenkins; terrence.jenkins2@emory.edu
- Lab Assistant: Jametra Thomas; jametrathomas@emory.edu
- Lab Assistant: Corey Dinkins; corey.quentin.dinkins@emory.edu


Library Services

<http://health.library.emory.edu/>

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

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

The library provides access to many biomedical research resources, eJournals, eBooks and clinical point of care tools including PubMed, DynaMed Plus, Joanna Briggs EBP Database, AccessMedicine, CINAHL, and Web of Science. The Specialized Software Lab has computers installed with SPSS, R, ArcGIS, MatLab, NVivo, and MAXQDA for quantitative, qualitative, and mixed methods data analysis.

To access resources from any on or off-campus location always start at the WHSC Library website: <http://health.library.emory.edu>. When/if prompted, enter your Emory network ID and password. Once in a database, click on this button  for full text options. If full text is not immediately available, you can order anything you need (free of charge) through interlibrary loan (ILL) by clicking the link, "Request through ILLiad." Article ILLs are usually filled within 24-hours as a PDF and are sent to your Emory email.

Click [here](#) to access mobile resources. The library provides reference services and conducts classes on methods of identifying, locating, and evaluating sources of biomedical information.

ADDITIONAL SERVICES THE LIBRARY PROVIDES INCLUDE:

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

CONTACT INFORMATION:

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

WHISL HOURS:

- Monday through Thursday: 7:30am – midnight (Summer hours until 10:00pm)
- Friday: 7:30am – 7:00pm
- Saturday: 10:00am – 7:00pm
- Sunday: noon – midnight (Summer hours until 10:00pm)

Refer to the website for changes in hours.

Computer Services at Emory

COMPUTER SERVICE DESK—UNIVERSITY TECHNOLOGY SERVICES

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

COMPUTING CENTER AT COX HALL

http://it.emory.edu/studentdigitallife/study_production_spaces/computing-center-at-cox-hall/

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

FACULTY AND STUDENT COMPUTING SUPPORT

<http://it.emory.edu/>

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

PRINTING & PHOTOCOPYING

<http://studentfinancials.emory.edu/>

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

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

SOFTWARE EXPRESS

<http://software.emory.edu/express>

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

OPUS: ONLINE PATHWAY TO UNIVERSITY STUDENTS

www.opus.emory.edu

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

CANVAS

<https://canvas.emory.edu>

Canvas is Emory's online course delivery system. Many courses at Emory are set up on Canvas using information from the registrar's system to enroll the correct students. Faculty determine the degree to which they use Canvas in their courses. Canvas may contain basic information about a class, such as the course syllabus, or it may contain all the materials necessary to teach and test students. All users must have both an Emory NetID and password. Students who have

forgotten their passwords may contact the Help Desk at 404.727.7777 or classes@emory.edu for assistance.

Financial Aid

<http://studentaid.emory.edu/>

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

Each year students must complete a new FAFSA if they wish to be considered for need-based financial aid for the upcoming year. The FAFSA form can be completed online at <https://studentaid.ed.gov/sa/fafsa>. The FAFSA should be submitted by May 1 to the respective processing center to ensure the University receives the results from the processing agency in a timely manner. Financial aid is available for the summer semester based upon the amount taken out for the previous fall and spring semesters. Need-based awards will be determined based on the data for the current academic year, i.e., summer of 2019 will be based on academic year 2018–2019 information.

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

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

FINANCIAL AID ADVISERS FOR PRE-LICENSURE STUDENTS CAN BE REACHED BY EMAIL

- Students whose last name begins with a letter A–K should contact Nancy Tappin at ntappin@emory.edu
- Students whose last name begins with a letter L–Z should contact Whitney Tucker-Jenkins at wftucke@emory.edu

FINANCIAL AID ADVISERS FOR GRADUATE STUDENTS CAN BE REACHED BY EMAIL

- gradfinaid@emory.edu

Scholarships

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

ROBERT W. WOODRUFF CLINICAL SCHOLARSHIP

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

ROBERT W. WOODRUFF CLINICAL FELLOWSHIP

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

FULD SERVICE LEARNING FELLOWSHIP

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

FULD PALLIATIVE CARE FELLOWSHIP

The Fuld Palliative Care Fellowship provides scholarship funding to candidates who have been accepted to the Accelerated MSN program and who have a special commitment to leadership and palliative care as a component of professional nursing practice. Candidates must have a prior history of leadership and palliative care activities and have definitive plans to work in a palliative care environment. Students who apply for the Fuld Palliative Care Fellowship must write an essay and may be interviewed by a selection committee.

COVERDELL RETURNED PEACE CORPS VOLUNTEER FELLOWSHIP

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

OTHER NAMED SCHOLARSHIPS/SPECIAL FUNDS

The following named scholarships and endowments are awarded on the basis of need and/or criteria predictive of success in the practice of nursing: Anita Benteen Mitchell, Ann Layfield, Arthur D. Hubert III, Arthur Krotz, B. J. Johnson, Barbara and Jane Holland, Beth Malkin Utz Endowment, Charles and Janice Barton, Cynthia Mallory, D. Ellis and Harriet Williams, Elizabeth Mabry, Elizabeth Sager Sharp, Ellen Fleming Bowden, Helen O'Shea, Hilda Glenn, Ida Belle King, Irene K. Woodruff, Joseph B. Whitehead, Josephine Malone, Kay Kittrell Chitty, Leila and Lester Rumble, Lettie Pate Whitehead, Linda Van Norde Benoski, Mabel Hamrick, Martha, Jean Haughton, Mary A. Herndon, Nursing Associates, Olive Galloway, Ron K. Bates, Rose Dilday, Ruth D. Williams, Sally Lehr, Tull, Warren and Ione Glasgow, and William Randolph Hearst.

GRANTS, TRAINEESHIPS, AND LOANS

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

LOAN FUNDS

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

GEORGIA TUITION GRANT

Georgia residents may apply for aid through the Georgia Tuition Equalization Grant Program for Private College Students. Applications are available for pre-licensure students after January 1 from the Emory University Office of Financial Aid. **DIRECT STUDENT LOANS**

Georgia residents may apply for these loans, the amount of which depends on the student's field of study and the amount of funds appropriated. A portion of these loans may be repayable by approved service in Georgia (one year of service for each year for which the loan was received), or the loans may be repaid by cash with interest.

Advising

Academic advising is a process to promote the exchange of information between a student and faculty member and is designed to help students' reach their educational and career goals. Advising is a shared responsibility between an adviser and the student. Ultimately, the student is responsible for making decisions about his/her life goals by creating a plan to reach those

goals. Academic advisers can assist in this process by helping the student understand options, determine resources and, when necessary, identify alternatives.

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

Pre-licensure

Prior to the start of the program, pre-licensure students meet their Director. BSN students will be assigned an individual faculty advisor. The Director will serve as the advisor for MN students. Advisors will mentor students during their program regarding educational and service opportunities, development of their portfolio, clinical placement, preparation for NCLEX, and career planning. Students are responsible for maintaining regular communication with their Director to ensure they are progressing on track for graduation as well as to discuss any issues or concerns during their program <http://registrar.emory.edu/records-transcripts/degree-tracker/index.html>. The University Degree Tracker system is available to students to track their progress to graduation.

MSN

The specialty director will assign a student to a faculty adviser within their specialty area at the beginning of the program. Post-graduate certificate students will be assigned to the specialty coordinator who serve as their adviser and will conduct a gap-analysis to identify needed courses/experiences.

POST-BSN-DNP

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

POST-MASTER'S DNP

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

Registration

Students are automatically registered for their first semester courses. Students will self-register for courses beginning their second semester. The University has a University Course Atlas system that allows students to view all courses offered at Emory. A shopping cart feature is available prior to opening enrollment. The class schedule is available in OPUS. Tentative dates for registration can be found on the academic calendar posted on the School of Nursing website. To facilitate the registration process, different days/times will be set for each program,

traditional BSN, ABSN, MN, AMSN, and D-ABSN. Email will be sent to students via the ListServ with specific instructions for registration. During assigned times, students may log onto OPUS (www.opus.emory.edu) and register. The Office of Clinical Placements will manage placements for clinical and simulation/laboratory sessions.

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

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

PRE-LICENSURE STUDENT REGISTRATION

The Director of Registration will set registration appointment dates during which pre-licensure students will self-register for classes each semester. Students will register via the OPUS portal, selecting classes in the prescribed curriculum and may register for an elective course during the open registration period.

To ensure the student registers for the correct course for their program, section numbers will be as follows:

- Students in the **Traditional BSN program** will select courses with sections at the **100 level**. For example, NRS 314 Clinical Practicum I would have sections designated as NRS 314:100, 314:101, 314:102, etc.
- Students in the **ABSN program** will select courses with sections at the **200 level**. For example, NRS 314 Clinical Practicum I would have sections designated as NRS 314:200, 314:202, 314:203, etc.
- Students in the **InEmory program** will select courses with sections at the **300 level**. For example, NRS 314 Clinical Practicum I would have sections designated as NRS 314:300, 314:302, 314:303, etc.
- Students in the **AMSN program** will select courses with sections at the **400 level**. For example, NRS 314 Clinical Practicum I would have sections designated as NRS 314:400, 314:402, 314:403, etc.
- Students in the **MN Program** will select courses at the **500 level** that are followed by "MN"
- Students in the **D-ABSN program** will select courses with "D" after the course number for 300 and 400 level courses (may not select 700 level courses with a D designation).

“D” denotes a distance education program. For example, NRS 344D Health Assessment, 346D Acute and Chronic Care I, etc.

Once an elective course section fills, registration is not possible and the student must select another section/course in which to enroll.

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

GRADUATE STUDENT REGISTRATION

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

PhD

PhD program administrator will register PhD students.

REGISTERING FOR ADDITIONAL COURSES

Students wishing to add additional courses do so via the [REGI](#) System by submitting an “Add Form”. The form must be signed by the program director (BSN, MN, AMSN, MSN, or DNP) and returned to the Office of Registration to complete the registration process.

REGISTRATION FOR AMSN (POST-LICENSURE)/MSN/DUAL DEGREE/DNP STUDENTS

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

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

OPUS Schedule and Billing

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

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

Academic Expectations

Syllabus

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

Pre-licensure Student Classroom, Lab, & Clinical Attendance & Makeup Policy (BSN/ABSN/AMSN/InEmory/MN)

The faculty responsible for the course determines class attendance requirements. Any special circumstances, including but not limited to religious holidays and/or accommodations, must be discussed with the course coordinator prior to the start of the semester. In the event of an absence, the student is responsible for course content presented in lecture, textbook, and other specified assignments. In some cases, a School sponsored training, such as Interdisciplinary Team Training or required symposium/conference, may substitute for classroom/clinical hours and thus, not require a make-up. The student should check with the course coordinator prior to an event.

Students are required to notify course coordinators and clinical/ simulation instructors of absence, in advance when possible. The student should consult the syllabus for implications for course grade related to classroom absences. A student absent for several days because of illness or other extenuating circumstances should notify the Director. A prolonged absence requires documentation of when a student is able to return to classes, simulation/laboratory, and clinical and may require withdrawal from the University for the semester. The student should refer to the *Leave of Absence Policy* for extended absence.

Students are required to make-up all missed simulation/laboratory, and/or clinical hours (excused and unexcused). Absences from the simulation/laboratory, and/or clinical portions of a nursing course will not be excused with possible exceptions for a severe illness of the student, death/critical illness of a family member, or religious observance (preapproved). Circumstances outside of those noted above should be discussed with the course coordinator for approval. Student documentation of the reason for the absence must be provided to the course coordinator within 72-hours of the missed experience. Note approval does not mean a make-up day is not required.

Excused absences from lab and/or clinical will be made up through a plan developed by the clinical/simulation faculty, and/or pre-licensure Director. Students with more than one (1) excused absences or inability to make-up the absence from clinical will be given an “incomplete” for the semester and will need to make-up the missed time prior to being continuing in the subsequent semester. Any unexcused absence from simulation/laboratory and/or clinical may result in a failing grade for the course based on the discretion of the course

faculty and Director. Excessive classroom/simulation/laboratory /clinical absences for any reason may necessitate repetition of the entire course.

Absence or Accommodations for Religious Reasons

Students should notify faculty in writing at the beginning of the semester of religious observances that conflict with their classes. Students will remain responsible for all assigned work and clinical/simulation time. *Refer to Handbook section for Religious and Non-Religious Holidays.*

D-ABSN Excused Absences

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

D-ABSN PROCEDURE FOR REQUESTING PERSONAL TIME

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

D-ABSN HOLIDAYS AND BREAKS

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

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

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

Professional Codes of Conduct

Students are upheld to the codes of conduct set by professional nursing organizations, including the American Nurses' Association, the National Council of State Boards of Nursing, and the Georgia Board of Nursing and/ or the State Board of Nursing in which the student is licensed or practicing. The School of Nursing/s Code of Conduct is aligned with these organizations. Additional information and links to guides are included below.

ANA CODE OF ETHICS

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

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015.

TO ACCESS THE ANA CODE OF ETHICS WITH INTERPRETIVE STATEMENTS:

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

NATIONAL COUNCIL FOR STATE BOARDS OF NURSING:

<https://www.ncsbn.org/index.htm>

GEORGIA BOARD OF NURSING:

<http://sos.ga.gov/index.php/licensing/plb/45>

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

Computer and Cell Phone Policy

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

- Computers may be used for note taking purposes in the classroom.
- Cell phones, pagers, and other devices must remain on silent or vibrate when in the classroom, simulation/laboratory or clinical setting.
- Cell phone use is strictly prohibited in the clinical environment for any activities other than to look up information related to patient care management; or for nurse

practitioner, nurse midwife, or nurse anesthesia students, to have direct communication with the faculty, preceptor, and/or supervisor.

- Healthcare agencies may impose additional restrictions of cell phone usages within the clinical setting.

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

Checking Email

Communication will be through Emory email. Students are responsible for checking email at least once a day for updates or changes.

Contacting Faculty for Appointments

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

Lines of Communication

The School of Nursing is committed to creating an environment that promotes the student learning experience. Open, respectful dialogue between students and faculty is critical to the enrichment of the learning experience. Please refer to the Respect Statement in this handbook.

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

EXAMPLE OF USE OF THE LINES OF COMMUNICATION

If a student is experiencing academic difficulty, they should first speak with the course/clinical faculty regarding their performance. Disputes about course grades or course performance are to be addressed with the faculty in that course. If you believe, you are receiving insufficient or unclear feedback you are responsible for discussing the situation with your course faculty.

LINES OF COMMUNICATION

Communicate with the:

1. Course or Clinical faculty
2. Course Coordinator
3. Director

4. Assistant Dean for Pre-Licensure Program or Assistant Dean for Graduate Clinical Programs
5. Associate Dean for Education
6. Dean of the School of Nursing

If you would like assistance or a consultation on navigating and understanding the lines of communication process, Ms. Arnita Howard, Assistant Dean for Student Affairs. Ms. Howard's contact information is ahoward@emory.edu, 404.712.6826.

Civility Policy

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

Examples of uncivil behaviors include but are not limited to:

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

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

Student Responsibility for Course/Program Evaluation

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

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

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

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

Data from student evaluations are provided to faculty as aggregate data. Survey data is used to make decisions about courses, faculty teaching in courses, retention and promotion decisions for faculty, and program improvement.

PLEASE RECOGNIZE THE IMPORTANCE OF YOUR ROLE IN PROVIDING FEEDBACK WHEN COMPLETING YOUR EVALUATION.

Academics

The pre-Licensure program has six (6) entry options: 1) Traditional BSN, 2) Accelerated BSN (ABSN), 3) InEmory, 4) Accelerated BSN + MSN (AMSN), 5) Distance Accelerated BSN (D-ABSN), and 6) Masters in Nursing (MN). Starting Spring 2021, InEmory and AMSN will convert to the MN degree.

The graduate advanced practice program has ten (10) specialty areas from which to choose. A specialty area prepares the student for an Advanced Practice Registered Nurse (APRN) role, i.e., nurse practitioner, CRNA or nurse midwife. Information about the specialty areas can be found in the Nursing Catalog under “Specialty Areas”. Graduates will earn either a Master of Science in Nursing (MSN) degree or a Doctor in Nursing Practice (DNP). There is an additional specialty associated with the DNP program, the Nurse Anesthesia specialty area.

The DNP program is offered at the post-BSN and post-MSN entry level. Post-BSN students select a specialty area during the application process and are admitted to their specialty area. Students should review admission requirements for the specialty area they choose.

Changing APRN Specialty

AMSN, MSN, Post-BSN DNP, PhD students are admitted into a program of study by APRN specialty track. Any student in the program wishing to change their specialty must consult with both the current specialty director and the proposed specialty director. Approval to change will be based on qualifications and availability in the “new” specialty program. A change in the specialty area may delay program completion. The change will be official once a *Request to Change Graduate Specialty form* is signed, confirmed by the Assistant Dean for Graduate Clinical Programs, and returned to the Office of Enrollment and Student Affairs. The *Request to Change a Specialty Form* is available online via the [REGI](#) system.

Minimum Enrollment in Classes

The School of Nursing reserves the right to cancel any course in an area of concentration for which there is insufficient enrollment. “Sufficient enrollment” is dependent on the nature of the individual course. Final decisions about course offerings are made by the Senior Associate Dean for Academic Advancement or a designee, in consultation with the Assistant Dean for Pre-licensure Education and/or Assistant Dean for Graduate Clinical Programs, and appropriate program director/specialty coordinator, or faculty.

Drop/Add Procedures

Beginning with the first day of class for the semester, students have the opportunity to adjust their schedules using the drop/add procedure. The open window for these changes is approximately five (5) working days. Refer to academic calendar posted on the website that lists the drop/add/swap dates. Students must have the approval of their adviser before making

any schedule changes. Dual degree students must have the approval of their advisers from both Schools. Registration changes can be submitted through the [REGI](#) system.

D-ABSN PROGRAM DROP/ADD PROCEDURES

The drop/add procedure for the D-ABSN program differs from other programs based on the structure of the program. The drop/add deadline for each course is the Friday (by 11:59 PM EST) before the course begins. If a student begins any part of the course after the drop/add period, the student is responsible for the full course tuition. A student in the D-ABSN program that drops a course will be withdrawn from the program. The student may petition to reenter the program with permission from the D-ABSN Program Director and space availability.

Transfer Credit

An admitted student requesting consideration for transfer credit must make the request prior to beginning the first semester of a program. The *Request for Transfer Credit Form* in and can be submitted via the [REGI](#) system.

For a current student requesting transfer credit consideration, the *Request for Transfer Credit* must be submitted the semester prior to the semester the required course is offered. If a student is enrolled in the required course, the student is subject to the Drop/Add Policy and subsequent financial consequences. Upon receipt of the course syllabus and an official transcript (only if taken after the admission packet was completed), the request will be submitted to the appropriate program director/faculty for review and equivalency determination. With faculty and administrative approval, credit will be applied toward the degree program. A request for transfer credit requires a non-refundable application fee. Please contact the Office of Registration for questions related to transfer credit nursingregistrar@emory.edu.

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

PROGRAM MAXIMUMS FOR TRANSFER CREDIT ARE AS FOLLOWS:

- Pre-Licensure candidates*: 12 semester hours of baccalaureate credit
- MSN candidates: 9 semester hours of post-baccalaureate credit
- DNP candidates: 9 semester hours of post-baccalaureate credit

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

Counting Credits from the MSN Program Toward the DNP Program

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

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

MINIMUM DEGREE REQUIREMENTS FOR MSN PROGRAM

The Nell Hodgson Woodruff School of Nursing sets minimum requirements for a master's degree. The fulfillment of course work alone does not lead to a master's degree. Satisfactory completion of at least 36 credit hours of MSN work is required as follows:

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

MINIMUM DEGREE REQUIREMENTS FOR THE DNP PROGRAM

The Nell Hodgson Woodruff School of Nursing sets minimum requirements for a DNP degree. Satisfactory completion of at least 29 credit hours of DNP course work is required as follows:

- A minimum of 29 hours must be completed at Emory,
- Transfer credit may be awarded up to 9 semester hours.

Course Waivers

Course waivers are given only when students demonstrate sufficient experience in a subject area and are able to justify that the course would not enhance their knowledge. It is the students' responsibility to justify their experience in the subject area. Examples of documentation are testing, portfolio, certification, and other. The *Request for Course Waiver* can found on the Information for Current Students webpage at <http://www.nursing.emory.edu/audience-guides/students-audience-guide.html>.

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

Special Standing Students

<http://www.nursing.emory.edu/admission-and-aid/application-guide/special-standing.htm>

Special standing allows students to enroll as “non-degree seeking” in School of Nursing courses for the purpose of personal enrichment or professional development. Generally, core curriculum courses may be taken in special-standing status but no clinical courses may be taken. For MSN and DNP students, no more than nine (9) semester hours may be taken as a special-standing student. These nine (9) semester hours may be transferred into an appropriate program if the student applies for and gains admission to the School of Nursing. A list of courses that are available to special standing students is found on the School’s website. Other courses may be available and the student should contact the course faculty for permission. Being granted special-standing status does not guarantee full degree-seeking admission to the School of Nursing. To apply for special standing please visit: <https://apply.nursing.emory.edu/apply>. A non-refundable fee to the Office of Enrollment and Student Affairs. Special Standing Status will be subject to the availability of the requested course(s) and approval by the Office of Education.

Conditions under which all special standing students attend the school of nursing:

1. Students may register only for those courses that are not filled by degree candidates and should have alternate course selections as possibilities in case degree candidates fill a specific class.
2. Registration will be restricted to courses approved by the degree granting institution and in accordance with School of Nursing load limitations and prerequisite requirements.
3. Acceptance as a student in no way obligates the School of Nursing to accept such a student as a degree candidate. If a student applies as a degree candidate at a later date, they must do so through the regular channels by the application date outlined in the catalog, and will not be given any special consideration.
4. Students are subject to the same rules, regulations, practices, and policies of Emory University and the School of Nursing as are degree candidates.

Transient Status

Transient status applies to a student who is regularly enrolled in another college or university yet wants to take courses at the School of Nursing. A transient student must submit a *Request for Transient Status form* each semester they choose to enroll, an application fee, and have all course work authorized by the student’s primary institution. Transient status will be subject to the availability of requested course(s) and approval of the Office of Enrollment and Student Affairs. The *Request for Transient Status form* is located on the website at <http://www.nursing.emory.edu/audience-guides/students-audience-guide.html>

Conditions in which all transient students attend the school of nursing:

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

2. Registration will be restricted to courses approved by the degree granting institution and in accordance with School of Nursing load limitations and prerequisite requirements.
3. Acceptance as a transient student in no way obligates the School of Nursing to accept such a student as a degree candidate. If a transient student applies as a degree candidate at a later date, they must do so through the regular channels by the application date outlined in the catalog, and will not be given any special consideration.
4. Students are subject to the same rules, regulations, practices, and policies of Emory University and the School of Nursing as are degree candidates.

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

BSN Honors Program

The Nell Hodgson Woodruff School of Nursing Honors Program provides a challenging academic experience for intellectually motivated and inquisitive students. The Honors Program is open to first-degree traditional BSN students and is a four (4) semester sequence that culminates in a thesis. Honors students are paired with a faculty mentor from the Honors Program as well as with an expert nursing faculty in their area of interest.

Students in the BSN Honors Program have the opportunity to explore issues that are relevant to nursing and society at an in-depth level and to enhance their leadership skills. Honors Program participants build a dynamic network through cohort and mentoring relationships, increased opportunities to explore nursing, and exposure to a diverse range of health professionals. Participants in the Honors Program conduct research or a project, write a thesis, and present their work. The thesis may include, but is not limited to, a research project, policy analysis, or other scholarly project. Graduates completing the Honors Program are recognized with the distinctions of Honors, High Honors, and Highest Honors.

The four (4) course sequence is as follows:

1. NRS 331 Honors Seminar – introduction to areas of inquiry significant to the discipline of nursing through interaction with scholars and researchers.
2. NRS 332 Scholarly Inquiry - focuses on developing skills in scholarship, critical thinking, divergent modes of inquiry, and the communication of ideas.
3. Honors Thesis I NRS 453 – thesis advisement
4. NRS 454 Honors Thesis II - thesis advisement

ABSN Leadership Scholar Honor's Program

(ONSITE ABSN ONLY)

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

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

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

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

- NRS 415 Honors Leadership for Accelerated BSN Students
- NRS 416 Perspectives in Professional Nursing: Management, Administration, and Leadership or N416 Perspectives in Professional Nursing: Policy and Advocacy
- NRS 418 Project Advisement

Students must maintain satisfactory academic progress, defined as all courses completed with a C+ or higher and all ATI proctored exams passed with a Level 2 or higher, throughout the program. Failure to maintain satisfactory progress will result in removal from the ABSN Leadership Scholar's Program.

Academic Policies

Grading Scale

The symbols: A, A-, B+, B, B-, C+, C, C-, D+, D, F, W, WF, S, U, WU, IP, I, IF/IU and AUD are used in the School of Nursing for pre-licensure and graduate students.

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

Academic Standards and Policies

Approved by Faculty, May 2006 ; Revised April 2010; Revised April 2011; Revised August 2017

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

Grading Policies for Pre-licensure and Graduate Courses

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

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

Graded or Satisfactory/Unsatisfactory Course Options

Some courses in the School of Nursing can be taken as a graded or Satisfactory/Unsatisfactory (S/U) option. The student may select either option during registration. If a student chooses to change the grading option, this decision must be made by the end of the first week of class

during the Drop/Add period. After the first week of class, the grading option will not be changed. The course faculty will define what constitutes earning a grade of S/U.

Calculating the Grade Point Average (GPA)

COURSE GPA = Credit Hours X Grade Numerical Equivalent

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

CUMULATIVE GPA = Total Quality Points / Total Credit Hours

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

Dean's List

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

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

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

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

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

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

A student receiving a violation of the Code of Academic Conduct or the Code of Professional Conduct, or the Emory University Sexual Misconduct Policy (Policy 8.2) (<http://www.policies.emory.edu/8.2>) is not eligible for the Dean's List in the academic year in which the violation occurred. The Dean's List citation will be removed from the transcript if

the finding occurs after this honor has been posted or if the violation occurs during the summer term following the academic year in which this honor was awarded.

Examinations

Tests and exams are used to evaluate student learning. Faculty are responsible for choosing the types of questions presented, method of testing, frequency of testing, and the strategies used for test review. Students should consult their course syllabi regarding evaluation methods.

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

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

Examination Absence

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

Unauthorized absence from examinations during a course may result in a zero being entered for the examination. Exceptions may be made in extreme cases of personal illness/injury, death in the family, or other emergencies as determined by the course faculty.

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

Auditing a Course

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

Directed Study

The School of Nursing offers graduate students the opportunity to pursue study outside regular course offerings by allowing them, along with a faculty member, to design their own directed study course. Students interested in this option should first discuss the matter with their

academic adviser. With the adviser's assistance, the student must identify a faculty member to supervise the Directed Study and to obtain appropriate approval by using the *Approval for Directed Study form* available on the nursing website insert link. This form must be completed and returned to the Office of Education by the faculty member supervising the Directed Study. This agreement serves as a contract between the faculty member and the student for completion of the course. Once a Directed Study has been approved, the student may self-register for either 695R (Clinical Directed Study) or 697R (Directed Study). Students may earn up to three (3) credit hours for each Directed Study course in which they enroll. Faculty are responsible for ensuring the Directed Study grade is entered online in OPUS at the end of the semester.

***Incomplete Grades**

The option of a grade of incomplete ("I") is available to students who, due to extraordinary personal or professional circumstances, are unable to complete final course requirements within the designated timeframe. This grade must be pre-approved by the faculty course coordinator and program director before the date on which grades are due.

To request consideration for an "I" the student should speak to the course coordinator*. If approved, the faculty will obtain and complete the *Request for Incomplete Grade Form* located on the School's website in collaboration with the student, and will obtain approval (signature) from the program director. The course coordinator will provide a copy of the completed form to the student, and submit the original form to the Office of Registration. Faculty members will not be able to turn in a grade of "I" for a student without having submitted a completed *Request for Incomplete Grade Form*.

- * The coronavirus pandemic has had implications for completing of courses, particularly related to clinical hours. During this time the process for Incompletes has been altered. Faculty will advise students when an Incomplete will be recorded without completion of individual forms.

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

Arrangements must be made to replace the "I" grade within one (1) calendar year or a lesser time period agreed upon by both the student and faculty member. An incomplete grade that is carried for more than one (1) calendar year will automatically be changed to an "F". For example, if the incomplete (I) grade is assigned during fall 2018, then the "I" must be converted to a letter grade by the end of fall 2019 otherwise, it will be recorded as an "IF".

In Progress (IP)

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

Clinical Evaluation and Grading

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

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

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

THE PRE-LICENSURE CLINICAL PERFORMANCE EVALUATION TOOL DESCRIBES

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

CLINICAL EVALUATION PROCEDURE

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

CLINICAL PERFORMANCE, WHICH THREATENS PATIENT SAFETY

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

CLINICAL EVALUATION OUTCOME

S: SATISFACTORY (PASS)

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

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

U: UNSATISFACTORY (FAIL)

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

- Students earn an Unsatisfactory (U) if, by the terms of a remediation contract/ Goal Setting Plan for Student Improvement, a competency remains unmet at the end of the rotation.
- Students may automatically earn an Unsatisfactory (U) for clinical behaviors that compromise the quality and safety of patients or violates professionalism regardless of whether level objectives and/or clinical competencies have been met.
- A failure in any one clinical competency area warrants a failure for the course regardless of other course scores.

Students who earn an Unsatisfactory (U) clinical evaluation may continue to attend classes, but cannot attend clinical. A student who earns a rating of Unsatisfactory (U) is not eligible for a grade of "I" incomplete. A student eligible to repeat the failed course. Pre-licensure students will, in conjunction with the course coordinator/program director or designee, develop a clinical contract using the *Clinical Goal Setting Plan for Student Improvement* prior to beginning the rotation. *Refer to Goal Setting Plan for Student Improvement.*

A student demonstrating progress towards meeting the expected level outcomes (BSN/MN/MSN/DNP) and core clinical competencies, but requiring further opportunity to demonstrate competence will be given a grade of "I".

CLINICAL IN PROGRESS for BSN, ABSN, AMSN, MN (PRE-LICENSURE CURRICULUM)

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

By the end of the semester the student must successfully fulfill the terms of the Goal Setting Plan for Student Improvement to earn a Satisfactory (S) grade for the clinical course. The student will not be permitted to progress to the next clinical course if the clinical performance is rated as incomplete(I) or Unsatisfactory (see Course Failure Policy on page 71).

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

Technical Standards for Nursing Applicants and Enrolled Students

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

OBSERVATION

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

COMMUNICATION

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

MOTOR

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

INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES

These abilities include an aptitude for rapid problem solving, the capability to assess and interpret medical files independently and evaluate physical examinations, and to formulate a logical plan of care. Students must possess good judgment in patient assessment and the abilities to incorporate new information, comprehend three-dimensional relationships, and

retain and recall pertinent information in a timely fashion. The student must also be prepared to provide in-depth rationale for the plan of care.

BEHAVIORAL AND SOCIAL ATTRIBUTES

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

PROGRAM SPECIFIC REQUIREMENTS

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

The Emory University Nell Hodgson Woodruff School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum. For further information, contact the Office of Equity and Inclusion (see The Office of Accessibility Services [OAS]):

<http://equityandinclusion.emory.edu/>.

Address any questions or concerns regarding these technical standards to the Associate Dean for Pre-licensure/Graduate Education or the specialty coordinator of the graduate program specialty in which the student is enrolled or seeks to apply.

Academic Progression

Progression in each course is essential for success in the academic program as each course builds on the knowledge and skills acquired in prior courses. Students may be placed on a *Goal Setting Plan for Student Improvement* by their course faculty/ faculty adviser/ program director if they perform poorly in a required course, if there is concern about the student's progression, or if there is concern about a student's professional behavior. A *Goal Setting Plan for Student Improvement* may be initiated at any time during the course/program as determined by the course faculty, academic adviser or program director. The *Goal Setting Plan* will list specific areas in which the student is failing to meet course objectives, clinical competence, or professional behavior and will specify steps the student must take to resolve the issue. A copy of the *Goal Setting Plan for Student Improvement* will be sent electronically to the student, academic adviser, and the course faculty.

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

GPA/Semester & Program GPA Requirements

MN and InEmory MN

- Maintain a 2.5 GPA each semester
- Hold a 2.75 cumulative GPA to graduate

BSN, ABSN, InEmory ABSN, D-ABSN

Students are expected to:

- Maintain a 2.5 GPA each semester
- Hold a 2.5 cumulative GPA to graduate

AMSN & MN+MSN

Students are expected to:

- Maintain a 2.5 GPA each semester
- Hold a 2.5 cumulative GPA to graduate from the prelicensure portion of the program

An AMSN student is eligible to matriculate to the MSN or Post-BSN DNP program if they have completed 4 consecutive semesters in the prelicensure program, graduated, and have met the criteria specified below. Students who do not complete the prescribed plan of study in 4 consecutive semesters must apply to the MSN/Post-BSN -DNP program. Admission will be competitive with the pool of candidates applying for admission.

AMSN students expecting to matriculate to the MSN program at the end of the prelicensure program:

- Must have a cumulative GPA of 3.0 or greater.
- A student with a cumulative GPA below a 3.0 during the prelicensure portion of the program must apply for admission to the MSN program.

AMSN students expecting to matriculate to the Post-BSN-DNP program at the end of the prelicensure program:

- Must have a cumulative GPA of 3.2 or greater.
- A student with a cumulative GPA below a 3.2 during the prelicensure portion of the program must apply for admission to the Post BSN-DNP program.

MSN

Students are expected to:

- Maintain a ≥ 3.0 GPA each semester
- Hold a ≥ 3.0 cumulative GPA to graduate

DNP (POST-BSN & POST-MSN)

Students are expected to:

- Maintain a ≥ 3.0 GPA each semester
- Hold a ≥ 3.0 GPA to graduate

Time to Degree Completion

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

Policy for Grade Repetition

Students have the opportunity to retake a course they have failed to successfully complete. What constitutes a course failure in a program may be uniquely defined by each program. The student should refer to the program requirements for the program in which they are enrolled.

All courses repeated, whether passed or not, including the original course, will be calculated in the student's grade point average.

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

Course Repeated

Nursing courses may be **repeated only once**. If a student makes below the required grade in the repeated course, the student will be dismissed. The required grade for a repeated course may be higher than the minimum requirement and will be indicated in the goal setting plan.

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

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

Course Failure Policy

BSN, ABSN, InEmory, D-ABSN, AMSN, and MN, InEmory MN, MN+MSN

Students are required to repeat a course if they earn a grade below a C- (< 70%). A grade below a C- (< 70%) constitutes a course failure. In a clinical course, a rating of satisfactory clinical performance is required for progression in the program. A rating of unsatisfactory results in a grade of "F" for the clinical course regardless of achievement on tests, papers, or other written assignments. Most required nursing courses are sequential, and a student who fails to pass such a course may require an individualized plan of study that may alter their progression and graduation date. An AMSN or MN+MSN student failing a pre-licensure course must re-apply to the graduate portion of the program.

FOR PRE-LICENSURE NURSING COURSES, THE FOLLOWING WILL APPLY.

- Clinical Nursing and Nursing Science Courses (Pathophysiology, Pharmacology, and Health Assessment): Testing by examination in each course will comprise a minimum of 70% of the course grade. Students must earn a weighted average of 70% on exams in order to pass the course. ATI proctored assessments are included in the average as appropriate. Once the 70% is met, papers and other written assignments will be included into the overall final grade. Failure to achieve a 70% on the final grade (examinations + written assignments) will result in a course failure.
- Nursing courses may be **repeated only once**. A second course failure will result in dismissal from the School. Repeating a course means the student may have to interrupt their program of full time study and graduation may be delayed. The student and the Program Director will develop a revised plan of study jointly with space availability a consideration.
- Case Study Analysis Seminar I or Case Study Analysis Seminar II is required for a student earning a grade of C or less ($\leq 76\%$) in any **clinical nursing or nursing science course** or scores less than a two (2) on any ATI proctored exam. A clinical nursing course is a

course that involves a clinical, didactic, or a simulation/laboratory component. For example, 326 Acute and Chronic Care provides essential adult medical surgical information for use in NRS 327 Clinical Practicum II.

MSN

The following progression requirements apply to post-licensure AMSN, MN+MSN, MSN, Post-BSN-DNP, and Post-Graduate Certificate students. For AMSN and MN+MSN students matriculating to the MSN portion of their program, a valid Georgia Nursing license or compact state license is required for the student to begin the clinical experience in the MSN program. A student who does not pass the NCLEX-RN examination by October 1st will be withdrawn from clinical coursework.

A student entering into any of the APRN specialty tracks requires a solid foundation in each course of their chosen track. A student earning a grade less than 80% on a test is required to meet with the course faculty for remediation and possible setting of a Goal Setting Plan for Student Improvement to enhance their success. To pass the class, a student must attain an 80% or above on each examination. Students not attaining 80% on each examination will be offered remediation. Once the student demonstrates requisite knowledge, papers and other written assignments will be included into the overall final grade. This does not invalidate other progression policies set by the programs.

Non-clinical and clinical course progression criteria are as follows:

Non-clinical Courses

1. Students must attain a grade of C (73%) or above to pass a non-clinical class. Only one (1) grade less than 80% in a non-clinical course will be allowed during the program;
2. In the case of two grades less than 80% in non-clinical courses in the same semester or subsequent semester(s), the specialty coordinator in collaboration with the ADGCP will determine which course will be repeated.
3. A student may repeat one non-clinical course, one time due to a grade less than 80%. If after repeating a course, the student receives below an 83%, (B grade), it will be deemed a second unacceptable course grade and the student will be dismissed from the School.

Clinical Courses

1. Students must attain a grade of B (83%) or above to pass a clinical class. A clinical course grade less than an 83% (B grade) will require the student repeat the course.
2. A student may repeat a clinical course one time. Students will not be able to progress in the track clinical sequence until a grade of 83% or better is earned.
3. A clinical rating of satisfactory is required for progression in the program. A clinical rating of unsatisfactory results in a grade of "F" for the clinical course regardless of achievement on tests, papers, or other written assignments.

DNP

For DNP students, both post-BSN DNP & post-MSN DNP, a course grade in a DNP level course (700 level) less than a B (<83%) will require the student repeat the course. Post-BSN DNP

students enrolled in a clinical specialty track (nurse practitioner, nurse midwifery) will follow MSN progression/course failure criteria.

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

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

Note: All post-BSN DNP students must hold an active Georgia nursing license or compact state license by October 1st to begin clinical rotations. A student who does not hold a valid license will be withdrawn from all clinical courses/experiences.

Goal Setting Plan for Student Improvement

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

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

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

The following list is not exhaustive but describes examples of other situations that may result in the initiation of a Goal Setting Plan for Student Improvement:

- Unexcused or excessive absenteeism from clinical experiences or required educational activities.
- Academic or simulation examination failures during the semester.
- Documented unsatisfactory clinical performance with sufficient progress toward meeting competence.

- Documented failure to demonstrate the ability to correlate theory with clinical work with sufficient progress toward meeting competence.
- Documented failure to acquire the technical skills necessary to provide safe patient care with sufficient progress toward meeting competence.
- Poor simulation performance.
- A disinterested or unprofessional attitude in clinical performance or during attendance of program activities.
- Late or incomplete clinical records, including but not limited to: care plans/case management plans, evaluations, weekly tracking records, and clinical assignments.
- GPA below the required semester/program requirements.

Withdrawal Policy

Registration may be cancelled by the student until the last day of the Drop/Add period and no entry for that semester will be made on the student's transcript. To withdraw from a course/multiple courses (incomplete withdrawal) or withdrawal from all courses (complete withdrawal) after the Drop/Add period a student must notify course faculty and submit a *Request for Withdrawal form* to the Office of Enrollment and Student Affairs. The *Request for Withdrawal form* is found on the website under *Student Request Forms*.

A student who withdraws from a course, multiple courses, or all courses by the withdrawal date will be assigned a grade of "W" for the course regardless of their academic standing in the course. A student who withdraws from a course after the withdrawal date will be assigned a grade of "W" if they are in good academic standing in the course or a grade of "WF" if they are not in good academic standing.

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

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

Because of implications for students receiving financial aid, the student must complete the *Request for Withdrawal form* as soon as their decision is made. Emory University is a

nonattendance university. Therefore, the *Request for Withdrawal Form* must be dated on the date the request is submitted NOT the last day the student attended the class. A student will have five (5) business days following the withdrawal request to submit all supporting documentation.

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

Involuntary Withdrawal

INVOLUNTARY WITHDRAWAL POLICY

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

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

CRITERIA

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

PROCEDURE

When the Associate Dean for Education, based on a student's conduct, actions or statements, has reasonable cause to believe that the student meets one or more of the criteria for

involuntary withdrawal, the Associate Dean may initiate an assessment of the student's ability to safely participate in the University's program.

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

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

EVALUATION

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

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

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

The health professional will, with appropriate authorization, share his/her recommendation with the Associate Dean for Education, who will take this recommendation into consideration in determining whether the student should be involuntarily withdrawn from Emory. A copy of the health professional's recommendation will be provided to the student, unless, in the opinion of

the health professional, it would be damaging to the student to do so. If the evaluation results in a determination by the health professional that the student's continued attendance presents no significant risk to the health or safety of the student or others, and no significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, no further action shall be taken to withdraw the student from the University.

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

INFORMAL HEARING

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

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

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

APPEAL TO THE DEAN

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

EMERGENCY SUSPENSION

The University may take emergency action to suspend a student pending a final decision on whether the student will be involuntarily withdrawn, in situations in which (a) there is imminent danger of serious physical harm to the student or others, (b) there is imminent danger of significant property damage, (c) the student is unable or unwilling to meet with the

Associate Dean for Education, (d) the student refuses to complete the mandatory evaluation, or (e) the Associate Dean for Education determines such other exceptional circumstances exist that suspension is warranted. In the event emergency action is taken to suspend the student on an interim basis, the student shall be given notice of the emergency suspension and an initial opportunity to address the circumstances on which the emergency suspension is based.

CONDITIONS FOR RE-ENROLLMENT

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

Academic & Professional Performance

Grade point average (GPA), time to degree completion, and course grades will be reviewed by the Associate Dean for Education in conjunction with the Assistant Dean for Pre-licensure Education or Assistant Dean for Graduate Clinical Education, and directors at the end of each semester. Grade point average (GPA), time to degree completion, and course grades requirements may vary by program. Students in all programs must adhere to the Student Code of Conduct and Professional Standards, and demonstrate safe clinical practice. A Goal Setting Plan for Student Improvement may be initiated for students who do not meet the progression criteria based on grades, semester/cumulative GPA, and professional behavior.

Academic Dismissal

Dismissal may occur if a student:

- Makes below the required grade in a repeated course, or
- Makes below the required grade in a second course, or
- Demonstrates unsafe or repeated Unsatisfactory clinical practice, or
- Fails to meet specific requirements for progression in a program, or
- Fails to meet the goals set in the Goal Setting Plan for Student Improvement.

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

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

Leave of Absence

A leave of absence (LOA) provides time away from the program for the student to attend to issues. A student may request a LOA for personal, financial, job related, medical, or other reasons. A LOA can begin any time. If the LOA starts in the middle of a semester, a student will

be withdrawn from all courses. A student will not be given an incomplete (I) grade and will be required to register for the course(s) on approval for readmission. A student is limited to one (1) LOA, up to one (1) year in duration. With the exception of a medical LOA that suspends the time limit to complete degree requirements until readmission, the time limit to complete degree requirements remains five (5) years for all other approved LOA requests.

Obtaining a leave of absence will affect your health insurance coverage. Please contact the insurance provider to be sure you understand how this important area will be affected. The official request for a LOA does not ask about the specific reason for your requested leave. We encourage you to discuss the reason(s) as well as your plan for returning with your faculty adviser. You and your faculty adviser may wish to create a written record of those discussions, to be kept by your program.

Requests for a leave may be granted by the Assistant Dean for Pre-Licensure Education or the Assistant Dean for Graduate Clinical Education. A leave may be granted, if deemed appropriate, for health, personal, family, financial, or work reasons or for a special academic plan of study. All LOAs of nursing education are reported to the Progression Committee.

HOW TO APPLY FOR A LEAVE OF ABSENCE

A student must contact the Office of Education to make a formal request and submit a *Request for Leave of Absence Form (LOA)* via the [REGI](#) system. Once approved by the Assistant Dean for Pre-Licensure Education or the Assistant Dean for Graduate Clinical Education, the signed form should be submitted by the student via the [REGI](#) system. A copy will be stored in the student file.

Medical Leave of Absence

Degree seeking students in the School of Nursing are eligible to take an official medical leave of absence. The student should discuss/notify the appropriate program administrative personnel, which may include the director, and/or the Assistant Dean for Pre-Licensure Education or the Assistant Dean for Graduate Clinical Education.

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

Re-Enrollment After Absence

If withdrawal or absence from the School is necessary for any reason for one (1) or more semesters, the student must request permission for readmission through the Office of

Education. For students enrolled in the traditional BSN program summers are not considered an absence. Requests for readmission must be received no later than 60 days prior to the beginning of the semester in which the student wishes to return to the School of Nursing. The Readmission Request Form can be found via the [REGI](#) system.

Please be aware there is no guarantee that a student will be readmitted. The decision on readmission will depend on the director's/faculty's evaluation of the likelihood of the applicant's successful performance in succeeding work; the competition of other applicants; and class and clinical placement availability.

Additionally, the faculty may require an assessment of a student's knowledge, skills, and competencies prior to readmission. Assessment will be relevant to the student's specialty area and level of practice on exit from the program. Evaluation may include a written exam, written cases, and demonstration of clinical skills/competencies. A student must demonstrate both clinical safety and proficiency.

A student approved for readmission after a leave of absence, withdrawal (voluntary/involuntary) from a program, or after having been suspended or dismissed with conditional reenrollment will be placed on a Goal Setting Plan for Student Improvement.

Graduation

All requirements for graduation must be met in order for a student to participate in commencement activities. Dual degree students must complete the requirements for both degrees prior to participating in graduation ceremonies. Degree verification will be completed by the Office of Registration. The student and their academic adviser will be contacted in the event a discrepancy occurs in order to verify that all academic requirements have been met.

Pre-licensure students may track their progress to graduation using the Emory Degree Tracker system. This system will be available for graduate students in the near future.

The University holds a formal commencement ceremony in May. All August and December graduates of the prior calendar year are invited to participate in May commencement. All requirements for graduation must be met in order to participate in commencement activities. Exceptions to this policy may apply and students should contact the Office of the Associate Dean for Education.

Applying for Graduation

Emory University requires students who are completing their course work to apply for graduation. Graduation application deadline information is available at www.registrar.emory.edu/graduation/index.html.

The online application will be available in OPUS early in the semester in which the student will have met all program requirements. There is no application fee for students' applying before the deadline. A student missing the approved deadline is required to submit a paper degree application to the Director of Registration, accompanied by a late fee. In addition to a formal graduation ceremony each May, the School of Nursing hosts Student Recognition events in August and December.

Degree Completion Requirements

BSN (TRADITIONAL)

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

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

LATIN DESIGNATIONS

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

BSN LATIN HONORS GPA DESIGNATIONS ARE AS FOLLOWS:

- Summa cum laude 3.90 - 4.0

- Magna cum laude 3.75–3.899
- Cum laude 3.60–3.749

HONORS DESIGNATION CRITERIA

Graduates who successfully complete the Honors Program are recognized with distinction as follows:

- **Honors:** Satisfactory completion of the Honors Program with an overall GPA average of 3.50 in the School of Nursing.
- **High Honors:** Satisfactory completion of the Honors Program with an overall GPA average of 3.50 in the School of Nursing and a thesis of the quality sufficient for an oral presentation to scholars in the candidate's field.
- **Highest Honors:** Satisfactory completion of the Honors Program with an overall GPA average of 3.50 in the School of Nursing and a thesis of the quality suitable for a written publication.

ABSN

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

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

D-ABSN

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

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

MN, InEmory MN

- Completion of 60 semester hours of prescribed master-level nursing courses, of which 45 semester hours must be taken at Emory University,
- Cumulative GPA of 2.75, and
- Completion of course requirements within five (5) years* of entrance to the program.

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

AMSN

PRE-LICENSURE:

- Satisfactory completion of 60 semester hours of prescribed bachelor's-level nursing courses, of which 45 semester hours must be taken at Emory University,
- A minimum of 120 credit hours is required for graduation,
- Cumulative GPA of at least a 3.0*, and

- At least a C- in each course.

**Requirement to progress to the MSN portion of the AMSN otherwise a 2.5 cumulative GPA to graduate with a BSN.*

MN+MSN

PRE-LICENSURE:

- Satisfactory completion of 60 semester hours of prescribed master-level nursing courses, of which 45 semester hours must be taken at Emory University
- Cumulative GPA of at least a 3.0*, and
- At least a C- in each course.

**Requirement to progress to the MSN portion of the MN+MSN otherwise a 2.75 cumulative GPA to graduate with a MN*

POST-LICENSURE:

MSN

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

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

POST-BSN DNP

- Satisfactory completion of all specialty track MSN program requirements.
- Completion of all DNP program and project requirements.
 - Minimum requirements for DNP credits counting towards degree
 - Satisfactory completion of at least 29 DNP credit hours
- Cumulative GPA of 3.0, and
- Completion of all program requirements within five (5) years* of entrance to the program.

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

DNP – POST-MASTER’S

- Completion of all DNP program and project requirements.
 - Minimum requirements for DNP credits counting towards degree
 - Satisfactory completion of at least 29 DNP credit hours
- Cumulative GPA of 3.0, and
- Completion of course requirements within five (5) years* of entrance to the program.

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

Financial Requirements for Graduation

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

Graduation Attendance

Students must be enrolled in the University for the term in which they wish to graduate. Students who have not met degree requirements because of incomplete course or clinical work should contact the Assistant Dean for Pre-Licensure Education or Assistant Dean for Graduate Clinical Education for the determination of whether they may/ may not participate in University or School commencement events. Dual degree students must complete the requirements for both degrees to participate in graduation ceremonies, including commencement.

Official University and School commencement exercises are held in May at the end of the spring semester. Candidates completing degree requirements in the Spring semester should arrange to be present at commencement events, including University commencement and the School of Nursing commencement. Candidates completing degree requirements in the summer or fall of the preceding year have the option of attending spring commencement activities.

National Council Licensure Examination (NCLEX) Exam Preparation Requirements

All graduates receiving a BSN are eligible to take the NCLEX examination for RN licensure. To assure the highest probability of success in passing this exam, the faculty have integrated study preparation activities throughout the curriculum. Prior to forwarding graduates' names to the licensing boards, the School of Nursing requires each student to demonstrate proficiency and high probability of passing the NCLEX examination for RN licensure. Proficiency determination includes but is not limited to predictor exams, review course participation, and course exams.

Advanced Practice Regulations

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

Honors and Awards

SIGMA THETA TAU INTERNATIONAL

Sigma Theta Tau, founded in 1922, is the International Honor Society of Nursing in the United States. The Emory chapter, Alpha Epsilon, was chartered in 1964. Election to membership constitutes one of the higher honors that may come to a professional nurse. Eligibility for

student membership is determined by scholastic achievement, evidence of professional leadership potential, and achievement in the practice of nursing.

OMICRON DELTA KAPPA (ODK)

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

MORTAR BOARD

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

100 SENIOR HONORARY

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

NELL HODGSON WOODRUFF AWARD FOR EXCELLENCE IN NURSING

The Nell Hodgson Woodruff Award for Excellence in Nursing, also known as the Silver Bowl Award, is awarded to a student who has demonstrated outstanding clinical and scholastic abilities while also serving as an inspiration to other students. Honorees demonstrate all of the School's values of Excellence, Collaboration, Social Responsibility, Innovation, and Leadership. Mrs. Woodruff herself awarded the first silver bowl in 1948. The award is presented by the Nurses Alumni Association to one outstanding student from each Program at the School of Nursing's Pinning and Awards Ceremonies in May, August, and December.

NELL HODGSON WOODRUFF SCHOOL OF NURSING AWARD FOR COMPASSION AND CARING

Nell Hodgson Woodruff was best known for her compassionate and caring spirit. The Nell Hodgson Woodruff Award for Compassion and Caring honors her legacy by recognizing an Emory nursing student who exhibits excellence in leadership, scholarship, and social responsibility and demonstrates extraordinary compassion when caring for their patients. BSN students are eligible and are recognized during the School of Nursing's Awards Celebration in May.

AWARD OF EXCELLENCE

The award is presented to one outstanding student from each Program at the School of Nursing's Pinning and Awards Ceremonies in May, August, and December who achieves significant outcomes that demonstrate a sustained commitment to high quality.

EXCELLENCE IN COLLABORATION AWARD

The award is presented to one outstanding student from each Program at the School of Nursing's Pinning and Awards Ceremonies in May, August, and December who embraces community, partnerships, mentoring, and diverse perspectives.

EXCELLENCE IN SOCIAL RESPONSIBILITY AWARD

The award is presented to one outstanding student from each Program at the School of Nursing's Pinning and Awards Ceremonies in May, August, and December who treats all with respect and dignity, and who engages others to positively influence health and social justice.

EXCELLENCE IN INNOVATION AWARD

The award is presented to one outstanding student from each Program at the School of Nursing's Pinning and Awards Ceremonies in May, August, and December who creates, uses, evaluates, and disseminates cutting-edge approaches to advance our mission and vision.

EXCELLENCE IN LEADERSHIP AWARD

The award is presented to one outstanding student from each Program at the School of Nursing's Pinning and Awards Ceremonies in May, August, and December student who shapes nursing, health care, and the Nell Hodgson Woodruff School of Nursing through vision, courage, and optimism.

NHWSN Alumni Association

<http://www.nursing.emory.edu/alumni-and-giving/get-involved/nurses-alumni-association.html>

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

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

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

Clinical Expectations

Transportation

<http://transportation.emory.edu>

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

Preparation

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

Attendance

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

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

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

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

Tardiness

Tardiness is defined as arriving to the designated clinical unit or meeting place at a time after the designated start of clinical. If a student anticipates they will be tardy, the faculty must be notified prior to the beginning of the clinical day. Tardiness without prior notification at the beginning of the clinical day may result in a required make-up. Two or more tardy incidences may result in a full clinical make-up day and the initiation of *Goal Setting Plan for Student Improvement*.

Illness

Nursing students under the care of a health professional should bring a statement from the health professional to the clinical course coordinator within 72 of the absence. The statement should indicate whether or not the student is able to return to clinical. Students should consult their clinical faculty for further direction regarding how to handle the make-up for excused clinical illness.

Employment/Other Commitments

Schedules for the programs are subject to change and may cause conflicts with previously scheduled employment/ other commitments (such as appointments, interviews, etc.). When possible, course faculty and the Office of Clinical Placements will attempt to resolve conflicts due to last minute changes, however, it is imperative to realize faculty cannot make concessions in clinical or class time related to employment/ other commitments. Resolution of conflicts are not guaranteed and any such conflicts are not a valid cause for being excused from class or clinical. The scheduling of all employment/ other commitments is strongly discouraged during class or clinical time.

Guidelines for Professional Appearance and Attire for Nursing Students

Program specific requirements may apply. Specific clinical agency requirements may also apply. Approved by Faculty: May 2002 Effective August 2002; Revised June 2014; June 2017, June 2018

PROFESSIONAL APPEARANCE

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

Students are discouraged from wearing their uniform and/ or scrubs outside of the clinical agency, with the exception of going to or from clinical. This is related to infection prevention measures. Students who wear their uniforms/scrubs outside of the clinical agency should remember they are representing the School of Nursing as well as the nursing profession. A jacket or sweater should cover School of Nursing emblems when students are outside of clinical agencies.

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

- Students must be neat, well groomed, and appropriately dressed

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

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

Direct Patient Care Uniform Requirements (Prelicensure)

THE UNIFORM FOR ALL STUDENTS FOR ON AND OFF CAMPUS CLINICALS CONSISTS OF:

- Navy blue pants and a navy blue tunic top with the Emory University School of Nursing emblem embroidered on the left upper chest area.
- Students may choose between:
 - two (2) styles of navy blue uniform pants.
 - a pullover tunic top and/or a snap front closure tunic top.Students should ensure that the uniform fits properly with no skin exposed at the waist or chest when the student bends at the waist.
- A thin, plain, nude, black or white long sleeve shirt without a collar may be worn under the scrub top to hide tattoos (not a turtleneck).
- Shoes: Only all white or black leather or vinyl shoes with flat rubber or other quiet soles (designed specifically for nurses). Shoes should be water impermeable, closed heel, and solid colored.
- White, navy, or black socks that cover the ankle must be worn with shoes at all times.
- Optional: blue or white cuffed long-sleeved jacket with Emory School of Nursing emblem embroidered on the left upper chest.
- All items of the uniform must be kept clean and wrinkle free.
- Photo identification badges are to be worn on the uniform at all times for clinical practice and on the lab coat when students are present in agencies for orientation or assessment prior to clinical practice. The photo identification badges and a name tag with large print must be purchased from the University during orientation week.

Note: Specific clinical sites may have more/less stringent uniform requirements that supersede the School policy. These requirements will be discussed by the clinical faculty prior to beginning the clinical rotation.

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

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

Indirect Patient Care Uniform Requirements (Pre-Licensure)

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

- Clothing should be clean, professional styles, and in good repair.
- 'Business casual' dress: slacks, dresses or skirts of medium length, and a dress or collared shirt.
- Shorts, blue jeans, halter or spaghetti straps, T-shirts with logos, and capri pants are not appropriate professional dress when in clinical agencies.
- Shoes must be closed-toe, comfortable, clean and in good repair. Sandals are not permitted.
- The Emory University School of Nursing Photo ID badge must be worn at all times.

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

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

Graduate Dress Code

These dress code requirements are to be utilized by graduate, advanced practice students. Every student is responsible for checking with the clinical liaison and or preceptor prior to his or her first shift to follow proper protocol. Inpatient sites may have specific requirements related to lab coats and scrubs worn from outside the hospital.

Students in the CRNA program are referred to the specific requirements outlined in the Nurse Anesthesia Student Handbook.

SPECIFIC DETAILS:

Students are expected to wear professional attire at all affiliated clinical sites. Students must have their Emory student ID badge displayed. If a white lab coat is worn, each lab jacket should be clean and neatly pressed prior to every clinical day. Lab coats worn by Emory students may display the Emory logo on the breast pocket of the lab coat. Closed-toed shoes are always required.

If not wearing scrubs, the dress code is business casual with closed-toed shoes. The student should wear a lab coat unless instructed otherwise by preceptor. Male students must wear a collared shirt with long slacks. Female students must wear a dress/skirt of appropriate length or slacks and closed-toed shoes.

Students in clinical rotations in Emergency and in-hospital Departments should wear clean, non-wrinkled scrubs with a lab coat and closed-toed shoes. Urgent care rotations require business casual and a lab coat unless the preceptors wear scrubs and lab coats, in which case students should do the same.

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

It is recommended that hair be pulled back and secured if it touches the shoulder to avoid interference with procedures, examination, etc. Please avoid use of strong cologne, aftershave, perfume, and excess make-up.

Fingernails:

- No false fingernails of any type, including acrylics, gels, or wraps
- Nails must be short enough to not be seen over the tips of the fingers
- No nail polish of any kind or color is permitted.
- Nails should be clean and well-manicured.

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

LAB COAT AND EMBROIDERY INFORMATION:

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

For more information, please contact your Program Administrator.

Student Identification Badges

Students must wear appropriate identification while in the clinical area. An Emory University Student ID card is required for locked unit access to all Emory Healthcare hospitals. The 6 digit Prox Number on the back of the Student ID will be used by Emory Healthcare Security to code your badge to the appropriate unit. The Office of Clinical Placements communicates your Prox Number to the Security office. Students already working for Emory Healthcare should use their

Emory University ID to access the clinical site as an Emory nursing student. Emory Healthcare employees should wear Healthcare badges while completing hours as a nursing student.

Preceptor Relationships

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

Graduate Student Employment

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

Experiences Scheduled Outside Academic Calendar

Occasionally, graduate students (non-anesthesia students) must complete clinical requirements on a schedule outside the normal academic semester (during holiday breaks, between semesters, etc.). If this is necessary, the specialty coordinator or the director must approve this clinical arrangement and arrange for faculty supervision during this time.

MSN Clinical Placements Travel and Housing Policy

All clinical placements are assigned by a student's designated Placement Coordinator with approval from the Specialty Coordinator. All assigned clinical placements are final. If an issue arises with the site or preceptor, the Placement Coordinator will contact the student to make arrangements. Students are responsible for providing their own transportation and need to include this financial obligation in their budget.

MSN students could be placed as far as 75 miles from the Nell Hodgson Woodruff School of Nursing (1520 Clifton Road, Atlanta, GA 30322). All students are personally responsible for accommodations and travel to and from the clinical site within 75 miles. The School of Nursing **will not** reimburse students or provide accommodations for travel to and from metro Atlanta area clinical sites and/or those within 75 miles of the School. Every effort is made to disperse the travel responsibility across all students.

Students are encouraged to utilize student housing support through Georgia Statewide Area Health Education Centers (AHEC). Once assigned to a clinical placement, students should visit the [Georgia Statewide AHEC website](#) to determine in which of the AHEC service areas they want to request housing support. In some service areas, student housing is free of charge, where others charge students minimal nightly fees. Once a student determines the respective region, they are responsible for completing request forms on the AHEC website and sending to the region's housing coordinator to secure housing. This information can be found on each AHEC website. The general AHEC housing request form as well as the link to the statewide website can also be found on the NHWSN Graduate Clinical Requirements Canvas Page. Hotel accommodations, travel and/or AHEC housing will not be reimbursed by the School of Nursing.

If a student is placed outside 75 miles from the school, the Placement Coordinator will contact the student to arrange lodging. Do not book accommodations without speaking to your Placement Coordinator.

Below is a list of commonly used clinical sites and their distance from the School of Nursing:

- **Emory Healthcare**
 - Emory Johns Creek Hospital: 24 miles
 - Emory at Stockbridge: 30 miles
 - Emory at Acworth: 36 miles
 - Emory at Covington: 38 miles
 - Emory at Lagrange: 72 miles
- **Medlink, A Federally Qualified Health Center**
 - Jackson: 62 miles
 - Habersham: 75 miles
 - White: 76 miles
 - Oglethorpe: 82 miles
 - Royston: 86 miles
 - Bowman: 95 miles
 - Rabun: 101 miles
 - Hartwell: 103 miles
- **Peachtree Immediate Care**
 - Buford: 30 miles
 - Canton: 46 miles
 - Cartersville: 47 miles
- **Pediatrics**
 - HealthPoint Pediatrics (Tyrone, GA): 34 miles
 - Mountainside Pediatrics (Jasper, GA): 64 miles
 - Harbin Clinic Pediatrics (Rome, GA): 75 miles

- **Other**
 - Your Town Health (Zebulon, GA): 55 miles
 - Express Care of Habersham: 72 miles
 - Women's Specialty Care (Macon, GA): 92 miles

Clinical/Service Learning Health and Compliance Requirements

All students accepted into the School of Nursing, and faculty, are required to fulfill health requirements for clinical agency placement and complete site-specific orientation. Immunization requirements, criminal background investigation, and drug testing are subject to revision. Students who do not have documentation of the required immunizations are required to obtain the immunization(s) and/or titer. Students must also complete the Authorization for Use/ Disclosure of Protected Health Information test, also known as HIPAA. Clinical agencies may require students to complete additional compliance and/or credentialing requirements.

Details regarding these requirements are available on the admitted student webpage: <http://www.nursing.emory.edu/admitted-students/index.html>.

Students are responsible for updating the Office of Clinical Placements (Director of Clinical Placements) **immediately** of any changes in their health status, to update certifications, and to report situations that would adversely affect the student's background information.

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

For students, this partnership means:

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

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

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

Impaired Student Policy

Students in the classroom, simulation/laboratory and/or clinical area suspected of being under the influence of alcohol or another chemical substance that may impair the student's judgment will be immediately removed from classroom, simulation/laboratory and/or the clinical area and required to take a drug screen. Refusal to submit to a drug screen will be considered a positive drug screen.

If the drug screen is negative, the student will return to classes, simulation/laboratory, and the clinical area and lost clinical time must be made up. If the screen is positive, the student will be referred to the Emory University Counseling and Psychological Services (CAPS) for the development of a treatment plan, and upon successful completion of the treatment plan, a *Goal Setting Plan for Student Improvement* will be developed and approved by the appropriate Program Director and Associate Dean for Education. A student will be dismissed from the nursing program for a second positive drug screen.

Bloodborne Pathogens and Universal Precaution Training

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

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

COVID-19 Screening and testing after Clinical Exposures

For the most up-to-date policies related to COVID-19 Screening and Exposures, please visit Emory University's Student Health [COVID-19 Guide](#).

Protocol for Illness Related Events During Clinical

If a student becomes ill during the clinical experience, the following will occur:

- 1) If a Code MET is **called** by the hospital, the student will be transported to the emergency department by the MET team.
- 2) If a Code MET is **not called**:
 - i. The School of Nursing's Clinical Instructor will take the student to the onsite emergency department.
 - ii. If the student refuses to go to the emergency department, the student must call their emergency contact to pick them up from clinical site. Neither the Clinical Instructor nor peers are allowed to leave the clinical location and drive the student to a secondary location for assessment and/or treatment. The Clinical Instructor will note the student's refusal on the School's [Incident and Injury Report](#). The student is to sign the form prior to leaving the site.

Following the event, the student will be dismissed from clinical and will follow-up with their clinical instructor to arrange make-up hours as needed. The student is responsible for all medical costs associated with the event. All students are required to maintain health insurance coverage during the academic program.

The Clinical Instructor must also notify the Clinical Course Coordinator and Director of Clinical Placements and submit the [Incident and Injury Report](#) to the Director of Clinical Placements within 24 hours of the event for tracking and recordkeeping.

Reporting and Post-Exposure Management of Exposure to Blood/Body Fluids and Other Infectious Body Fluids

Adopted, August 25, 1992; Revised, August 30, 1995; March 31, 1997; April 30, 1998; May 30, 1999; August 1, 2005; August 18, 2006; June 2007; August 2008; June 2017

INTRODUCTION

The purpose of the Procedure for Student Exposure to Blood/Body Fluids is to inform students, faculty, clinical agency personnel, and health care providers regarding procedures for management of accidental exposure of students to Hepatitis B, Hepatitis C, HIV, and /or other bloodborne and airborne pathogens.

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

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

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

Students and faculty must comply with the communicable/infectious disease policy of the affiliating clinical site/agency/ facility, as well as the policies of the School of Nursing.

Always report any type of Needlestick or blood/body fluid exposure immediately.

STUDENT RESPONSIBILITIES

Effective primary prevention depends upon adequate immunization and the scrupulous, consistent use of standard precautions. Students are responsible for obtaining necessary immunizations and using proper precautions in situations where exposure to blood/body fluids

may occur. Appropriate Personal Protective Equipment (PPE) including, but not limited to gloves, gowns, laboratory coats, face shield or masks and eye protection, should always be worn when performing duties that could cause occupational exposure.

Immediate Response for Emergency Treatment After Exposure to Blood/ Body Fluids

Eye Splashes

Action

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

Splashes to Oral and Nasal Mucosa

Action

- Flush vigorously with cold water for 15 minutes

Skin exposure/Needlestick

Action

- Immediately wash skin thoroughly with soap and water

Steps to follow for an exposure:

1. **IMMEDIATELY** notify your on-site preceptor or charge nurse or clinical faculty if onsite
2. **GO**
 - Non-hospital setting: GO immediately to an Emergency Department at the nearest hospital
 - Hospital setting: GO to Employee/Occupational Health or the Emergency Department
3. **OBTAIN** the name of the follow-up contact at the site, i.e., Practice Administrator, Employee Health personnel, community site supervisor, or the name of the person who is coordinating assessment of the source patient.*
4. **IDENTIFY** yourself as an Emory Nursing Student who has received a needlestick or exposure to blood/body fluids.
5. **NOTIFY** Emergency Center staff of Emory Requirements
 - Rapid HIV Test and Labs within 2 hours of exposure
 - Baseline Labs: HIV Antibody, Hepatitis B Surface Antibody, Hepatitis C Antibody and Pregnancy Test (for women)
 - Baseline labs for Source Patient: Rapid HIV Screen, HIV Antibody, Hepatitis Panel (HCV Antibody, Hepatitis B Surface Antigen, Hepatitis B core IgM Antibody, SGPT (ALT) Serum, GGTP Serum and SGOT (AST).The student should never obtain consent from the source patient for HIV testing; the site should.
 - If the Emergency Department has any questions regarding procedure, call the Needlestick Hotline at 404.727.4736, 24-hours a day
6. **STOP** Before you leave the Emergency Department:
 - Obtain a copy of *Facility Incident Report* from the preceptor or charge nurse*
 - Obtain a copy of Lab Results*

- Obtain a copy of Emergency Department discharge paperwork*
 - Notify your Emory faculty clinical instructor and inform him/her of the incident
 - If the clinical instructor/faculty is not available within one (1) hour of the exposure, the student should contact the appropriate program director, Director of Clinical Placements, or specialty coordinator as soon as possible after the incident. If these individuals are not available, the student should contact the Associate Dean for Education. The directory can be found on page 19.
7. **FOLLOW UP***
8. **REPORT** a needlestick by calling the operator. The operator will contact appropriate personnel depending upon where the exposure occurred.

The Woodruff Health Sciences (WHSC) Operator is
404.727.4736, 24-hours per day.

- **COMPLETE** the School of Nursing's *Incident, Injury, and Pathogen Exposure Report*: <http://www.nursing.emory.edu/audience-guides/students-audience-guide.html>.*
- **SUBMIT** an *Incident, Injury, and Pathogen Exposure Report* along with copies of the documents indicated with the * above to your faculty member and Director of Clinical Placements.*
- **FOLLOW UP** – Follow up laboratory procedures will be conducted at the Emory University Student Health Services. If post-exposure prophylaxis is prescribed, medication refills will be coordinated by the Woodruff Health Sciences Needlestick Prevention Center, 404.251.8711.

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

- The student is responsible for following recommendations for follow-up by the facility, his/her primary care provider and for following up with the Needlestick Prevention Center and with his/her Emory faculty member.
- Students whose clinical activities are restricted by their health care provider cannot return to clinical training until documentation of the release to practice is provided to the student's clinical instructor. The instructor will provide a copy of this release to the Associate Dean for Education prior to allowing the student to return to clinical.
- Emory University Student Health and Counseling Services (EUSHS) does not provide emergency treatment or rapid HIV/bloodborne pathogens testing.
- Emory Student Health Service does provide confidential regular HIV testing by appointment and follow up services. Lab tests usually take a week for results.
- Pre- and post-testing counseling sessions are required by Georgia State Law for those receiving HIV tests. Care provided at the Emory University Student Health Service is confidential.

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

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

When a student reports an exposure:

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

1. Determining the source of exposure including: contact with the source, testing of the source, and notifying the source's health care provider. This inquiry shall be made in cooperation with the affiliating facility or agency in which the exposure occurred and in compliance with all applicable laws and regulations.
2. Obtaining a detailed description of the incident from the student.
3. Reviewing the completed *Incident, Injury, and Pathogen Exposure Report*.
4. Adding supplemental notes to clarify and provide more detailed information as needed.
5. Signing the *Incident, Injury, and Pathogen Exposure Report*.
6. Obtaining a copy of the facility's report (ER Report or Incident Report) from the student or clinical supervisor and attach it to the *Incident, Injury, and Pathogen Exposure Report* along with all other documents regarding the incident. Submit the *Incident, Injury, and Pathogen Exposure Report* to the Program Director and Director of Clinical Placements within 24-hours or, if the incident occurs on a weekend or holiday, by 8:00 a.m. the next business day. Review standard precautions with the student as well as procedures for avoiding future exposure prior to the student returning to the clinical setting.
7. Identifying any follow-up activities or care, including recommendations relating to counseling, prophylactic treatment, and continued or restricted practice activities made by the student's health care provider.
8. Following any health care provider restrictions placed on the student before allowing the student to return to clinical training. A student whose clinical activities are restricted by their health care provider cannot return to clinical training until documentation of the release to return to practice is provided to the student's clinical instructor. The instructor will provide a copy of this release to the Program Director and Director of Clinical Placements prior to allowing the student to return to clinical.
9. Documenting and maintaining all information relating to the exposure incident in a confidential manner and forward all information to the Program Director and Director of Clinical Placements when complete.

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

Reporting Exposure to Communicable Diseases

A communicable disease exposure is defined as unprotected contact with an individual who has been diagnosed with a communicable disease or who develops the disease within one-week after the contact. The exposure is to be reported to the Emory University, Student Health

Services and the appropriate program director. As part of the confidential medical record, the circumstances of exposure and a description of the source of the exposure will be recorded by the Student Health Service. The Student Health Service will assume responsibility for post-exposure management including medical treatment.

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

REPORTING EXPOSURE IN COMMUNITY AND OTHER SETTINGS

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

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) includes requirements for ensuring the security and privacy of individuals' medical information. The standards aim to maintain the right of individuals to keep private information about themselves.

HIPAA regulations protect medical records and other "individually identifiable health information" (communicated electronically, on paper, or orally) that are created or received by health care entities that transmit information electronically. "Individually identifiable health information" includes any information, including demographic information, collected from an individual and any information that identifies an individual, or could be reasonably believed to identify an individual.

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

Student Records

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

Federal Family Educational Rights and Privacy Act (FERPA)

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

FERPA Essentials for Students at the Nell Hodgson Woodruff School of Nursing at Emory University is located at:

http://www.nursing.emory.edu/includes/documents/sections/audience-guides/FERPA_for_Students.pdf

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

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

Probation

A student must maintain good academic standing each semester. Students are considered to be in *good academic standing* when they are compliant with the program's academic requirements (course & clinical) and student conduct expectations. Standards for academic performance are described in the Nursing Student Handbook in the section labeled *Academic Progression*. Standards for professional performance are described in the Nursing Student Handbook in the section labeled *Student Conduct*.

A student may be placed on probation for course failure, a semester GPA below program requirements, a cumulative GPA below specified program requirements, or failure to adhere to the Code of Professional Conduct and Professional Standards.

Probationary status is to encourage students to reflect critically on their academic and professional performance from semester to semester and to help facilitate student success by identifying areas for development and strategies for success, including available resources. Students on probation are expected to focus their time and energy on their studies in order to bring their work to the required standard.

A student who is not in good academic standing will be placed on probationary status for one semester. During the probationary semester, the student:

- Will not be allowed to take an incomplete in any new course without permission of their program relevant assistant dean; and must reduce the number of incomplete grades to one in prior courses
- Cannot enroll in directed studies or immersion courses/experiences
- May be required to reduce their academic course load and participation in extracurricular experiences
- Must attain a semester and cumulative grade required by their program of study (see Nursing Student Handbook, Academic Progression)

A student who is not in good academic standing will be notified in writing by the Office of Education. The Director will meet with the student to develop a Goal Setting Plan for Student Improvement that includes conditions of probation. The plan must be in place before the student can begin their next semester. A student who fails to meet the requirements of the Goals Setting Plan for Student Improvement may be recommended for dismissal.

The student may only be on probation one (1) time during the program and are at risk for dismissal if placed on probation a second semester for any reason (e.g. didactic or clinical performance). For international students, in the event of dismissal, the students should notify [International Student and Scholar Services](#) (ISSS).

A student who meets the conditions of probation as specified in their Goal Setting Plan will be reinstated to *good academic standing*. The reinstatement happens automatically, and the student will not be notified of the action.

Student Conduct

INTRODUCTION

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

They are the:

1. Code of Academic Conduct
2. Code of Professional Conduct (nonacademic conduct)

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

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

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

Student Honor Code

INTRODUCTION

In accordance with The University's bylaws, the responsibility for designing the academic and professional codes of conduct for its students rests with each School. The Nell Hodgson Woodruff School of Nursing has established the Code of Academic Conduct and the Code of Professional Conduct to ensure academic and professional standards are consistent with those of the nursing profession and the missions of both Emory University and the Nell Hodgson Woodruff School of Nursing.

Both the Code of Academic Conduct and Code of Professional Conduct addressed herein applies to any students registered for courses at the Nell Hodgson Woodruff School of Nursing. It is the

obligation of every student to know the regulations stated herein regarding academic and professional conduct. Ignorance of these regulations regarding what constitutes academic or professional misconduct will not be considered a defense.

PhD students should consult the Laney Graduate School Handbook for student academic integrity and conduct policies.

ACADEMIC MISCONDUCT

Academic misconduct involves a violation of academic principle as viewed by students, faculty and colleagues. Academic misconduct is an offense generally defined as any action or inaction that is offensive to the integrity and honesty of members of the academic community. Examples of academic misconduct are found below.

Student Expectations

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

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

Examples of Academic Misconduct

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

1. **Cheating.** Seeking, acquiring, receiving, giving, or using information intended to facilitate performance on an exam prior to its authorized release and/or during its administration, and/or attempting to do so, or to complete an assignment which is designed to be completed individually without the help of classmates or other assistance.
2. **Plagiarism/Self Plagiarism.** This is an act of taking someone else's work or ideas and passing them off as one's own. This can include published or unpublished work without proper acknowledgement. Self-plagiarism is the use of one's own previous work in another context without citing that it was used previously.
3. **Falsifying Data.** Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage. This includes, but is not limited to, creating information not actually collected, altering, or misrepresenting information and/or data. Falsifying data also applies to the clinic setting, e.g., reporting or recording assessment data that was not collected from a patient assessment.
4. **Falsification and Forgery of School or University Documents.** This includes knowingly making a false statement, concealing material information, or forging a School or

University official's signature on any School or University academic document or record. Such academic documents may include (but is not limited to) transcripts, add or drop forms, requests for advanced standing, requests to register for courses, student recommendation letters, financial aid documents, academic standing letters, or any documents related to the academic record.

5. **Facilitating Academic Dishonesty.** Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
6. **Providing False Information** Intentionally giving false evidence in any academic misconduct Hearing or refusing to give evidence when requested by the Honor Council.

PROFESSIONAL MISCONDUCT

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

Examples of Professional Misconduct:

Students are expected to be honest, maintain confidentiality, communicate professionally, respect the rights of others, remain accountable for their actions, be concerned for the welfare of their patients, and behave responsibly. Violation of these standards will be considered professional misconduct.

1. **Honesty.** Being truthful in communication with others, will in the academic setting, in the healthcare arena, and in the community at large.
2. **Maintenance of Patient Confidentiality.** Restricting discussion of patient care to those areas where conversations cannot be overheard by others outside of the care team; refraining from disclosing patient identity to those not connected to the care of the patient; and maintaining appropriate security for all paper and electronic patient records, whether in the patient care, academic or research realms. Social media violations related to patient confidentiality apply.
3. **Professional Communication and Demeanor.** Being thoughtful and professional when interacting with faculty, peers, patient, their families, members of the healthcare team, and all others whether face-to-face, in written form or via social media; maintaining civility in all relationships; striving to maintain composure under pressures of fatigue, professional stress or personal problems; maintaining a neat appearance and dress in attire that is reasonable and accepted as professional to the circumstances; refraining from intoxication; and abstaining from the illegal use of drugs (both prescription and illicit drugs).
4. **Respect for the Rights of Others.** Dealing with all others, whether in a professional or non-professional setting, in a considerate manner and with a spirit of cooperation;

respecting the rights of patients and their families to be informed and share in patient care decisions; respecting patients' modesty and privacy.

5. **Personal Accountability.** Being accountable for learning to become a safe practitioner. Participating responsibly in patient care to the best of one's ability and with appropriate supervision; undertaking clinical duties and persevering until they are complete; notifying the responsible person if one is unable to perform clinical tasks effectively; complying with all School of Nursing, Healthcare, University, and clinical site Policies and Procedures in an honest and forthright manner.
6. **Concern for the Welfare of Patients.** Treating patients and their families or communities with respect and dignity both in their presence and in discussions with others; avoiding the use of foul language, offensive gestures or inappropriate remarks; discerning accurately when supervision or advice is needed and seeking those out before acting; recognizing when one's ability to function effectively is compromised and asking for relief or help; never administering care while under the influence of alcohol or other drugs (prescription or illegal); not engaging in romantic, sexual or other nonprofessional relationships with a patient; even upon the apparent request of a patient; and advocating for the best care of the patient, in context of that patient's belief's and desires.
7. **Responsibility to Duty.** Effectively undertaking duties with alacrity [eagerness, enthusiasm, and promptness are synonyms] and persevering until complete, or notifying a responsible person of a problem; being punctual for class, small groups, conferences and clinicals; timely notification of classroom/clinical faculty, and program directors of absences of an inability to carry out assignments and clinical duties; identifying emergencies and responding appropriately.

Purpose of the Code of Professional Conduct

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

This purpose entails several basic expectations:

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

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

PROHIBITED CONDUCT

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

It is neither possible nor necessary to specify every instance of misconduct that could result in disciplinary action against a student.

The following list includes, but is not limited to, conduct that may subject a student to disciplinary action:

1. Attempting, assisting, or encouraging any conduct as described below.
2. Causing physical harm to any person or causing emotional harm by creating reasonable apprehension of such harm.
3. Disorderly or indecent behavior including, but not limited to, destroying or damaging School of Nursing/University property or the property of others.
4. Engaging in conduct directed at a specific person or persons that seriously alarms or intimidates such person or persons and that serves no legitimate purpose. Such conduct may include: explicit or implicit threats, including gestures that place a person in reasonable fear of unwelcome physical contact, harm, or death; following a person about in a public place or to or from his or her residence; making remarks in a public place to a specific person that are by common usage lewd, obscene, expose a person to public hatred, or that can reasonably be expected to have a tendency to cause acts of violence by the person to whom the remark is addressed; or communicating anonymously by voice or graphic means or making a telephone call anonymously whether or not a conversation ensues.
5. Violating the University's Policy on Sexual Misconduct.
6. Violating the University's Policy on Equal Opportunity and Discriminatory Harassment.
7. Initiating or causing any false report, warning, or threat of fire, explosion, or other emergency.
8. Misrepresenting information or furnishing false information to the University, School of Nursing, or its representatives.
9. Forgery, alteration, misrepresentation, counterfeiting, or misuse of any University, School of Nursing, or other document, instrument of identification, or access device.
10. Appearing in a public place manifestly under the influence of alcohol or a controlled or other intoxicating substance, particularly when there is danger to self, others, or property or there is unreasonable annoyance to person(s) in the vicinity.
11. Unauthorized distribution, possession, or use of any controlled substance or distribution, possession, or use of any illegal drug.
12. Unauthorized use, possession, or storage of any weapon.
13. Unauthorized use or possession of fireworks or incendiary, dangerous, or noxious devices or materials.
14. Intentionally or recklessly misusing or damaging fire or other safety equipment.

15. Theft or misuse of property or services.
16. Substantially interfering with the freedom of expression of others.
17. Interfering with normal University or School of Nursing functions, University-sponsored activities, or any function or activity on University premises including but not limited to studying, teaching, public speaking, research, University or School of Nursing administration, or fire, police, or emergency services.
18. Disregarding or failing to comply with the directive of a hearing body or University official including a campus police officer acting in the performance of his or her duties.
19. Disregarding or failing to comply with the directive of an officer of the law acting in the performance of his or her duties.
20. Disrupting School of Nursing/University or other computer systems; unauthorized alteration, disclosure, gaining or providing unauthorized access; or destruction of School of Nursing/University or other computer system or material; improper access to School of Nursing/University or other computer files and systems; or violation of copyright or proprietary material restrictions connected with School of Nursing/University or other computer systems, programs, or materials.
21. The display or distribution of lewd, offensive, threatening or inappropriate material via paper or electronic means. Such material includes pictures, videos, or written content that portray oneself or others in a manner that brings dishonor to the profession of Nursing.
22. Violating any government laws or ordinances, or of any University or School of Nursing rules, regulations, or policies.
23. Failure to report any arrests, criminal charges, positive results of drug tests or Criminal Background Checks (CBCs) that occur from the time of acceptance until graduation.

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

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

Dismissal for Professional Conduct

Students may be dismissed for violation of the professional code of conduct. The student should refer to the Code of Professional Conduct, Honor Council for issues of professional misconduct. Professional Conduct violations will be reviewed by the Associate Dean for Education and Associate Dean for Enrollment and Communications. The Dean of the Nell Hodgson Woodruff School of Nursing makes the final dismissal decision.

The Honor Council

PURPOSE

The Honor Council is a group within the School of Nurse to whom allegations of academic or professional misconduct are directed. Alleged violations of the student honor code or pledge are reviewed by the Honor Council. The council is responsible for determining the validity of any allegation of academic or professional misconduct. In add to its judicial purpose, the Honor Council serves to strengthen the ethical orientation of those in the School of Nursing.

DUTIES

The duties of the Honor Council shall include the following:

1. Introduce the Student Honor Code to the student body at the start of each academic year;
2. Validate that all new students have signed an “Honor Code Pledge” form. This should be completed upon the student’s initial registration and is valid for the entire time while a student is at the Nell Hodgson Woodruff School of Nursing;
3. Recommend actions to the Dean as deemed appropriate;
4. Recommend actions to the faculty in the interest of promoting sound ethical behavior within the student body;
5. Revise the Student Honor Code in collaboration with the faculty and Associate Dean for Education;
6. Keep strictly confidential any infraction, preliminary meeting, and/or hearing. The confidentiality surrounding this Honor Council is of upmost importance. No one outside the members of the council shall be informed of any activities surrounding a reported infraction;
7. The council shall consist of representatives from the pre-licensure programs, post-licensure programs, and the faculty. If the existing Honor Council student members do not enroll in the summer semester, additional students may be appointed by the Dean/Associate Dean to fill these vacancies on a temporary basis. It is the responsibility of the Honor Council to meet at the beginning of the summer semester to orient temporary student members to Honor Council procedures and expectations.

Alternate members of the Honor Council are expected to:

1. Attend any initial Honor Council orientation sessions at the beginning of the year;
2. Replace their representatives for a hearing procedure in the event that a representative cannot be present and/or cannot serve because of a conflict of interest with the student being accused of misconduct

Membership

1. Student Membership

There shall be seven student members of the Honor Council and seven alternate student members. Representatives to the council shall consist of ten Pre-licensure students (two from the traditional BSN program, two from the D-ABSN program, two

from the MN program, two from the InEmory MN program, two from the MN+MSN program in their pre-licensure portion) and four graduate students (two from the MSN program and two from the DNP program). Pre-licensure and post-licensure students shall serve for the length of time they are in that educational program.

Council members can be nominated by themselves, class members, or faculty. The nominees will submit a letter of interest for which will be reviewed by faculty members of the council and carry-over student members who will make selection recommendations to the Associate Dean for Education.

2. Qualifications

To be considered for membership on the Honor Council, a student must be in good academic standing, that is, not on academic probation, and display qualities of honesty, integrity, and maturity. It is recommended that candidates have an interest in dealing with ethical issues, possess and ability to work under pressure, and be willing to commit time as required by the council. The qualifications shall be read before any election of Council Representatives. If students go on academic probation, they will step down from the Council. A call for a new member will be initiated by the Honor Council at that time.

3. Faculty membership

The Nursing School Honor Council shall also seat three faculty members and three alternate faculty members. These members shall be chosen with these stipulations:

- a. Registered nurse currently full-time faculty of the Nell Hodgson Woodruff School of Nursing
- b. Faculty members, including the chair, and alternates shall be appointed by the Dean
- c. One faculty member and alternate will be from each of the programs (pre-licensure BSN/MN, post-licensure MSN, post-licensure DNP)
- d. Each faculty member shall be appointed to serve a two-year calendar term to begin in September. One faculty representative and alternate shall begin their term in September of one (1) year, while the other faculty member and alternate shall begin their term in September of the following year. Since membership on this committee requires more training it is anticipated that senior members of the committee, might be expected to serve more than two years. For example, they might serve one year as a member of the committee, one year as co-chair, a third year as chair, and finally a fourth year as an alternate. In the event of a vacancy occurring in one of these positions, another faculty member shall be appointed by the Dean/Associate Dean of the School of Nursing to fill that vacancy until the end of the original term.

Honor Council Procedures

It is the responsibility of every member of the faculty and student body to cooperate in supporting the honor system. In pursuance of this duty, any individual, when they suspect that academic or professional misconduct has occurred, shall report this suspected breach to a

member of the Honor Council, a faculty member of the Honor Council, or the Associate Dean for education of the School of Nursing.

With one exception, described below, Honor Council Procedures apply to all students enrolled in School of Nursing courses. Students enrolled in the PhD program are governed by Laney Graduate School policies. In the event of an academic integrity or conduct violation, the Director of Graduate Studies and the Laney Graduate School will be notified of the violation.

For all other students:

1. On receipt of a report of a suspected violation, the recipient shall notify the chairperson of the Honor Council who shall designate one student member of the Council and one faculty member of the Council to investigate the charge. Those investigating the charge should be from the same level as the student accused e.g., a pre-licensure student or post-licensure student.

The investigators shall inform the accused in writing of what course and work or behavior is involved in the charge and shall supply the accused with a copy of this code. The investigators shall meet with the accuser, separately with the accused and shall interview other potential witnesses and review any documentary and physical evidence. The accused may also suggest the names of witnesses to testify and may submit additional documentary or physical evidence not previously brought to the attention of the investigators. The investigators shall determine whether to refer the accusation for a hearing and notify both the chairperson and the accused of their decision.

2. During the preliminary meeting and proceedings of the Honor Council, members shall act in accordance with the strictest neutrality and all deliberations shall be confidential. In the event that a member of the council is biased either for against the accused, or if they are called upon to be a witness, it is their obligation to excuse themselves from the proceedings. It is required that at least one student and one faculty member be from the same program as the accused.
3. If a decision is made to refer the case for a hearing, the accused student will be given at least five (5) business days' written notice of the charges alleged against the accused student and of the date, time and place of the hearing.
4. The Committee shall conduct the hearing. At least six members of the committee must be present for the hearing, including the Chair. The Committee may require witnesses to testify at the hearing who are students, faculty or staff of the School of Nursing. Witnesses will be present at the hearing only during the actual time of their testimony. Rules of evidence that apply in courts of law shall not apply in such hearings. The hearings shall be closed to everyone except the Committee, appropriate staff; the accused student and complainant and the advisor(s) to the accused student and the complainant. The advisor must be a member of the Nell Hodgson Woodruff School of Nursing faculty or staff of a student currently enrolled in the Nell Hodgson Woodruff

School of Nursing. The advisor may accompany the accused student for the purposes of consultation, but does not have the right to examine witnesses or ask questions. No lawyers are permitted to attend these hearings. The Chair of the Committee will consider exceptions for requests submitted prior to the scheduled hearing.

Both parties and/or their advisors are allowed to:

- a. Be present at the hearing until such time as the Committee retires to deliberate the decision. If the student/advisor/complainant fails to appear at the hearing, the hearing may be held in their absence.
 - b. Present tangible and documentary evidence and evidence by witness or by signed statements of witnesses who do not attend the hearing, including the signed written statements of the complainant or the accused. If witnesses fail to appear, the hearing shall be held in their absence.
 - c. It is the responsibility of the accused student and complainant to notify any additional witnesses not called by the Committee. Additional witnesses must have the prior approval of the Committee Chair. All witnesses shall be notified of the date, time and place of the hearing by the Committee Chair.
 - d. The Chair of the Committee shall have the final decision on what evidence will be presented and the tone of the questioning. The Chair may decide to stop questioning at any time.
5. At the conclusion of the evidence, the Honor Council shall retire to deliberate privately and determine if the accused student has violated the Academic Code or the Code of Professional Conduct. A determination that a student has violated the Nell Hodgson Woodruff School of Nursing Honor Code requires a simple majority vote. The Chair will not vote on the determination except in the case of a tie.
 6. If the finding of a violation is determined, the Committee shall be provided with a record of previous disciplinary proceeds in which the student was found in violation of the Honor Code by the Assistant Dean for Student Affairs and Diversity Initiatives. On the basis of the hearing and the student's previous record, a decision for a recommendation to the Dean will be made regarding sanctions by a simple majority vote. The Chair will not vote on the sanction recommendations except in the case of a tie.
 7. The following sanctions may be imposed:
 - a. Verbal reprimand without an entry on the student's record
 - b. A written reprimand on the student's record and a notice in writing to the student that the student has violated a School regulation and must cease and not repeat the inappropriate action.
 - c. A grade of "O" or an "F" on the exam or assignment
 - d. An "F" on the permanent transcript for the course

- e. Probation for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating institutional regulation(s) during the probationary period
- f. Required restitution in compensation for loss, damage, or injury. This may take the form of service, monetary compensation or material replacement
- g. Discretionary sanctions in the form of work assignments or service to the School of Nursing, the University or community
- h. Suspension of the student from the School of Nursing for a definite period of time, after which the student may be eligible to return. Conditions for readmission may be specified and documentation will be available to the Progressions Committee for review as indicated.
- i. Permanent separation or dismissal from the School of Nursing and/ or The University

Conduct sanctions h (suspension) and i (dismissal) shall be entered permanently on a student's record. Sanction e (probation) shall be entered on the student's record for the term of the probation. Any sanction may include mandatory referral to university-based resources for medical or mental health evaluation and treatment if necessary. An evaluation supporting the student's reentry to the Nell Hodgson Woodruff School of Nursing may be required by the Associate Dean for Education or Dean before re-entry and the student meet requirements for re-entry (Refer to the Re-Enrollment Policy).

Honor Council Hearing Decision(s)

The decisions of the Committee as to both violations and sanctions are in all cases advisory to the Dean. A written decision outlining the facts of the case, the decision and the rationale for the decision, and the recommended sanction will be issued from the Committee to the Dean. After the Dean has made a decision, the Committee Chair will notify the accused student, the complainant (if a faculty or staff member), and the appropriate Associated Dean within five days of the hearing. The accused student shall receive written notice of the outcome of the hearing with includes: 1) a statement of the charges; 2) a summary of the facts of the case; 3) the decision; 4) a brief statement of the hearing body's reasoning; and if a violation is found, 5) sanction(s). The accused student will also receive information on their right of appeal. The Dean shall make the final decision.

Academic Grievance and Appeals Procedure

The Nell Hodgson Woodruff School of Nursing encourages all academic and administrative concerns be addressed promptly and directly between constituents and settled through appropriate and respectful conversation between the parties involved. Inquiries or concerns related to coursework, grading, or faculty interaction should be first directed to the faculty of

the related course. If a student wishes to contest a final grade in a course, they are encouraged to follow the lines of communication, which first encourages them to meet with their course faculty. If the issue is not resolved, they should continue to follow the Lines of Communication (refer to page 53). If communication with the appropriate individuals does not lead to a resolution to the academic/administrative issue that is satisfactory to the student, the student may request in writing a formal review through the Associate Dean for Education.

The Academic Grievance and Appeal Procedure provides a formal avenue for students to address concerns related to academic and administrative issues. The Academic Grievance and Appeals Procedure applies to all students enrolled in courses at the School of Nursing, regardless of program, with the exception of PhD Students. PhD nursing students should refer to the grievance process outlined by Laney Graduate School at <http://www.gs.emory.edu/academics/policies/>.

For appeals related to academic dismissal, the student may appeal to the Associate Dean of Education by completing the Academic Grievance and Appeal Form found on the Audience Guide for Students webpage. The appeal must be submitted within five (5) business days from final day of term.

APPEAL CRITERIA

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

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

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

WRITTEN REQUEST FOR APPEAL

The written request should include:

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

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

The Academic Grievance and Appeals Committee

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

ACADEMIC GRIEVANCE AND APPEALS HEARING COMMITTEE MEMBERSHIP

The Academic Grievance and Appeals Hearing Committee membership will be selected from a Hearing Pool of faculty by the Associate Dean for Education and composed of:

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

INITIAL REVIEW OF AN ACADEMIC APPEAL

The Academic Grievance and Appeals Hearing Committee will proceed with the investigation as follows:

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

THE ACADEMIC GRIEVANCE AND APPEAL HEARING

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

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

1. Have the appropriate policies and procedures been followed and have they met fair and reasonable standards?
2. Are there mitigating circumstances?
3. What action should be taken?

At the end of the hearing all parties will be dismissed and the Academic Grievance and Appeals Hearing Committee will vote. In the event of a tie, the Chair will vote.

ACADEMIC GRIEVANCE AND APPEALS COMMITTEE RECOMMENDATION

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

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

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

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

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

NOTIFICATION OF RECOMMENDATION

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

CONFIDENTIALITY OF HEARING DOCUMENTS

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

FURTHER RESOLUTION IF NECESSARY

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

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

RESEARCH MISCONDUCT

Research misconduct allegations/violations will be brought to the attention of the Associate Dean for Education and will be reported to the Office of Research and to the Associate Dean for Research. The Office of Research will take ownership of the investigation from this point forward.

REVOCATION OF AN EMORY UNIVERSITY DEGREE

Revocation of an Emory University degree (BSN, MS, MSN, Post-graduate Certificate, DNP) may occur from acts of academic misconduct which, if known at the time of the awarding of a degree, would have resulted in a decision not to award the degree, without any further proceedings.

Student Rights and Responsibilities

NATIONAL STUDENT NURSES ASSOCIATION (NASA) BILL OF RIGHTS AND RESPONSIBILITIES

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

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

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

- Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
- As citizens and members to an academic community, students are subject to the obligations that accrue them by virtue of this membership and should enjoy the same freedoms of citizenship.
- Students have the right to belong or refuse to belong to any organization of their choice.
- Students have the right to personal privacy in their living space to the extent that the welfare of others is respected.
- Adequate safety precautions should be provided by Schools of Nursing, for example, to and from student dorms, adequate street lighting, locks, etc.
- Dress code, if present in School, should be established by student government in conjunction with the School director and faculty, so the highest professional standards possible are maintained, but also taking into consideration points of comfort and practicality for the student.
- Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

Student Complaints

Nell Hodgson Woodruff School of Nursing Student Complaints

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

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

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

Emory University Student Complaints

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

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

Emory University Policies and Guidelines

Emory University Respect for Open Expression Policy

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

Bias Incident Response Team (BIRT)

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

Sexual Misconduct Policy 8.2

<http://policies.emory.edu/8.2>

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

School of Nursing Conduct Code, any investigation and adjudication pursued under Policy 8.2 shall take precedence over the Nell Hodgson Woodruff School of Nursing's separate Conduct Code or Honor Code provisions.

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

Social Media Guidelines

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

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

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

- **NOTHING IS PRIVATE: THERE IS NO SUCH THING AS AN 'ANONYMOUS' POST.** Anything you say online can be misunderstood or misinterpreted. Anyone with access to the web can gain access to your activity on social media regardless of privacy settings and attempts to separate your personal and professional life may be unsuccessful. Making postings "private" does not preclude others copying and pasting comments on public websites. "Private" postings that become public are still subject to sanctions by the School Code of Conduct.
- **DO NO HARM:** Respect your audience. Do not use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable at Emory University or any of our many clinical partners. Show proper consideration for others' privacy and for topics that may be considered objectionable or controversial such as politics and religion.

- **BE POLITE:** Realize that social media communities have their own culture, etiquette and norms, and be respectful of them.
- **UPHOLD PATIENT CONFIDENTIALITY:** Do not share information in a way that may violate any laws or regulations, i.e., HIPAA. Disclosing information about patients without written permission of the patient and School of Nursing, including photographs or potentially identifiable information is strictly prohibited. This rule also applies to deceased patients.
- **RESPECT COPYRIGHT, FAIR USE, AND FINANCIAL DISCLOSURE LAWS:** It is critical that you show respect for the laws governing copyright and fair use of copyrighted material owned by others, including copyrights and brands such as Emory University and the Nell Hodgson Woodruff School of Nursing logos. When in doubt, students should seek guidance regarding appropriate use of such materials.
- **DON'T PICK FIGHTS:** Be the first to correct your own mistakes and don't alter previous posts without indicating that you have done so.
- **TRY TO ADD VALUE AND CREATE INTEREST:** Provide worthwhile information and perspective. Use your own voice and bring your own personality to the forefront.
- **BE VIGILANT:** Be aware of your association with Emory University and the Nell Hodgson Woodruff School of Nursing in online social networks. If you identify yourself as an Emory nursing student, ensure your profile and related content is consistent with how you wish to present yourself with colleagues and patients.
- **USE YOUR PERSONAL EMAIL ADDRESS - NOT YOUR EMORY EMAIL ADDRESS** as your primary means of identification on social media, just as you would not use Emory or School of Nursing letterhead when writing a personal correspondence. Do not use your Emory School of Nursing email address to express your personal views. Any posts or comments submitted for others to read should be posted with full identification of the writer. Where your connection to Emory is apparent, make it clear that you are speaking for yourself and not on behalf of Emory. A disclaimer, such as, "The views expressed on this [blog/website] are my own and do not reflect the views of my University or the School of Nursing".
- **USE YOUR BEST JUDGMENT:** If you are about to publish something that makes you uncomfortable, review the suggestions above. Internet activities may be permanently linked to the author, such that all future employment may be hampered by inappropriate behavior on the Internet.

For additional information, please see the National Council for State Boards of Nursing, Guide to Social Media

- <https://www.ncsbn.org/347.htm>
- <https://www.ncsbn.org/3739.htm>

ULTIMATELY YOU HAVE **SOLE RESPONSIBILITY** FOR WHAT YOU POST TO YOUR BLOG OR PUBLISH IN ANY FORM OF ONLINE SOCIAL MEDIA!

Alcohol and Drug Abuse Policy

<http://policies.emory.edu/8.8>

Emory University is committed to the health and well-being of its faculty, staff, and student body. Alcohol and drug misuse and abuse can be detrimental to one's overall physical and emotional health; academic and/or professional performance; and adversely impact family, friends and co-workers.

As a recipient of federal grants and contracts, Emory University adheres to the provisions of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. As administrator of certain state-funded financial aid programs for students, Emory University also adheres to Georgia's Drug-Free Postsecondary Education Act of 1990. More information about the Emory Policies and Procedures Policy: 8.8 Alcohol and Drug Abuse can be found here: <http://policies.emory.edu/8.8>

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

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

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

Tobacco Free Environment

<http://policies.emory.edu/4.113>

Emory University recognizes the serious health implications of both direct use of tobacco products and indirect exposure to the use of tobacco products. In order to create an atmosphere that is consistent with Emory's mission and commitment to improve the health

and wellness of members of the Emory community, Emory University and Emory Healthcare (collectively “Emory”) prohibit the use or sale of tobacco products in or on Emory owned or Emory leased property effective January 1, 2012. Smoking in unauthorized clinical areas is prohibited. More information about the Emory Policies and Procedures Policy: 4.113 Tobacco Free Environment can be found here: <http://policies.emory.edu/4.113>.

Forms

Refer to the [REGI](#) system for Student Forms.