

# MSN STUDENT HANDBOOK

Clayton State University School of Nursing  
2000 Clayton State Boulevard Morrow, GA 30260

2021 - 2022

## Welcome, New MSN Nursing Student!

The graduate faculty and staff of the School of Nursing (SON) wish to welcome you to the Master of Science in Nursing (MSN) Program at Clayton State University (CSU)! We hope that your educational experience here will be enjoyable, as well as academically challenging and growth promoting. We are committed to promoting excellence in this program and seek to provide our graduates with the knowledge and skills necessary to function effectively in the health care delivery settings of the future.

This handbook is designed to guide your progression through the nursing curriculum and should be maintained throughout the program as a reference. The policies, guidelines and resources contained in this handbook serve to guide the practice of the SON. They are consistent with, and expand upon, those of CSU. University policies, as well as a list of student rights and responsibilities, are outlined in the MSN Student Handbook. Specific course policies and standards will accompany each course syllabus. Students are required to submit the *Student Handbook Acknowledgement Form* prior to program entry.

The MSN handbook is published at the beginning of each academic year. When policies are changed during the year, students will be notified via email. If you have questions or concerns regarding matters not addressed by the contents of this handbook, please contact:

**Graduate Director  
School of Nursing  
College of Health  
Clayton State University  
Morrow, GA 30260  
678-466-4995**

The contact information for the Graduate Director as well as SON faculty and staff may be found on the SON website at <http://www.clayton.edu/nursing/faculty>.

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## Program Information

The Family Nurse Practitioner (FNP) program is designed to prepare professional registered nurses for Advanced Practice Registered Nurse (APRN) roles as culturally competent primary care providers of clients, families and communities. Course and clinical work emphasize the care of adult, pediatric and geriatric patients and their families. Post Bachelor of Science in Nursing (BSN) students enrolled in the program will be required to take 47 credit hours with 585 hours of clinical experiences. Students possessing an MSN may receive credit for up to 9 hours but will still need 585 clinical hours.

The program is a committed champion to the training of a diverse workforce that reflects the population of Georgia. Combining rigorous coursework with hands on clinical experience, students learn to collaboratively manage acute and chronic conditions as well as provide excellent community-based primary care to diverse, underserved, and vulnerable populations.

The curriculum has been developed to meet current national standards. Graduates of the FNP program are eligible to sit for national certification by the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP).

### Mission

Consistent with the mission statement of CSU, the SON is committed to providing comprehensive nursing education to students from a diverse range of ethnic, socioeconomic, experiential, and geographical backgrounds. The following essential considerations inform and guide the programs offered by the SON:

- increasingly complex global context of contemporary life;
- promoting community-based, active, experiential learning;
- continuous education for teaching, scholarship, and growth;
- promoting health and human development of the global community in transition;
- providing high quality educational services and innovative teaching strategies for the development of competent, caring, and committed professional nurses;
- developing programs which incorporate innovative health care and educational technologies;
- maintaining standards of professional nursing practice that recognize and value the social, economic, ethnic and cultural diversity of individuals as central to the promotion of health and human development;
- promoting collaborative, interdisciplinary practice models.

It is the faculty's mission to use resources which will promote lifelong learning and enhance the acquisition of skills in modern technology. Mastery of clinical reasoning skills, comprehensive care, evidence and theory-based practice, research, and communication is successfully accomplished by integrating theory, clinical practice, and advanced technologies. The curriculum facilitates the transition of students into professional nursing roles in a multifaceted and multicultural health care environment.

## Philosophy

**We believe that nursing** is a dynamic, challenging profession that requires a synthesis of critical thinking skills and theory-based practice to provide care for individuals, families, and communities experiencing a variety of developmental and health-illness transitions. Caring, which is at the heart of the nursing profession, involves the development of a committed, nurturing relationship, characterized by attentiveness to others and respect for their dignity, values, and culture. We believe in understanding differences and fostering a culture of ethical treatment of individuals and social inclusiveness in the greater community. We believe that nursing practice must reflect an understanding of and respect for each individual and for human diversity.

Transitions involve a process of movement and change in fundamental life patterns, which are manifested in all individuals. Transitions cause changes in identities, roles, relationships, abilities, and patterns of behavior. Outcomes of transitional experiences are influenced by environmental factors interacting with the individual's perceptions, resources, and state of well-being. Negotiating successful transitions depends on the development of an effective relationship between the nurse and client. This relationship is a highly reciprocal process that affects both the client and nurse.

Developmental transitions represent maturational processes that progress from birth to death. Health-illness transitions are the biopsychosocial and spiritual changes that influence an individual's interaction with and ability to adapt to the environment. Nursing therapeutics are actions designed to facilitate healthy adaptation and to prevent unhealthy outcomes for clients experiencing these transitions. Professional nursing practice is based on critical thinking, mastery of knowledge and skill, integration of theories and research, and a commitment to lifelong learning. Ongoing professional development is necessary to maintain excellent nursing care, promote the nurse's growth, and continue the advancement of the nursing profession.

Nursing practice takes place within the context of an ever-changing environment, including organizations and communities undergoing transitions. Interdisciplinary collaboration is necessary to develop and implement comprehensive plans of care to improve outcomes among individuals, families, and communities. Nursing requires effective communication skills for interacting with diverse populations and with their colleagues in nursing and other disciplines. Nurses must continually expand their expertise in the use of technology to manage and process information to support their practice.

**We believe graduate education in nursing** prepares a professional nurse for advanced nursing practice roles and doctoral study. Advanced practice nurses embrace the roles of expert clinician, educator, administrator, counselor, consultant, patient care manager and researcher (AANP, 2021). There is a focus on health promotion, disease prevention, health education and counseling, to guide patients in making smarter health and lifestyle choices, which in turn can lower patients' out-of-pocket costs. Learning at the graduate level is facilitated by an open collegial relationship between faculty and students that result in the development of a competent advanced practice nurse. The culmination of graduate nursing education is the synthesis and evaluation of advanced skills, specialized knowledge and clinical competencies to practice in primary care, and long-term health care settings, to improve patient outcomes and health of populations, while providing patient centered care. Graduate nursing education also fosters ongoing professional development in order to promote nursing research, ethical decision-making reflecting an



appreciation of human diversity in health and illness among individuals, families, and communities experiencing life transitions (Schumacher and Meleis, 1994).

### Program Approval/Accreditation

The MSN program is approved by the Georgia Board of Nursing and accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750 Washington, DC 20001, Washington, DC 20001, 202-887-6791.

### Program Outcomes

The MSN degree offers graduates the opportunities to:

1. Implement advanced practice roles as leaders and educators within the nursing profession and the health care system utilizing human caring as the foundation for nursing practice
2. Develop and nurture collaborative and interdependent relationships by communicating with other health care professionals.
3. Analyze personal and organizational decision making utilizing an understanding of how ethics and values influence health care delivery.
4. Utilize nursing research for the promotion of high-quality nursing education, health care, and evidence-based practice.
5. Demonstrate critical thinking in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes.
6. Demonstrate cultural competence that reflects sensitivity to human diversity in a dynamic academic and health care environment.
7. Develop comprehensive, holistic plans of care that address health promotion and disease prevention need of diverse populations.
8. Demonstrate competence in leadership roles and a commitment to ongoing professional development for the provision of quality, cost-effective health care, and the advancement of nursing practice.
9. Utilize information technology to integrate innovations in patient care, education, and leadership within organizational systems and across all health-illness transitions.
10. Integrate knowledge from health assessment, pharmacology and pathophysiology into the role of the advanced practice nurse.

### Key Concepts Identified in Outcomes

1. Caring
2. Communication
3. Critical Thinking
4. Human Diversity
5. Informatics
6. Interdisciplinary Collaboration

7. Nursing Therapeutics
8. Professional Development
9. Theory-Based and Evidence-Based Practice
10. Advanced Practice Roles

## Conceptual Curriculum Model



### SCHOOL OF NURSING Conceptual Curriculum Model



Adapted from: Schumacher, K.L. and Meleis, A.I. (1994). "Transitions: A central concept in nursing." *Journal of Nursing Scholarship*, 26 (2), 119-127.

## MSN Faculty Contact Information

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## Program of Study

### MSN Program Description

The MSN program is 100% online and progression is possible on a full-time or part-time basis. There is a minimum campus attendance requirement in two MSN courses. Educational experiences are provided to facilitate the registered nurse in expanding the scope of practice in a rapidly changing society and health care delivery system. The FNP track prepares professional registered nurses who already hold a BSN for Advanced Practice Registered Nurse (APRN) roles as culturally competent primary care providers of clients, families, and communities. Post-masters certificate is also available to holders of other NP track degrees.

### MSN Course Descriptions and Pre-requisites

MSN students must adhere to the defined progression chosen (PT or FT) and prerequisite courses when selecting courses to register for each semester. Students are required to meet with their assigned advisors prior to registering for courses each semester. Course descriptions and prerequisites are provided below.

**NURS-5501:** Theory for Graduate Nursing Practice: This course prepares nurses to transition into new roles and advanced nursing practice by exploring a wide range of theories from nursing and other sciences. Students will understand the role of knowledge development in advancing a discipline. Students will critique, analyze, and evaluate selected theories and incorporate these theories into their advanced nursing practice roles.

**NURS-5502:** Research for Evidence-Based Nursing Practice: This course builds upon undergraduate statistics and research courses and will focus on the relationship between nursing theory, research, and practice for evidence-based practice. This course will focus on issues such as the identification of practice and system problems, evaluation of research studies and systematic reviews, development and implementation of evidence-based practice guidelines, use of evidence-based practice to improve outcomes for individuals and groups of patients as well as health care systems, and differentiation of evidence-based and value-based approaches to practice. Students are expected to integrate an evidence-based approach into their practice. **Pre-requisites:** NURS-5501 and NURS 6611

**NURS-5503:** Advanced Pathophysiology Across the Lifespan: This course focuses on developing an advanced knowledge base of human physiology and pathophysiology providing a background for professional practice and the translation and integration of evidence to provide quality and safe care of patient and community populations. It will prepare advanced nurses to understand the mechanisms underlying disease processes, clinical manifestations, and rational therapies. Appropriate screening and diagnostic testing methods will also be included. Emphasis will be placed on important pathophysiological concepts needed to support the goals of Healthy People 2030 to improve clients' quality of life and reduce health disparities.

**NURS-5504:** Health Care Policy: The political process related to health care policy and nurses' role in affecting policy decisions will be a major focus of this course. Access, cost and quality of health care will be examined along with major issues related to concepts of health policy, nursing advocacy and the policy process. Legislative and regulatory issues, health care financing, managed care and coverage of the uninsured will be emphasized. Students will apply their knowledge of these topics to in-depth analysis of an issue related to their practice specialty.

**NURS-5999:** Studies in Nursing-Directed: A graduate directed-reading course exploring selected advanced practice topics in Nursing, approved by faculty. A variety of perspectives will be examined.

**NURS-6611: Diagnostic & Clinical Reasoning:** This course focuses on diagnostic reasoning as a framework to synthesize knowledge for comprehensive assessment of primary care patients throughout the life span. Advanced health assessment techniques are emphasized and refined. Diverse types of approaches are used in expanding proficiency in conducting histories and physical examinations in laboratory and clinical settings including communication techniques unique to the specialty population. Systematic and organized health assessments that are sensitive to cultural and developmental needs are explored. **Co-requisite:** NURS 6620

**NURS-6620: Advanced Health Assessment for FNPs:** This course in health assessment expands the nurse's knowledge of cognitive processes and psychomotor skills needed for comprehensive assessment of clients across the lifespan. Students are expected to perform a physical, mental, developmental, and nutritional assessment, obtaining a health history, perform selected diagnostic procedures, and record findings. Interviewing skills that enable the nurse to relate to various clients across the life span will be refined. Use of diagnostic and motivational interviewing skills with individuals from diverse cultures will be emphasized. This course consists of didactic and clinical lab experiences. Students will obtain a comprehensive physical and mental health/substance use history and will perform a physical and mental status examination on an adult and pediatric client. Students will have documentation assignments on systems covered in lecture. All students will perform physical and mental health assessments in laboratory and clinical settings. **Campus attendance (usually 3-4 days) during the semester is required for NURS 6620.** This attendance is to determine your competency on clinical assessment procedure in order to progress into the clinical management courses. See course syllabus for details.

**NURS-6630: Health Promotion of Adults and Families:** This course is designed to prepare Family Nurse Practitioners to assume responsibility for health promotion, health maintenance, disease prevention, and the management of common acute and chronic health problems of adults in primary health care settings. Emphasis is on the family as the basic unit of nursing care. Discussion will include non-pharmacologic and pharmacologic management of common health problems. Criteria for consultation and indications for referral along with exploration of available community resources will also be considered. **Prerequisites:** NURS-5503 and NURS-6611 and NURS-6620 and NURS-5501

**NURS-6640: Advanced Pharmacology for FNPs:** Course focuses on examination of the major categories of pharmacological agents and application of pharmacological concepts in the clinical practice setting. Emphasis is placed on understanding the physiological action of the drugs, expected patient responses and major effects. This course is prerequisite for clinical courses that integrate the knowledge of pharmacotherapeutics into effective nursing practice.

**NURS-6650: Health Promotion of Children and Families:** This course is designed to prepare Family Nurse Practitioners to assume responsibility for health promotion, maintenance, and management of common acute and chronic health problems of infants, children, and adolescents in primary health care settings. Emphasis is on the description of the condition or disease, etiology and incidence, clinical findings, differential diagnosis, management, complications and preventive and patient education measures.

Consideration is given to cultural and ethical issues that affect health care delivery and client adherence to the management plan. Established protocols for practice are used to indicate the need for consultation, referral, and community resources. **Prerequisites:** NURS-5503 and NURS-5501 and NURS-6611 and NURS-6620 and NURS- 6630 and NURS-6640

**NURS-6660:** Population Health and Emerging Disease: This course strengthens students' capacity to integrate and apply public health concepts and epidemiologic methods to improve population health. The theory and scope of public health practice are analyzed in the context of the complex interplay between science, law, policy, and ethics. Students synthesize and apply public health concepts (e.g., population perspective, health promotion and prevention, determinants of health) and methods (e.g., policy /advocacy /epidemiology /quality improvement/program planning).

**NURS-6670:** Advanced Practice Nursing Roles in Society: Students explore components and variations of the advanced practice role and how social policy and health care delivery influence and are influenced by the role. Legal definitions and professional interpretations of advanced practice nursing are examined in relation to health care outcomes, resource allocation and cost effectiveness.

**NURS-6680:** Health Promotion of Elderly and Families: This course is designed to prepare Family Nurse Practitioners to assume responsibility for health promotion, disease prevention, early detection, and management of common acute and chronic health problems of the elderly client and his family. The nurse practitioner's role in promoting successful aging, maintaining function and promoting self-care, through the use of the community, personal and family resources is stressed. Common geriatric syndromes and problems including chronic illnesses and their management are emphasized. Ethical dilemmas that impact the health care of the older adult are integrated throughout the course. **Prerequisites:** NURS-5503 and NURS-5501 and NURS-6611 and NURS-6620 and NURS-6630 and NURS-6640 and NUR-S6650

**NURS-6690:** Nurse Practitioner Practicum: This experience gives the student responsibility for the primary health care services of individuals and families supervised by a nurse practitioner and/or physician preceptor. Students are expected to practice as a nurse practitioner, assuming increasing responsibility for planning and implementing therapeutic processes and for documenting and evaluating outcomes of care. Students will apply theories by investigation and management of health problems in primary health care settings. **Prerequisites:** NURS-5503 and NURS-5501 and NURS-5502 and NURS-5504 and NURS-6611 and NURS-6620 and NURS-6630 and NURS-6640 and NURS-6650 and NURS-6680. **Campus attendance on one day during the semester maybe required for NURS 6690 in order to disseminate findings from final project.** See course syllabus for details.

## General Policies

### Academic Honesty and Integrity

The SON seeks to educate professional nurses who abide by the ethical standards of CSU, the SON, and the Code of Ethics promulgated by the American Nurses Association. Students will read and sign the *Honor Code Form*, and this document will be uploaded to ACEMAPP, the student clinical documentation system. The SON expects the highest standards of academic integrity of its nursing students. To that end, all students admitted to the FNP program will be expected to abide by the University standards of conduct set by the [Office of Community Standards](#) as well as the standards for the SON. These standards are incorporated into this policy document and may also be found in the [Graduate Catalog](#). It is the responsibility of all members of the SON—faculty, staff, and students—to maintain an academic environment that promotes ethical behaviors, including academic honesty and integrity.

### Definitions

Academic honesty and integrity is a highly valued standard of ethical conduct for CSU and the SON and refers to:

*The performance of all academic work should represent one's own ideas and/or interpretations of the opinions of others. Acknowledgement of the work and efforts of others is at the core of academic integrity.*

### Violations

Violation of this standard constitutes academic dishonesty. To support a learning environment that ensures academic honesty and integrity, the following guidelines and definitions are presented:

#### *Independent Work*

All work submitted in any course of the nursing program must be the student's independent work unless the faculty member has indicated that group work is acceptable. Unauthorized collaboration with another student creates an unfair advantage and will be considered cheating. Students may be asked to supply documentation supporting the independence of work. Documentation may be in the form of rough drafts, note cards, copies of reference material or any other material deemed appropriate by the faculty.

#### *Plagiarism*

Plagiarism is submitting material that either in part or whole is not entirely one's own work without attributing those same portions to their correct source. Plagiarism of another individual's or group's work will be viewed as cheating. Faculty may use plagiarism detection programs to determine if plagiarism has occurred.

#### *Plagiarism Detection Software/Turn-it-in Statement*

University faculty may use or require the use of plagiarism detection software as a part of their course. Clayton State is currently part of the University System of Georgia contract for the use of Turnitin.com. Turnitin.com is a third-party system and therefore faculty should include the following statement on their syllabi indicating the use of the system for plagiarism detection:

*“Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.”*

The following instances constitute examples of plagiarism:

- using unauthorized notes (such as those taken during a post-test review or those notes from a systematic attempt to reconstruct an administered test), study aids, or information on an examination;
- altering a graded work after it has been returned, then submitting the work for re-grading;
- allowing another person to do one's work and submitting that work under one's own name;
- submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

#### *Fabrication*

The acts of falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data; and, failing to include an accurate account of the method by which the data were gathered or collected.

#### *Unfair Advantage*

The acts of (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) unauthorized collaboration on an academic assignment; (d) retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student's academic work, or (f) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

#### *Aiding and Abetting Academic Dishonesty*

The acts of (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above; or, (b) providing false information in connection with any inquiry regarding academic integrity.

#### *Falsification of Records and Official Documents*

The acts of altering documents affecting academic records; forging signatures of authorization; or, falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.



### *Unauthorized Access to Computerized Academic and/or Administrative Records*

The acts of viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

### *Self-Plagiarism*

Self-plagiarism is concerned with four major problems: The publication of what is essentially the same paper in more than one journal, but without any indication that the paper has been published elsewhere (i.e., redundant and duplicate publication), the partitioning of a large study which should have been reported in a single paper into smaller published studies (i.e., salamislicing), copyright infringement, and practice of text recycling (<http://ori.hhs.gov/plagiarism-13>). In writing, self-plagiarism occurs when authors reuse their own previously written work or data in a 'new' written product without letting the reader know that this material has appeared elsewhere. According to Hexam (1999), "... the essence of self-plagiarism is [that] the author attempts to deceive the reader". Although in scholarly and scientific writing there are some situations in which some forms of text reuse are acceptable, many other instances in which text and/or data are known to have been reused violate the ethical spirit of scholarly research. The concept of ethical writing, about which this instructional resource revolves, entails an implicit contract between reader and writer whereby the reader assumes, unless otherwise noted, that the material was written by the author, is new, is original and is accurate to the best of author's abilities.

### **Advisement**

All students will be assigned a faculty advisor upon admission who will remain with the student until completion of the program, unless a request for change is made. Students are to contact their faculty advisor or the Graduate Director each semester for advisement or for any concerns. A mandatory advisement timeline is required in the MSN program. Students are required to seek advisement before registering for any course in the program. Students who earn a "C" grade on any exam or have a "C" average in the course at midterm must also see their assigned advisor. Upon admission, students are encouraged to begin filling out the Master's Degree Plan with their assigned advisor to enhance tracking progression in the MSN curriculum. **All completed degree plans should be submitted to Program Director when enrolled in NURS 6690.**

### **Committee Representation**

Students are encouraged to participate in the planning and evaluation of the MSN program. To that end, student representation is solicited every year on the following committees. Faculty encourage students to serve on these standing committees and value their input.

### **Advisory Board**

A standing committee of the SON that advises faculty and administration regarding marketing needs and programmatic issues including curriculum development.

## Graduate Committee

A standing committee of the SON that review student and faculty data and revises and updates the MSN program curriculum.

## Systematic Evaluation Committee

A standing committee of the SON that reviews faculty qualification records and evaluates academic policies at the University and program level.

## Computer Requirements

CSU provides online instruction and uses distance learning technologies to facilitate the lessons and activities of coursework and provide students with alternative learning opportunities. Online instruction is delivered by online computer connection via the Internet and may be supplemented by television, video conferencing, or other distance learning methods. Use of this technology allows the University to offer learning experiences that are more convenient for many students. All courses taught via online instruction meet full academic standards. Policies and guidelines for course management, such as attendance, classroom behavior and confidentiality are consistent with those of traditional classroom environment.

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, go to <http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

## Software Requirements

To properly access the course content, you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format): <http://get.adobe.com/reader/>
- Adobe Flash (needed to access video content): <http://get.adobe.com/flashplayer/>
- In addition to textbooks, some classes require the mandatory purchase of software which might include Epocrates, Shadow Health, or other programs required by the professor.

## Computer Skill Prerequisites

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™
- Only use your CSU e-mail account or the e-mail system included in D2L to communicate academic information to your instructor.
- Able to attach and retrieve attached files via email
- Able to use a Web browser.
- Able to navigate the CSU Library Guides : <https://clayton.libguides.com> and, <https://clayton.libguides.com/nurs5510>

### Desire2Learn (D2L)

On-line activity will take place in D2L, the virtual classroom for the course. Posting your work in D2L is a course requirement. You can gain access to it by signing on to the SWAN portal and selecting 'D2L'. If you experience any difficulties in D2L, email or call The HUB at [thehub@mail.clayton.edu](mailto:thehub@mail.clayton.edu) or 678-466-HELP.

### CPR Certification

Students must be certified in Cardiopulmonary Resuscitation (CPR) prior to enrollment in practicum courses. Once obtained, CPR Certification must remain current throughout the student's tenure in the MSN program.

- Students must obtain certification through the American Heart Association by completing the BLS Healthcare Provider Course with AED. This course is designed to teach the skills of CPR for victims of all ages, use of automated external defibrillator and relief of foreign-body airway obstruction. It is intended for participants who provide health care to patients in a wide variety of settings.
- An instructor-led course is strongly recommended. Students participate in simulated clinical scenarios and learning stations and complete a written exam.
- Current CPR certification is required for all CSU clinical practice sites.
- Verification of CPR certification is required, and proof may be requested on demand. It is the student's responsibility to carry their CPR certification card to all clinical experiences and to provide the SON and ACEMAPP with a copy of their CPR certification on an annual basis.
- *Note: Red Cross CPR training is not accepted for admission into the SON.*

### Emergency/Inclement Weather Policy

In case of an emergency, faculty will direct students as appropriate. Depending upon the type of emergency, students will either evacuate or remain in the building. Students should follow the guidance and direction of the faculty in case of an emergency. Emergency conditions like the weather, safety, declared state of emergency, or other situations, may require CSU to declare a closing. When the University is declared closed, all academic classes and administrative offices are suspended and only essential services are maintained. *If the campus is closed, students should not report to clinical sites.*

In cases of inclement weather and campus closure, students should check the CSU website ([www.clayton.edu](http://www.clayton.edu)) for frequent updates regarding campus closures.

### Evaluations of Courses/Faculty/Program/Students

#### Course and Faculty

Students are expected to participate in the evaluation of courses and faculty for the purposes of improving performance. Each semester students are provided with the opportunity to submit *anonymous evaluations*. These evaluation forms are provided each semester by the SON and/or CSU. Students will be notified when these evaluations are available. Viewing of final grades will be delayed unless evaluations are completed in a timely manner.

## Program

Students participate in overall program evaluation through committee participation and the systematic program evaluation process. At the completion of the program, students will complete the *MSN End of Program Exit Survey*. Students will also be contacted one year following graduation, and will be asked to participate in the *Graduate Alumni Survey*, thus it is important to keep your address and email current with the SON. Student suggestions are appreciated and considered for program improvement.

## Student

The process of evaluation in all courses is provided through the grading process and course specific performance criteria described in the syllabus. It is the student's responsibility to participate in advisement prior to course registration with assigned faculty advisor and if the student is not progressing as expected in a course. Students with special learning needs and/or personal problems will be referred to the Disability Resource Center and/or University Counseling Center.

## Graduation

All FNP students must begin completing the Master's Degree Plan form and submit completed form to the Program Director prior to submission of the *Application for Graduation*. Prior to beginning the semester in which graduation is planned, students are responsible for submitting an *Application for Graduation* which is available from the Graduate School web site at [www.clayton.edu/graduate](http://www.clayton.edu/graduate). Graduation policy details are available at same website and all students must adhere to be eligible for graduation consideration in a timely manner. The deadline to apply for spring graduation is **September 15<sup>th</sup>**. The graduation applications must be completed and received by the Registrar's office by the published deadline to prevent graduation delays.

Students must decide which certification exam to sit for; if students are taking the American Nurses Credentialing Center (ANCC) exam, the ANCC verification of education form must be completed by the Program Director prior to the end of the semester in NURS 6690 and before students register for the certification exam. All post-masters certification students must have transferred courses from other institutions recorded in DUCK prior to evaluation of graduation application.

## Health Insurance

CSU SON adheres to the *University System of Georgia Student Health Insurance Policy (USG- SHIP)* which requires student participation in a discounted group health insurance plan or proof of private health insurance coverage prior to and throughout enrollment in practicum courses.

- All students in the MSN program are required to carry proof of health insurance coverage and be able to produce it on demand both on-campus and at off-campus practicum sites.
- All students in the MSN program must read, sign and return the *Insurance Policy Acknowledgement Form* prior to program admission.
- Students with private health insurance can submit a waiver each fall and spring/summer. The waiver enrollment portal link is: <https://clayton.edu/health/insurance>

Click on [United Healthcare \(Clayton State waiver/enrollment portal\)](#)

- Students must have proof of current personal health insurance coverage prior to enrollment in practicum courses and this coverage must be retained throughout program tenure.
- Personal health insurance coverage is required based on the policies of related practicum sites.

### Professional Malpractice Insurance

Students must purchase their own professional malpractice insurance coverage through a private carrier. Appropriate coverage is based on a dual designation of *professional registered nurse and nursing student* with policy limits of \$2 million annual and \$4 million lifetime. It is the student's responsibility to upload documentation of the policy in ACEMAPP (including contact information of insurance company, effective dates and coverage limits) to the SON upon entry and to retain coverage throughout tenure in the MSN program.

- *Verification of malpractice insurance coverage* is required and proof may be requested on demand. It is the student's responsibility to carry a copy of their malpractice insurance coverage to all practicum experiences and to provide the SON with a copy of their policy on an annual basis.
- *Coverage by an employer is not sufficient* to meet this requirement, even for active registered nurses, due to the dual designation of *professional registered nurse and nursing student*.
- Information about private carriers of professional malpractice insurance is available in the SON.

### Immunization

The SON requires laboratory testing and immunization in keeping with University System of Georgia policies and the requirements of host clinical agencies. The following requirements may be attained at University Health Services or through a local health department or personal physician.

- Measles, mumps and rubella immunity by titer
- Varicella (chicken pox) immunity by titer
- Tdap- Pertussis and Tetanus immunization
- Influenza vaccination annually
- Hepatitis-B immunity by titer or waiver
- Tuberculin Skin Testing (PPD) or chest x-ray

### Hepatitis-B Vaccination

All students in the MSN program are required to have proof of Hepatitis-B vaccination (at least the first injection of the three-injection series) or laboratory titer positive for the presence of Hepatitis-B antibodies prior to participation in any practicum. This vaccination consists of three injections:

- First injection must be administered prior to enrollment in practicum course.
- Second injection must be administered thirty days after the first injection.
- Third (and final) injection must be administered six months after first injection (five months after second injection).
- Post-vaccine titer must be obtained to confirm immune status.

### Influenza (Flu) Vaccination

Proof of annual vaccine is required by practicum agencies.

### Tuberculin Skin Testing

Tuberculin skin testing is mandatory for all students enrolled in the MSN program on an annual basis during practicum participation. The SON assumes no responsibility for students who convert to positive PPD results after exposure in the practicum agency.

- Students with negative PPD results will be required to repeat the test annually during practicum participation.
- Students with negative PPD results and assigned clinical experience at certain host clinical agencies may be required to repeat the test more frequently than the minimum bi-annual requirement.
- Students with positive PPD results will be required to submit a baseline chest x-ray report indicating absence of active disease or a negative QuantiFERON TB test on an annual basis.

### Immunization Deferral

Religious exemptions may not be exercised for nursing students; however, students may request deferral of these immunizations for health related or pregnancy related reasons. Detailed information is on the *Vaccination Exemption Form* available through University Health Services at <http://www.clayton.edu/uhs/Immunization>.

### Library Resources

CSU's library is located in the center of campus. The web page for the library is <http://www.clayton.edu/library>. Students at University System of Georgia institutions have access to Galileo (Georgia's Virtual Library).

### Nurse Practice Act (Georgia)

The Nurse Practice Act in Georgia is found in the Georgia Administrative Code in Department 410. Rules of Georgia Board of Nursing, Chapter 410-10. Standards of Practice and Unprofessional Conduct. The practice act is Rule 410-10-.01. Standards of Practice for Registered Professional Nurses. See website at <https://sos.ga.gov/PLB/acrobat/Forms/38%20Reference%20-%20Nurse%20Practice%20Act.pdf>

### Professional Organization

Students are strongly encouraged to become involved in professional health care organizations. Membership in The Georgia Association of Nursing students (GANS) is recommended.

### Sigma Theta Tau

CSU's Chapter of [Sigma Theta Tau International Honor Society](#) in Nursing (Xi Rho) was chartered in April, 1996. Membership in the chapter is by invitation. Individuals are selected based on scholarship and

leadership potential. Candidates must have a minimum 3.5 GPA and have completed one quarter of their program. Invitations are extended in spring of each year. It is both an honor and a privilege to be invited to join Sigma Theta Tau. The Chapter Eligibility Committee considers not only grades and class rank but also personal integrity and professional conduct. Students not offered membership as undergraduates may be eligible in graduate school or as community leaders and a major contributor to the nursing profession.

### Study Abroad

[Study Abroad](#) experiences may be available to you as a student. Eligibility for participation includes:

- Seek advisement from the Office of International Programs;
- Seek advisement from the SON Advisor regarding if the class will be used to fulfill degree requirements;
- Be in good academic standing;
- Be aware that some Financial Aid requires that a Study Abroad Program must satisfy your academic course requirements or course electives. Please speak with your Financial Aid advisor before applying for the study abroad program.

### Waiver of Liability

Students are required to sign a Consent, Release Waiver of Liability, and Covenant Not to Sue form upon program admission, releasing CSU, the Board of Regents of the University System of Georgia and the officers, agents and employees of each, should the student suffer any illness or injury incurred in the usual course of educational activities in the MSN program.

## Progression Policies

### Grading Scale and Program Standing

The SON adheres to all academic policies and procedures established by CSU including those related to grading. Additionally, the SON employs higher academic standards in order to receive a passing grade in MSN courses. The process of student evaluation is provided through the grading process of the required curriculum as posted on course syllabi.

All grades to students are reported as letter grades which are usually computed from a point system. The following grading scale is used in all program required curriculum. A grade of 'B' (minimum 80.00) or better is required for satisfactory progress in the MSN nursing program.

Percentage	Grade	Quality Points
89.50-100.00	A	4.0
79.50-89.49	B	3.0
69.50-79.49	C	2.0
59.50-69.49	D	1.0
Below 59.49	F	0

Grades for all course assignments will be recorded as earned with no mathematical rounding. Final course grades will be rounded to the nearest whole number. No credit will be given for any late discussion postings. Up to 10% of the grade, per day, will be deducted for any assignment turned in past the due date without prior faculty approval.

### Academic Warning

Students who earn a grade of 'C' or below (U, WF, F, D) in any one graduate course are issued a letter of academic warning. This letter serves to remind students that no more than one grade of 'C' or lower are allowed for continued graduate study.

### Academic Probation

Students in the MSN program will be placed on program probation in the following cases:

- Program Probation will result if the student's cumulative GPA falls below 3.00 minimum. Students on probation are restricted to taking 6 credit hours or less until the GPA is raised above 3.00. In addition, students on probation may be required to develop a remediation plan for continuing in graduate school. Students on probation must contact the Graduate Director to receive information and assistance on their continuation in the program.
- Program Probation will also result if the student receives a letter grade lower than 'B' (i.e. 'C', 'D', 'F', 'WF') in any one graduate nursing course (any course with NURS prefix) in any given semester and counts as one of two attempts in the nursing program. The student's progression in the MSN program is dependent upon satisfactory completion of individual course prerequisites. Note that the student will be eligible to repeat courses on a space available basis and that the initial course grade will be dropped but, visible on the transcript and not used to calculate the student's overall GPA.
- Student probation processing will be facilitated by the Program Director and Associate Dean and communicated to the student in writing.
- A completed withdrawal prior to the published midterm date for the term of enrollment will be assigned a grade of **W (withdrew)** per University policy. *However, if the student has a grade of 'C', 'D', 'F' or 'U' in any nursing course at time of withdrawal, then the SON will consider it a WF (withdrawal failing) for purposes of nursing program progression.*

### Academic Dismissal

**Students who have two or more unsuccessful attempts in any NURS course will be dismissed from the program.** Students in the MSN program will be dismissed from the program in the following cases:

- Students may be dismissed from graduate study when their cumulative GPA falls below 3.00 for two consecutive terms.
- Students who earn a grade of 'C' or below ('D', 'F', 'WF', 'U') in any two nursing courses will be dismissed from the MSN program. Grades less than 'C' are not counted toward degree progression but are included in the overall GPA.
- Plagiarism or cheating (reference Honor Code).



- Unsafe clinical performance when the student’s conduct or health presents a direct threat to self, patients, peers, health care personnel, preceptors or other individuals.
- Falsification of records, written assignments or misrepresentation of presence at clinical sites.
- Unethical or illegal conduct. All students are expected to adhere to the legal, moral, and legislative standards which determine acceptable and unacceptable behavior for nurses. The American Nurses’ Association Code for Professional Nurses and Georgia Law Regulating Practice of Registered nursing are used as standards.
- Student dismissal from the MSN program will be facilitated by the Graduate Director and the Associate Dean, communicated to the Dean of Graduate Studies and the student in writing.
- The Dean reserves the right to deny admission or readmission to any student deemed unsatisfactory for nursing based on the recommendation of the Graduate Director and faculty.

### Grade and Academic Appeal

All students are responsible for maintaining the standards of academic performance established by the University and by the faculty for each course in which they are enrolled. Faculty in the SON are responsible for posting course expectations and grading criteria in course syllabi.

Any student dissatisfied with a grade or academic action should begin the appeal process by consulting with the faculty member who assigned the grade/action to determine if the matter can be resolved through mutual understanding.

Faculty are required to advise students of all academic actions and to make themselves available for conferences with individual students who seek counsel and advice regarding their progress.

*Any student wishing to file a formal appeal of a grade or other academic action is required to follow established University procedures. Students who wish to file a complaint should follow the procedures outlined in the General Student Complaint Policy found at <http://www.clayton.edu/studentaffairs/complaints>.*

- Students must follow steps 1 and 2 of the General Student Complaint Policy before submitting the formal complaint form.
- Clayton State will only investigate formal complaints after the student has completed an informal appeal with no resolution.
- All academic appeals must be initiated and pursued in a timely manner as described in the Graduate Catalog.

### Due Process/Procedural Standards/Students Rights

According to the CSU Student Handbook, the Procedural Standards for the University are as follows:

- Section 4.6 of the Board of Regents’ policies establishes minimum uniform, system-wide procedural standards for investigations and resolutions (including student conduct hearings) of alleged violations of CSU’s rules. In accordance with this responsibility, disciplinary sanctions

shall be applied only after the requirements of due process, fairness, and reasonableness have been met. The aim of any disciplinary action is the redirection of student behavior toward the achievement of their academic goals.

- The President has delegated the function of student discipline to the Vice President for Student Affairs, and he in turn designates the Vice President for Student Affairs and its staff to direct the disciplinary processes.
- The following disciplinary procedures are used to guide the fair and uniform enforcement of the [Student Code of Conduct](#). These procedures are applicable to any student or student organization when charged with a violation. Procedures allow for fact-finding and decision-making in the context of an educational community and encourage students to accept responsibility for their own actions. The intent is to provide adequate procedural safeguards to protect the rights of the individual student and the legitimate interests of the University.

When a student is charged with violating the rules and regulations of the University, disposition of the case will be according to the Constitutional requirements of due process. These rights include entitlement to:

1. A written copy of the charge(s).
2. A fair and impartial hearing and to be considered not responsible until proven responsible by a preponderance of the information.
3. Know the nature of the information against them and names of witnesses scheduled to appear.
4. Present information and witnesses in his/her behalf.
5. Choose an advisor of his/her choice. The advisor cannot participate directly in the hearing but may actively support his or her advisee.
6. Be present at the hearing during the presentation of any information or material on which a decision will be made. If the student fails to attend the hearing, it will be held in the student's absence.
7. Remain silent and refrain from answering questions without inference of guilt.
8. Ask questions of witnesses.
9. A copy of the hearing recorded by the Office of Community Standards will be provided to the student upon written request to the Office of Community Standards within 3 business days.
10. A decision based solely on the preponderance of the information presented.
11. A written notice of the results of the hearing and an explanation of the decision and any sanctions assessed, if applicable.
12. Appeal any decision made by a hearing authority or conduct official on appropriate grounds based upon established appeals procedures.

### Incomplete Grade

Incomplete grades are awarded only in situations when a student has successfully completed the major portion of coursework and extenuating circumstances prevent completion of course requirements during the term of enrollment.

- It is the student's responsibility to formally request in writing a grade of 'Incomplete' with the course instructor.
- A grade of 'incomplete' will be awarded only to students who otherwise currently have a grade average of 80.00% or higher.
- Any course for which a grade of 'Incomplete' is assigned requires completion within the next semester in which the student is enrolled. Students must successfully complete the course requirements to remove the 'Incomplete' prior to enrollment in subsequent courses.
- Students will not be permitted to progress in the nursing program until all course requirements to remove "Incomplete" grades are successfully achieved.
- NP students in clinical courses who do not complete the required clinical hours for the course will be awarded an "Incomplete" grade for that semester. The grade will be changed when clinical hours are completed before the end of the following semester.
- If, for any reason, the course requirements are not satisfactorily completed during the next semester of attendance, the course grade will be converted to a grade of 'F'.

Note: The procedure to change an "Incomplete" course grade involves multiple steps and takes several days for the Incomplete Change of Grade form to get to the Registrar's Office where all CSU incomplete grades are manually changed in the DUCK. Refrain from calling the Registrar's Office if your grade is not showing up in the DUCK as it might contribute to delaying the process.

### Military Leave

The SON supports its students that are military service members to include the National Guard and the Reserves. Students in the National Guard and/or the Reserves who are called into active duty for military service by the United States during a war or other operational or national emergencies are eligible to utilize this policy. This policy does *exclude* active duty training or attendance at a military service school. If the student's military service requires an absence longer than one year, the student should discuss this with the Graduate Director, the Associate Dean, and the Dean of the College of Health. To utilize this policy, copies of all current active duty orders with the Commander's signature, and a current copy of the Common Access Card (CAC) or the Uniformed Services Identification Card will be required.

### No-Show

Students in online course(s) must complete a mandatory course orientation assignment by the posted NoShow deadline. If a student fails to do so, that student will be reported as a No Show and will encounter the consequences explained in the Graduate Catalog.

The instructor's e-mail address and information about orientation sessions are usually included with the appropriate course listing in the Schedule of Classes or on the Online Instruction Website. If students have difficulty contacting their instructor by e-mail, they should contact the SON at 678-466-4900.

### Time Limitation

Students are expected to progress in the nursing major in a timely fashion. All full-time students are required to finish all coursework for the MSN degree within five semesters of matriculation and eight semesters for part time students. Extensions are rarely granted and require a written request from the

student which may only be approved by the Dean. If students have been out for more than 3 semesters, they must re-apply to the program through the School of Graduate Studies. Students must complete program requirements within 6 years of starting the program.

### Withdrawal

All registrations are final and students are obligated to pay tuition and fees by the end of the late registration period. A grade symbol will be placed on the transcript for all courses in which the student is registered by the end of the late registration period. Students who wish to receive a grade of W (withdrawal) or, in certain circumstances, WF (withdrew failing) must act in accordance with the policies and procedures explained in the Schedule of Classes.

#### Official Withdrawal Form

The withdrawal form will not be available until after Drop/Add. Student must now log in through [The SWAN](#) to access the withdrawal form. Once logged into the SWAN, go to the DUCK to withdraw from classes. In the DUCK, click on Student Services and then go to Registration. Under Registration, click on Drop/Withdraw from Courses. Please keep a copy of the email confirmation that will be sent to your CSU email address upon successful completion of a course withdrawal. Students are encouraged to speak with their assigned faculty advisor or the Course Coordinator prior to withdrawing from classes.

A withdrawal is not official and will not appear on the transcript unless the official form is properly submitted. Although it is good practice to discuss withdrawal intentions with instructors and other University Officials, the student must be aware that such discussion (whether oral or written) does not constitute official withdrawal. If a student attends class and then quits coming but does not submit an official withdrawal form, the student will be assigned a grade of F.

#### Withdrawal *before* Midterm

- A completed withdrawal prior to the published midterm date for the term of enrollment will be assigned a grade of **W (withdrew)** per University policy. *However, if the student has a grade of "C" "D", 'F' or 'U' in the course at time of withdrawal then the SON will consider it a WF (withdrawal failing) for purposes of nursing program progression.*
- A grade of W **is not** included in the calculation of the GPA but may have implications for continued financial aid eligibility (Consult the Financial Aid Office).
- A grade of W **will be** considered in the course repeat policy.
- You may no longer attend class once you have officially withdrawn.
- Per the SON, a withdrawal from a course even before mid-term will count as a course attempt for the purposes of nursing program progression.

#### Withdrawal *after* Midterm

- A completed withdrawal after the published midterm date for the term of enrollment will automatically count as a grade of WF (withdrew failing) unless a hardship exception is granted. The SON will consider it a WF (withdrawal failing) for purposes of nursing program progression.

- A grade of WF is included in the calculation of the GPA the same as a grade of F and may have implications for continued financial aid eligibility (Consult the Financial Aid Office).
- A grade of WF will be considered in the course repeat policy (refer to the Graduate Catalog).
- You may no longer attend class once you have officially withdrawn.
- You may not submit a withdrawal after the last scheduled day of classes.

### Non-Academic Withdrawal

A student may be withdrawn from the University for non-academic reasons, when in the judgment of the Graduate Studies, it is determined that the student has demonstrated behavior that:

- poses a significant danger or threat of physical harm to self or to person or property of others; or
- interferes with the rights of other members of the university community or with the exercise of any proper activities or functions of the university or its personnel.

Except in situations where the student is believed to be an imminent threat to self or others, as determined at the sole discretion of the University, a student shall, upon request, be accorded an appropriate hearing prior to the final decision concerning his or her continued enrollment at the university. In situations involving an imminent threat, the Student will be provided a hearing as soon as possible after the withdrawal occurs. The instructor will assign students who are non-academically withdrawn a grade of W or WF if they are withdrawn before the semester midpoint and a WF if they are withdrawn after the semester midpoint.

### Hardship Withdrawal

Nursing students should declare a hardship **immediately** and not wait to request it after the hardship has negatively affected their academic or clinical performance in the program. In addition to submission of the Hardship Withdrawal Request Form to the Registrar's Office, nursing students must also contact the Dean to discuss their situation and determine if they qualify for a hardship withdrawal for purposes of nursing program progression. The Dean will require documentation of the hardship for consideration. The SON may consider additional student performance measures when determining if a student qualifies for hardship withdrawal due to the clinical nature of the program. To be eligible for a hardship withdrawal, a student must meet **ALL** of the following criteria per University policy.

- Experienced an emergency or other unanticipated hardship that makes continuation in the course or courses ill-advised.
- Passing the course at the time the emergency or hardship arose. Passing is defined to include not only recorded grades but also satisfactory progress toward course assignments (papers, reports, projects, etc.) that have not yet actually been graded at the time the hardship arises. The Dean will contact appropriate faculty to determine the student's course status.
- Acted responsibly by notifying his or her instructors or other University official about the hardship situation as soon as possible after it arose.

- Filed the hardship request with the appropriate Dean as soon as it is feasible to do so. Hardship requests that are not filed in a timely manner are subject to denial even if the student was passing and the hardship was legitimate.
- Hardship withdrawals will only be considered prior to the last day of class. You may not file a hardship withdrawal once final exams have begun.
- Submitted the hardship request form prior to the end of classes for which the hardship withdrawal is being requested. Requests for a hardship withdrawal will not be considered once final exams have started for the semester.
- Hardship withdrawals will only be considered for the current semester. You may not retroactively request a hardship withdrawal for a previous semester.
- Students are responsible for obtaining appropriate faculty signatures on the hardship request forms in a timely manner.

Hardship refers to an unexpected event or circumstance beyond the student's control that directly interferes with the student's ability to continue to make satisfactory progress in course(s). This generally includes, but is not necessarily limited to:

- serious illness or accident of the student or a close relative that requires the student's extended attention;
- unavoidable and unexpected job change;
- change of job assignment that conflicts with class, or significant disruption of family life that prevents regular class progress.

The following sorts of cases do not constitute hardship:

- getting behind in class due to taking on more than one can handle;
- doing poorly in class due to inadequate background, difficult material, or poor time management;
- taking extensive time away from class for a personal situation that could have been expeditiously handled with a minimum of class interference.

## Clinical Experience

The FNP clinical courses offer family nurse practitioner students an opportunity to apply newly developed skills and relate theoretical content to advanced practice nursing situations. This professional experiential learning helps to further prepare students for the highest level of advanced practice. It also allows students to enhance skills in communication, teamwork, critical thinking and professionalism.

## Student Compliance Requirements

Documentation required upon program admission includes the following mandatory forms:

- Proof of current, active, unrestricted RN Licensure or Georgia Registered Nurse Compact License
- Affirmation of Clinical Competencies & Functional Abilities
- Authorization for Release of Records and Information

- Blood Borne Pathogen Exposure Acknowledgement
- Clinical Behavior Policy form
- Consent, Release Waiver of Liability, and Covenant Not to Sue
- Health Insurance Policy Acknowledgement
- HIPAA Acknowledgement
- Honor Code
- Professional Liability Insurance Policy
- Student Applied Learning Experience Agreement
- Student Handbook Acknowledgement

Prior to enrollment in clinical courses, submit the following requirements:

- Proof of Current American Heart Association CPR Certification-BLS for healthcare providers
- Proof of Health Insurance
- Proof of Liability Insurance
- Proof of HIPAA Certification
- Proof of OSHA Certification
- Background Check
- Drug Screen
- Annual Health History/Assessment
- Annual Physical Assessment
- Immunization documentation (see immunization requirements)
- Other required compliance items as required by the clinical site

All student mandatory program forms and clinical compliance documents must be uploaded by the student in the ACEMAPP tracking system. Students cannot attend clinical until all compliance documentation has been reviewed and approved by the Clinical Coordinator.

### Clinical Compliance Deadline

Deadline to be compliant is 8 weeks prior to the first day of the start of the clinical course. Failure to submit documentation will prevent the student from registering for the clinical course. Students cannot attend clinical until all compliance documentation has been reviewed and approved by the Clinical Coordinator.

### Student Clinical Responsibilities

Students are responsible for completing a total of 585 clinical hours in approved and supervised clinical settings throughout the FNP program. Each clinical course has specified clinical hour requirements. The program allows flexibility in scheduling these hours. The requirement may be met with full, partial and/or consecutive days as agreed upon with the preceptor. All required clinical hours for each course must be

completed in order to successfully complete the course. For students who cannot complete the required clinical hours within the time frame of the clinical course, the MSN Incomplete Grade Policy will apply.

- Students are expected to secure qualified preceptors and clinical facilities which align with the MSN FNP program learning outcomes. Clinical travel arrangements and other related clinical expenses are the responsibility of the student.
- Students are responsible to discuss course requirements and personal learning goals with their preceptors.
- Students will take the clinical competency checklist to each rotation and seek experiences that will allow them to meet as many competencies as possible.
- Students are also responsible for completing a log of the clinical experiences using the required ACEMAPP.

### Criteria for Site Selection

- Students must select clinical sites deemed appropriate per the guidelines of the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, Washington, DC 20001, 202-887-6791.
- The site must be a healthcare or nursing institution consistent with the learning needs of the student's advanced practice specialty (some examples include: primary care, family practice, internal medicine, urgent care).
- The site may be in the institution where the FNP student is currently employed but students must function outside of their RN role and work as an FNP student with the preceptor. The preceptor cannot be the student's direct supervisor and the student may not engage in a clinical experience on the unit where employed.
- The Clinical Site and the Preceptor Request form must be submitted for all proposed clinical sites. The form must be signed by a site contact person who is duly authorized officer by the facility. Submit signed form to the Clinical Coordinator and/or Graduate Director for approval. No student will be able to attend any clinical experience until approval is received.
- The site must have a clinical affiliation contract signed with CSU. Students should contact the Clinical Coordinator to determine if a valid contract exists. If not, the student cannot begin clinical at this site. The student in this case should notify the Clinical Coordinator—Ms. Karen Lee who will facilitate generation of a contract that must be signed by a duly authorized officer from the facility being used for the clinical experience and returned to CSU to be signed by a designated representative. Once the contract is fully executed, a copy will be sent to the facility and the original will be maintained at CSU. *No student will be able to attend any clinical experience until they have received notification that the clinical affiliation agreement has been fully executed.*
- **Students must have a current and active, unrestricted registered nursing license in the state where they will be completing their clinical experience.**

### Criteria for Preceptor Selection

All preceptors must have applicable expertise and the ability to help the student achieve learning goals. Preceptors must be willing and available to work with the FNP student in a setting where advance



practice nursing is allowed to contribute to the improvement of clinical care. Depending on student learning needs, more than one preceptor maybe used for a clinical site. The use of multiple preceptors must be approved by the course faculty.

- The FNP preceptor must possess a master’s degree in nursing at the minimum, be nationally board-certified as a nurse practitioner and hold an unencumbered advanced practice license. The preceptor must also have at least one year of practice as a nurse practitioner.
- Other types of health professionals may also serve as a preceptor for FNP students: Medical Doctor (MD or Doctor of Osteopathy (DO). MDs and DOs must have an active medical license.
- A Physician’s Assistant (PA) may serve as a preceptor as long as the PA has a delegation agreement with a physician. The physician must be the preceptor of record and oversee the experience at all times that the student is onsite.

The following preceptor documents are required to be on file in the School of Nursing:

- Active Advanced Practice Nursing License for NP preceptors
- Active Medical License for MDs and DOs
- CV/Resume for all preceptors
- Current National Board Certification for NP preceptors
- Completed Preceptor Agreement (Couse Specific) forms

### Student General Responsibilities

- Be familiar with all policies and procedures related to clinical experiences.
- Meet deadlines for all assignments/learning activities including the completion of clinical hours.
- Demonstrate competence in clinical assignments.
- Abide by clinical site rules and regulations.
- Conduct oneself in a professional manner during the clinical assignment.
- Use the FNP Competency and Procedures Checklist to seek our learning opportunities.
- Seek out learning opportunities from facility personnel.
- Maintain communication with the course faculty.
- Maintain clinical log in ACEMAPP as instructed by faculty.
- Comply with all clinical site compliance requirements.
- Conduct formative evaluation of the clinical experience and actively seek early resolution if learning goals are not being met.
- Integrate learning goals that lead to the development of the MSN Essentials for Advanced Practice Nursing as published by the American Association of Colleges of Nursing and Nurse Practitioner Core Competencies published by the National Organization of Nurse Practitioner Faculties.

- Complete the Faculty/Student Preceptor Evaluation and Faculty/Student Site Evaluation in ACEMAPP. The final course grade will not be issued until all evaluations have been received and reviewed by the course faculty.

### Ethical Behavior

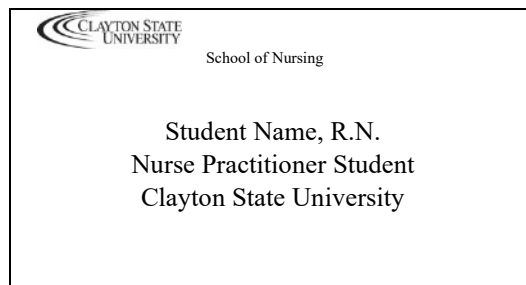
Students are expected to present professional demeanor, behavior, appearance and communication at all times. Students must comply with the policies in the CSU MSN Handbook. Students are bound by the American Nurses Association Code of Ethics. Students must also agree to abide by all requirements, policies and procedures of the clinical site.

### Dress Code

Students are expected to wear appropriate professional attire for all clinical experiences. Adhere to uniform standards and dress code appropriate to practicum setting:

- Name pins indicating graduate student status and name badge of the facility if required;
- Hair should be neat and off the collars;
- Clothing should be clean and neat (no jeans);
- Shoes should cover toes and no sandals or sneakers are permitted;
- Tattoos must be covered at all times;
- Jewelry should be kept to a minimum;
- Fingernails should comply with the CDC recommendations;
- Perfume should not be worn.

Students need to wear a lab coat with a name badge. Some clinical facilities may have other requirements for their dress code. Students should check with their clinical site to identify variations in the dress code. If a lab coat is not required by the site, a name tag should be worn at all times. Students may order a name badge at [lakercard@clayton.edu](mailto:lakercard@clayton.edu); 678-466-4215. Sample student name badge guidelines include:



### Site Visits

The purpose of a site visit includes observation and evaluation of the student in an actual patient care situation and observation of the student's interaction with preceptors and staff. It provides the clinical faculty, the preceptor and the student with an opportunity to discuss the student's progress. There will be at least one site visit or phone conference each semester between faculty and preceptor. If circumstances warrant another site visit, a date and time will be arranged with the student and

preceptor. During the site visit, the clinical faculty will evaluate the student's progress, provide feedback to the student, and evaluate the clinical site. The course faculty will complete the evaluation of site and student in ACEMAPP.

### Program Fee

A program fee will be assessed and collected at the beginning of the program. The fee covers expenses for students enrolled in the following clinical or lab courses: NURS 6620, NURS 6630, NURS 6650, NURS 6680, and NURS 6690. The fees collected may cover the following items to include, but are not limited to:

- National certification exam review course to increase the chances of students passing the certification exam upon completion of the program.
- A live model service and equipment that enable students to perform intimate body systems assessments (i.e.: gynecological exams, clinical breast exams, prostate and testicular exams).
- Software, supplies and equipment maintenance for clinical/lab courses.

### ACEMAPP Tracking System

ACEMAPP is a secure document management system that is tied to clinical rotations. The ACEMAPP documentation system allows students to:

- upload compliance documents
- maintain all clinical hours
- documentation of patient management
- provide access for FNP faculty to evaluate student documentation during clinical rotations
- provide access for faculty and preceptor evaluations

Students requiring additional technical support can contact the ACEMAPP support team at 517-347-8093 or [support@acemapp.org](mailto:support@acemapp.org) or may complete an online support ticket through ACEMAPP with a response time of approximately one (1) business day.

### Student Responsibility and ACEMAPP

- It is the student's responsibility to establish and maintain an account throughout the FNP program.
- It is the student's responsibility to maintain an up-to-date clinical data base.
- Students should always try to enter each day's encounters on the actual day.
- ACEMAPP will flag missing information on the "missing information" screen. Students are encouraged to clear it each day while the data is still fresh.

### References

American Academy of Nurse Practitioners. (2017). All about NPs. Retrieved from <https://www.aanp.org/all-about-nps/>.

Hexam, I. (1999). The Plague of Plagiarism: Academic plagiarism defined. Retrieved from <http://people.ucalgary.ca/~hexham/content/articles/plague-of-plagiarism.html#types>

Schumacher, K.L., & Meleis, A.I. (1994). Transitions: A central concept in nursing. *IMAGE: Journal of Nursing Scholarship*, 26(2), 119-127.

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Progressions



Master of Science in Nursing **Family Nurse Practitioner (FNP)**  
Full-Time Progression

FALL	SPRING	SUMMER	FALL	SPRING
<p><b>NURS 5503</b> Advanced Pathophysiology Across Lifespan (3-0-0-3)</p> <p><b>NURS 6611</b> Diagnostic &amp; Clinical Reasoning for Advanced Practice Nurses (2-0-0-2)</p> <p><b>NURS 6620</b> Advanced Health Assessment for FNP's (2-1-0-3)</p> <p><b>*NURS 5501</b> Theory for Graduate Nursing Practice (3-0-0-3)</p> <p>Credits <b>11</b> Lab Hours <b>30</b></p>	<p><b>NURS 6630</b> Health Promotion &amp; Problems of Adults and Their Families (3-0-3-6)</p> <p><b>NURS 6640</b> Advanced Pharmacology for FNP's (3-0-0-3)</p> <p><b>*NURS 5502</b> Research for Evidence-Based Nursing Practice (3-0-0-3)</p> <p>Credits <b>12/23</b> Clinic Hours <b>135/135</b></p>	<p><b>NURS 6650</b> Health Promotion of Children and Their Families (3-0-3-6)</p> <p><b>NURS 6660</b> Population Health and Emerging Disease (2-0-0-2)</p> <p>Credits <b>8/31</b> Clinic Hours <b>135/270</b></p>	<p><b>NURS 6670</b> Advanced Practice Nursing Roles in Society (3-0-0-3)</p> <p><b>NURS 6680</b> Health Promotion and Problems of the Elderly &amp; Their Families (2-0-3-5)</p> <p>Credits <b>8/39</b> Clinic Hours <b>135/405</b></p>	<p><b>NURS 6690</b> Nurse Practitioner Practicum (1-0-4-5)</p> <p><b>*NURS 5504</b> Health Care Policy (3-0-0-3)</p> <p>Credits <b>8/47</b> Clinic Hours <b>180/585</b></p>

Optional Coursework

- **NURS 5999** Studies in Nursing – Directed (variable hours)
- **HLTH 5900** Special Topics (3-0-0-3); Study Abroad opportunity offered each Maymester or summer semester

Clinic/lab hours calculated at 3:1 for clinic and 2:1 for lab with 12 weeks for summer and 15 weeks for fall and spring

\*Required for Post BSN students; Post MSN may qualify for exemption of up to three of these courses



Master of Science in Nursing **Family Nurse Practitioner (FNP)**  
Part-Time Progression

Year	SUMMER	FALL	SPRING
One		<p><b>NURS 5503</b> Advanced Pathophysiology Across the Lifespan (3-0-0-3)</p> <p><b>*NURS 5501</b> Theory for Graduate Nursing Practice (3-0-0-3)</p> <p>Credits <b>6</b> Clinic Hours <b>0</b></p>	<p><b>NURS 6640</b> Advanced Pharmacology for FNP's (3-0-0-3)</p> <p><b>*NURS 5504</b> Health Care Policy (3-0-0-3)</p> <p>Credits <b>6/12</b> Clinic Hours <b>0</b></p>
Two	<p><b>NURS 6660</b> Population Health and Emerging Disease (2-0-0-2)</p> <p><b>NURS 6620</b> Advanced Health Assessment for FNP's (2-1-0-3)</p> <p>Credits <b>5/17</b> Clinic Hours <b>0</b> Lab Hours <b>30</b></p>	<p><b>NURS 6670</b> Advanced Practice Nursing Roles in Society (3-0-0-3)</p> <p><b>NURS 6611</b> Diagnostic &amp; Clinical Reasoning for Advanced Practice Nurses (2-0-0-2)</p> <p>Credits <b>5/22</b> Clinic Hours <b>0/0</b></p>	<p><b>NURS 6630</b> Health Promotion &amp; Problems of Adults and Their Families (3-0-3-6)</p> <p><b>*NURS 5502</b> Research for Evidence-Based Nursing Practice (3-0-0-3)</p> <p>Credits <b>9/31</b> Clinic Hours <b>135/135</b></p>
Three	<p><b>NURS 6650</b> Health Promotion of Children and Their Families (3-0-3-6)</p> <p>Credits <b>6/37</b> Clinic Hours <b>135/270</b></p>	<p><b>NURS 6680</b> Health Promotion and Problems of the Elderly &amp; Their Families (2-0-3-5)</p> <p>Credits <b>5/42</b> Clinic Hours <b>135/405</b></p>	<p><b>NURS 6690</b> Nurse Practitioner Practicum (1-0-4-5)</p> <p>Credits <b>5/47</b> Clinic Hours <b>180/585</b></p>

Optional Coursework

- **NURS 5999** Studies in Nursing – Directed (variable hours)
- **HLTH 5900** Special Topics (3-0-0-3); Study Abroad opportunity offered each Maymester or summer semester

Clinic/lab hours calculated at 3:1 for clinic and 2:1 for lab with 12 weeks for summer and 15 weeks for fall and spring

\*Required for Post BSN students; Post MSN may qualify for exemption of up to three of these courses



SUMMER	FALL	SPRING	SUMMER	SPRING	SPRING
<p><b>NURS 5503</b> Advanced Pathophysiology Across the Lifespan (3-0-0-3)</p> <p><b>NURS 6620</b> Advanced Health Assessment for FNP (2-1-0-3)</p> <p><b>NURS 6640</b> Advanced Pharmacology for FNP (3-0-0-3)</p> <p style="text-align: right;">Credits <b>9</b> Lab Hours <b>30</b></p>	<p><b>NURS 6611</b> Diagnostic &amp; Clinical Reasoning for Advanced Practice Nurses (2-0-0-2)</p> <p><b>*NURS 5501</b> Theory for Graduate Nursing Practice (3-0-0-3)</p> <p style="text-align: right;">Credits <b>5/14</b></p>	<p><b>NURS 6630</b> Health Promotion &amp; Problems of Adults and Their Families (3-0-3-6)</p> <p><b>NURS 6640</b> Advanced Pharmacology for FNP (3-0-0-3)</p> <p><b>*NURS 5502</b> Research for Evidence-Based Nursing Practice (3-0-0-3)</p> <p style="text-align: right;">Credits <b>9/23</b> or <b>12/26</b> Clinic Hours <b>135</b></p>	<p><b>NURS 6650</b> Health Promotion of Children and Their Families (3-0-3-6)</p> <p><b>NURS 6660</b> Population Health and Emerging Disease (2-0-0-2)</p> <p style="text-align: right;">Credits <b>8/34</b> Clinic Hours <b>135/270</b></p>	<p><b>NURS 6670</b> Advanced Practice Nursing Roles in Society (3-0-0-3)</p> <p><b>NURS 6680</b> Health Promotion and Problems of the Elderly &amp; Their Families (2-0-3-5)</p> <p style="text-align: right;">Credits <b>8/42</b> Clinic Hours <b>135/405</b></p>	<p><b>NURS 6690</b> Nurse Practitioner Practicum (1-0-4-5)</p> <p><b>*NURS 5504</b> Health Care Policy (3-0-0-3)</p> <p style="text-align: right;">Credits <b>5/47</b> Clinic Hours <b>180/585</b></p>

*Student choice of semester.*

\*Required for Post BSN students; Post MSN may qualify for exemption of up to three of these courses



### Post Master's FNP Certificate Curriculum

Registered nurses who hold a master's degree in nursing are eligible for admission. The core courses and experiences in the generic MSN program will be evaluated to determine equivalency to the required post master's certificate. Upon completion of the required courses, students have a choice to take the Family Nurse Practitioner certification exam from the American Nurses Credentialing Center or the American Academy of Nurse Practitioners.

#### Required Core Courses\*

- |  |         |
|--|---------|
| • NURS 5503 - Advanced Pathophysiology Across the Lifespan | 3 hours |
| • NURS 6620 - Advanced Health Assessment for FNP           | 3 hours |
| • NURS 6640 - Advanced Pharmacology                        | 3 hours |
| • NURS 6670 - Advanced Practice Nursing Roles in Society   | 3 hours |

**Core Total** **12 hours**

#### Required Certificate Courses

Year 1	Year 2
<p><b>Fall</b>    <b>NURS 6611</b> Diagnostic &amp; Clinical Reasoning for Advanced Practice Nurses (2-0-0-2)</p>	<p><b>Fall</b>    <b>NURS 6680</b> Health Promotion and Problems of the Elderly &amp; their Families (2-0-3-5)</p>
<p><b>Spring</b>    <b>NURS 6630</b> Health Promotion &amp; Problems of Adults and their Families (3-0-3-6)</p>	<p><b>Spring</b>    <b>NURS 6690</b> Nurse Practitioner Practicum (1-0-4-5)</p>
<p><b>Summer</b>    <b>NURS 6650</b> Health Promotion of Children and their Families (3-0-3-6)</p>	<p><b>Required certificate hours = 24</b>  Plus 12 hours of core if not completed in generic MSN = 36</p>

*\*A gap analysis will be performed for transfer/substitution of the required core courses.*

Student Handbook Acknowledgement



**STUDENT HANDBOOK  
ACKNOWLEDGEMENT**

I, the undersigned, understand that there are policies specific to the BSN program. I understand that I am responsible for those policies and have been told how to access a copy of the program handbook. I further agree that the School of Nursing has the right to make necessary/needed changes in the policies and procedure here within.

I, the undersigned, have read the policy on academic honesty. I understand that I am expected submit work that is totally my own. If a faculty member authorizes a group activity, I may work with other students.

I, the undersigned, will appropriately reference all written work that is taken from the works of others.

I, the undersigned, also understand that this policy is binding on all of my work for the program including, but not limited to exams, projects, papers and presentations.

I, the undersigned, understand that violation of this policy may lead to course failure, and/or probation, suspension or permanent dismissal from the program.

**To Be Completed by Student**

I have read and understand the Clayton State University School of Nursing Student Handbook. I will uphold the policies as outlined therein. My signature is proof of my commitment to abide by the policies of the Clayton State University School of Nursing.

_____	_____	_____	_____
Last Name	First Name	Middle Name	Laker ID
_____			_____
Signature			Date



## Student Applied Learning Experience Agreement

Student Applied Learning Experience Agreement – Office of Legal Affairs

Page 1 of 2



**University System of Georgia**  
Creating A More Educated Georgia

### **Student Applied Learning Experience Agreement**

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

1. To follow the administrative policies, standards and practices of the Facility when in the Facility.
2. To report to the Facility on time and to follow all established regulations of the Facility.
3. To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients or patients.
4. To not publish any material related to my A.L.E. that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the Institution, the Board of Regents of the University System of Georgia, and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc. that identify or uses the name of the Facility or its members, staff, directly or indirectly.
5. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.
6. To follow Centers for Disease Control and Prevention (C.D.C.) Universal Precautions for Bloodborne Pathogens, C.D.C. Guidelines for Tuberculosis Infection Control, and Occupational Safety and Health Administration (O.S.H.A.) Respiratory Protection Standard.
7. To arrange for and be solely responsible for my living accommodations while at the Facility.
8. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.
9. To wear a name tag that clearly identifies me as a student. Further, I understand and agree, unless otherwise agreed to in writing that I will not receive any monetary compensation from the Board of Regents of the University System of Georgia, the Institution or the Facility for any services I provide to the Facility or its clients, students, faculty or staff as a part of my A.L.E.

Unless otherwise agreed upon in writing, I also understand and agree that I shall not be deemed to be employed by or an agent or a servant of the Institution, the Regents or the Facility; that the Institution, Regents and Facility assumes no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance; that I am not entitled to any benefits available to employees; and, therefore, I agree not to in any way to hold myself out as an employee of the Institution, the Regents or the Facility.

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

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

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

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

This the \_\_\_\_\_ day of \_\_\_\_\_.

\_\_\_\_\_  
Participant Signature

Name: \_\_\_\_\_  
(Please print)

\_\_\_\_\_  
Witness Signature

Name: \_\_\_\_\_  
(Please print)

\_\_\_\_\_  
Parent/Guardian Signature  
(if applicable)

Name: \_\_\_\_\_  
(Please print)

\_\_\_\_\_  
Witness Signature

Name: \_\_\_\_\_  
(Please print)

## Authorization for Release of Records and Information

Authorization for Release of Records and Information – Office of Legal Affairs

Page 1 of 2



**University System of Georgia**

Creating A More Educated Georgia

### **Authorization for Release of Records and Information**

TO: The Board of Regents of the University System of Georgia or any of its member Institutions (hereinafter referred to as the "Institution"), and any Facility where I participate in or request to participate in an applied learning experience (hereinafter referred to as the "Facility").

RE: \_\_\_\_\_  
(Print Name of Student)

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

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

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

In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this "Authorization for Release of Records and Information" may be accepted in lieu of the original.

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

This the \_\_\_\_\_ day of \_\_\_\_\_.

\_\_\_\_\_  
Participant Signature

Name: \_\_\_\_\_  
(Please print)

\_\_\_\_\_  
Witness Signature

Name: \_\_\_\_\_  
(Please print)

\_\_\_\_\_  
Parent/Guardian Signature  
(if applicable)

Name: \_\_\_\_\_  
(Please print)

\_\_\_\_\_  
Witness Signature

Name: \_\_\_\_\_  
(Please print)

Consent, Release Waiver of Liability, and Covenant Not to Sue



STATE OF GEORGIA
COUNTY OF CLAYTON

CONSENT, RELEASE WAIVER OF LIABILITY, AND COVENANT NOT TO SUE

(READ CAREFULLY BEFORE SIGNING)

The undersigned hereby intends to voluntarily participate in a program of study through the School of Nursing at Clayton State University (herein after referred to as the Program) and acknowledges that participation in said Program, and travel to and from this Program may involve inherent risks of physical injury, including but not limited to death or loss of personal property and hereby assumes an such.

NOW, THEREFORE, the undersigned (for myself, my heirs, executors, administrators, and assigns) hereby agrees, for the sole consideration of the enrichment I expect to derive from the Program and for consideration of Clayton State University allowing my participation in the Program and/or arranging travel to and from the Program, to waive, release, hold harmless, covenant not to sue, and forever discharge Clayton State University and the Board of Regents of the University System of Georgia, and their members individually, and their officers, agents and employees from any and all claims, demands, rights, causes of action actions, judgments, costs and expenses, or other liability of whatsoever kind or nature resulting from my participation in or growing out of or in any way connected with this Program either arising before, during and/or subsequent to the Program, including but not limited to any and all, known and unknown, foreseen and unforeseen, bodily and personal injuries, including death; damage to property; and the consequences thereof.

I understand that the acceptance of this Consent, Release, Waiver of Liability, and Covenant not to Sue by the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or in part, of sovereign immunity by said Board, its members, officers, agents, and employees.

I further understand that if I elect to drive any vehicle during the Program and/or travel to and from the Program, I win be personally responsible and liable for all damages and injuries arising therefrom, to the extent that said liability, damage and/or injury is not covered by the Georgia State Tort Claims Act.

I hereby certify that I am 18 years of age or older, or my parent or guardian has signed below-, that I am suffering under no legal disabilities, and that I, or my parent and/or guardian, have read and understand the above Consent, Release Waiver of Liability, and Covenant Not to Sue carefully before signing and agree to be bound by its terms.

To Be Completed by Student

IN WITNESS WHEREOF, I have hereunto set my hand and seal this document:

Last Name First Name Middle Name Laker ID

Signature Date

Honor Code



School of Nursing  
Honor Code

I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.

I have received a copy of the policy on academic honesty, have read it and understand the implications and penalties for violations of said policies. The definitions of academic dishonesty have been reviewed with me and I have had the opportunity to discuss any concerns or questions with a representative of the School and gain clarification.

I understand that violation of this policy may lead to course failure, and/or probation, suspension or permanent dismissal from the program.

As a student of Clayton State University School of Nursing, “I commit to uphold the ethical principles of the American Nurses’ Association Code of Ethics for Nurses in the classroom, clinical area and during any activity or event associated with the School of Nursing. I commit to conduct myself in a manner that will uphold the essential nursing values and principles of altruism, equality, aesthetics, freedom, human dignity, justice, truth, and caring. I pledge to assume responsibility and accountability for all written assignments and verbal and written communications. I agree that I am responsible for the academic integrity of my work and will not misrepresent any work or receive unauthorized assistance. The work that I complete will be my own and any cited work by another author will be given proper credit. I know cheating and plagiarism are not tolerated and I support consequences for participating in such activities. I pledge to uphold the Academic Honesty and Integrity Policy. I will report students who choose not to preserve the Honor Code of the School of Nursing. Failure to report a violation, in itself, is a violation of the Honor Code. Any student who reports an act of misconduct will be protected from repercussions and his/her confidentiality will be maintained within the guidelines of the Academic Honesty and Integrity Policy.

I have read and understand the Honor Code of Clayton State University School of Nursing. I will uphold the Honor Code and Academic Honesty Policy. My signature is proof of my commitment to abide by this Honor Code and the Academic Honesty Policy of the Clayton State University School of Nursing.<sup>1</sup>

**To Be Completed by Student**

_____	_____	_____	_____
Last Name	First Name	Middle Name	Laker ID
_____			_____
Signature			Date

<sup>1</sup> Adapted from Blessing-Rieman College of Nursing

Core Competencies and Functional Abilities



School of Nursing  
Core Competencies and Functional Abilities

Core Competencies

	Standard	Examples (not fully inclusive)
<b>Critical and Analytic Thinking</b>	Critical thinking ability that includes the ability to recognize cause/effect and analyze potential solutions	Synthesize knowledge, recognize problems, problem-solve prioritize, invoke long and short term memory
<b>Communication</b>	Convey information orally and in writing using English as the primary language	Accurately document in the patient medical record, engage in patient teaching, participate in patient conferences, interpret nonverbal cues
<b>Psychomotor Skills</b>	Perform tasks congruent with nursing roles	Perform patient assessment, change dressings, give injections
<b>Interpersonal Skills</b>	Demonstrate therapeutic communication and relationship skills	Engage in conflict resolution, establish rapport, nonjudgmental attitude
<b>Reading</b>	Read and comprehend written materials	Read and interpret policies, procedure and patient documents
<b>Mathematical Ability</b>	Demonstrate arithmetic functions measurement and recording devices and reading/recording of numerical information	Calculate drug dosages, convert to metric system, read monitoring equipment, record numerical assessment/monitoring data

Functional Abilities

	Standard	Examples (not fully inclusive)
<b>Physical Stamina</b>	Exhibit physical strength and endurance appropriate to professional nursing roles throughout assigned shifts	Lift or move patients, support patients walking, work complete shifts, conduct CPR; lift at least 35 lbs
<b>Hearing</b>	Hear with or without aids, voices, sounds and monitoring alarms necessary for safe practice	Assess blood pressures, hear patients speaking, respond to equipment alarms, auscultate lung sounds
<b>Sight</b>	Distinguish color and visual images within normal range	Observe patient to determine color changes during physical assessment, read computer/monitoring screens
<b>Olfactory Sensation</b>	Detect odors, unusual smells or smoke	Assess odors during physical assessment, detect odor of smoke
<b>Tactile Sensation</b>	Interpret sensations, temperature and environmental temperature	Perform palpation for monitoring or procedures, respond to environmental temperature changes
<b>Physical Health Status</b>	Maintain physical health consistent with employment responsibilities and commitments	Monitor own health needs, notify nursing program of change in health status
<b>Mental Health Status</b>	Maintain focus and emotional stability in stressful situations and respond to needs of others	Manage own emotions, respond appropriately in crisis situations, adapt to change readily, maintain therapeutic boundaries
<b>Gross Motor Skills</b>	Exhibit ability to move, sit, stand and walk safely	Bend, stoop or reach for objects, maintain balance
<b>Fine Motor Skills</b>	Demonstrate ability to write, grasp, pick up or manipulate small objects	Write legibly, manipulate syringes and supplies and calibrate equipment
<b>Mobility</b>	Demonstrate physical abilities consistent with role	Move quickly from place to place, move freely in patient care areas

Core Competencies and Functional Abilities Acknowledgement



Affirmation of Ability to Complete Core Competencies and Functional Abilities

The list of Core Competencies and Functional Abilities is documented to provide students with information related to skills required in the performance of duties of the professional nurse as well as to assess your ability to complete such duties. These standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the program at this University. Persons interested in applying for admission to the nursing program should review the core performance standards to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program. To ensure student success in the clinical component of the program, the Family Nurse Practitioner (FNP) program must be informed of any change in functional ability.

These core performances are based on guidelines proposed by the Southern Regional Education Board (SREB) and National Council of State Boards of Nursing. The University complies with the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Therefore, the University will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

To Be Completed by Student

I would require the following accommodation(s):

Three horizontal lines for writing accommodations.

I have read and understand the list of Core Competencies and Functional Abilities and possess the ability to successfully complete the FNP program.

Last Name First Name Middle Name Laker ID

Signature Date



Blood Borne Pathogen Exposure Guidelines Acknowledgement



**BLOOD BORNE PATHOGEN  
EXPOSURE ACKNOWLEDGEMENT**

In the event of exposure to any type of *Blood Borne Pathogen*:

1. Immediately and thoroughly wash hands and other skin surfaces that are contaminated with blood, body fluids containing visible blood, or other body fluids to which universal precautions apply.
2. If exposure occurs on-campus, first aid treatment may be rendered by available and qualified School of Nursing health care providers.
3. Seek follow-up care from private health care provider; student will incur expense of any treatment.
4. Notify the Clinical Instructor.
5. Complete an accident/injury report with the Office of Public Safety and host agency if off-campus; student should retain copy of report for their records.

**Incident Reporting Procedures**

Students are required to report all accidents that occur while participating as a student in the School of Nursing. The instructor will complete an incident report and obtain necessary signatures. The student will be given a copy of the incident report to be retained for their records. Students should seek follow-up care with their private health care provider. Students are responsible for the costs or expenses of any treatment.

**To Be Completed by Student**

I have read, understand and agree to follow the above responsibilities, guidelines and procedures.

\_\_\_\_\_

Last Name

First Name

Middle Name

Laker ID

\_\_\_\_\_

Signature

\_\_\_\_\_

Date



Clinical Behavior Policy



School of Nursing  
Clinical Behavior Policy

As a student of the Clayton State University (CSU) Family Nurse Practitioner (FNP) program, I pledge to abide by all standards of conduct outlined in the academic catalog and student handbook while fulfilling the clinical requirements of the FNP program and commit to the following:

- I understand and agree that as a CSU FNP student I will conduct myself in an ethical manner.
- I pledge to represent myself as a professional by respecting the individuality of my clients/patients, staff, classmates and instructor with dignity.
- I understand that as a guest in each clinical agency I will abide by the agency’s policy and procedures.
- I will dress professionally and present myself in accordance with the dress code of the FNP program as stated in the student handbook.
- I will establish and maintain my compliance with all health and safety requirements as stated in the student handbook.
- I understand that I am responsible for all course related policies and procedures outlined in all course syllabi as well as reading all announcements posted in the course and email communications sent to my CSU student email account.
- I understand that I am responsible for meeting all course assignments/scheduled test deadlines.
- I understand that I am responsible for knowing maintenance dates posted in the D2L platform.
- I will successfully complete all clinical hours and abide by the clinical policy as stated in the student handbook.
- I will notify my course faculty of any extenuating circumstances that may impede the completion of my clinical hours by the designated deadline set forth in the course.
- I understand it is my responsibility to arrange transportation to and from clinical sites, arrive to clinical sites on time and be prepared to deliver expected nursing care and participate fully in my learning experiences.
- I will notify my clinical preceptor of any changes in the days/times/hours that were prearranged with my preceptor.
- I will actively participate in all aspects of the clinical experiences.
- I understand that I am accountable for my personal and professional growth and will remain engaged in all learning opportunities as they support my commitment to achieving.

Last Name	First Name	Middle Name	Laker ID
Signature			Date





FNP Competency and Procedures Checklist



School of Nursing  
FNP Competency and Procedures Checklist

Specialized Group	Area	Competency
Pediatrics	Health Promotion	Infant well child exam
Pediatrics	Health Promotion	Toddler well child exam
Pediatrics	Health Promotion	Preschool well child exam
Pediatrics	Health Promotion	School-aged well child exam
Pediatrics	Health Promotion	Adolescent well child exam
Pediatrics	Health Promotion	Immunization visit
Pediatrics	Health Promotion	Pre-participation sports physical
Pediatrics	Health Promotion	Appropriate nutrition or feeding by age
Pediatrics	Health Promotion	Exercise and activity by AAP guidelines
Pediatrics	Acute Care	AOM
Pediatrics	Acute Care	SOM
Pediatrics	Acute Care	Viral Pharyngitis
Pediatrics	Acute Care	Bacterial Pharyngitis
Pediatrics	Acute Care	Sinusitis assessment of and management
Pediatrics	Acute Care	Bronchiolitis
Pediatrics	Acute Care	Croup
Pediatrics	Acute Care	Pediatric Pneumonia diagnosis and management by age
Pediatrics	Acute Care	Wheezing diagnosis and management by age
Pediatrics	Acute Care	Gastroenteritis
Pediatrics	Acute Care	Assessment of the Acute Abdomen
Pediatrics	Acute Care	URI
Pediatrics	Acute Care	Rash, Bacterial
Pediatrics	Acute Care	Rash, Viral
Pediatrics	Acute Care	Tinea
Pediatrics	Acute Care	Infestations
Pediatrics	Acute Care	Fever management
Pediatrics	Acute Care	Cough management by age
Pediatrics	Acute Care	Dehydration assessment and management
Pediatrics	Acute Care	School/behavioral issues
Pediatrics	Chronic Care	Asthma
Pediatrics	Chronic Care	Allergies (skin, GI, and airway)
Pediatrics	Chronic Care	Obesity
Pediatrics	Chronic Care	Childhood Hypertension
Pediatrics	Chronic Care	Diabetes
Pediatrics	Chronic Care	Hypothyroidism
Pediatrics	Chronic Care	Growth Disorders
Pediatrics	Chronic Care	Genetic Disorders
Pediatrics	Chronic Care	Childhood Anxiety
Pediatrics	Chronic Care	Childhood depression
Pediatrics	Chronic Care	Sleep disturbances/disorders
Women's Health	Health Promotion	Well-woman exam
Women's Health	Health Promotion	Clinical breast exam
Women's Health	Health Promotion	Pelvic exam
Women's Health	Health Promotion	Preconceptual health visit
Women's Health	Health Promotion	Prenatal visit
Women's Health	Health Promotion	Post-partum visit
Women's Health	Health Promotion	Contraceptive management visit
Women's Health	Health Promotion	Immunization visit
Women's Health	Health Promotion	Health screenings per age risk factor
Women's Health	Health Promotion	Sexual health visit
Women's Health	Health Promotion	Menopause (guidelines, ages)
Women's Health	Health Promotion	Sexual identity
Women's Health	Health Promotion	Breast cancer screening and risk factors
Women's Health	Acute Care	STD management
Women's Health	Acute Care	Vaginitis
Women's Health	Acute Care	UTI (Complicated vs. uncomplicated)



School of Nursing  
FNP Competency and Procedures Checklist

Specialized Group	Area	Competency
Women's Health	Acute Care	Non-infectious cystitis
Women's Health	Acute Care	Mastalgia
Women's Health	Chronic Care	PCOS
Women's Health	Chronic Care	Hypothyroidism
Women's Health	Chronic Care	Hyperthyroidism
Women's Health	Chronic Care	Obesity
Women's Health	Chronic Care	Fibromyalgia
Women's Health	Chronic Care	PIO
Women's Health	Chronic Care	Irritable bowel syndrome
Women's Health	Chronic Care	Autoimmune diseases more common in women
Women's Health	Chronic Care	Fibrocystic breast disease
Women's Health	Chronic Care	Osteoporosis
Men's Health	Health Promotion	Men's well exam
Men's Health	Health Promotion	Health screenings per age risk factor
Men's Health	Health Promotion	Contraceptive management visit
Men's Health	Health Promotion	Immunization visit
Men's Health	Health Promotion	Sexual health visit
Men's Health	Acute Care	Prostatitis
Men's Health	Acute Care	STD
Men's Health	Acute Care	BPH
Men's Health	Acute Care	Testicular Torsion
Men's Health	Acute Care	Priapism
Men's Health	Acute Care	Orchitis
Men's Health	Acute Care	Erectile dysfunction
Men's Health	Acute Care	Low testosterone
Men's Health	Acute Care	Hemia
Men's Health	Acute Care	BPH
Men's Health	Health Promotion	Well exam
Adult to Older Adult	Health Promotion	Immunization visit
Adult to Older Adult	Health Promotion	Screening per age/risk factor per guidelines
Adult to Older Adult	Health Promotion	Cognitive evaluation
Adult to Older Adult	Health Promotion	End of life issues visit
Adult to Older Adult	Health Promotion	Medication reconciliation visit
Adult to Older Adult	Health Promotion	Functional assessment
Adult to Older Adult	Health Promotion	Depression screening
Adult to Older Adult	Health Promotion	Nutrition screening
Adult to Older Adult	Health Promotion	Pain screening
Adult to Older Adult	Acute Care	Bronchitis
Adult to Older Adult	Acute Care	Pneumonia
Adult to Older Adult	Acute Care	Sinusitis
Adult to Older Adult	Acute Care	Pharyngitis
Adult to Older Adult	Acute Care	Acute cough
Adult to Older Adult	Acute Care	Gastroenteritis
Adult to Older Adult	Acute Care	Back pain
Adult to Older Adult	Acute Care	Headache
Adult to Older Adult	Acute Care	Rash
Adult to Older Adult	Acute Care	Skin Cancer
Adult to Older Adult	Acute Care	Syncope
Adult to Older Adult	Chronic Care	Hypertension
Adult to Older Adult	Chronic Care	Diabetes
Adult to Older Adult	Chronic Care	Obesity
Adult to Older Adult	Chronic Care	Chronic cough
Adult to Older Adult	Chronic Care	COPD
Adult to Older Adult	Chronic Care	GERO
Adult to Older Adult	Chronic Care	PUC
Adult to Older Adult	Chronic Care	Celiacs disease



School of Nursing  
FNP Competency and Procedures Checklist

Specialized Group	Area	Competency
Adult to Older Adult	Chronic Care	Hyperlipidemia
Adult to Older Adult	Chronic Care	Obstructive sleep apnea
Adult to Older Adult	Chronic Care	Osteo/Rheumatoid arthritis
Adult to Older Adult	Chronic Care	Rheumatoid disease
Adult to Older Adult	Chronic Care	Allergies
Adult to Older Adult	Chronic Care	Psychosocial Issues
Adult to Older Adult	Chronic Care	Back pain
Adult to Older Adult	Chronic Care	Headache
Adult to Older Adult	Chronic Care	Multiple Sclerosis
Adult to Older Adult	Chronic Care	Anemias
Adult to Older Adult	Chronic Care	Cancer
Adult to Older Adult	Chronic Care	Dysrhythmia
Adult to Older Adult	Chronic Care	Depression screening
Adult to Older Adult	Chronic Care	Substance Abuse
Adult to Older Adult	Chronic Care	Chronic pain management
Older Adult	Health Promotion	Well exam
Older Adult	Health Promotion	Immunizations
Older Adult	Health Promotion	Screenings
Older Adult	Health Promotion	End of life issues visit
Older Adult	Health Promotion	Medication reconciliation visit
Older Adult	Health Promotion	Functional assessment
Older Adult	Acute Care	TIA
Older Adult	Acute Care	Stroke
Older Adult	Acute Care	Arteritls
Older Adult	Acute Care	Pneumonia
Older Adult	Acute Care	Falls
Older Adult	Acute Care	Vertigo
Older Adult	Acute Care	Dehydration
Older Adult	Acute Care	UTI
Older Adult	Acute Care	Altered Mental Status
Older Adult	Acute Care	Sepsis
Older Adult	Acute Care	Skin tears
Older Adult	Acute Care	Fracture
Older Adult	Acute Care	Balance/gait issues
Older Adult	Acute Care	Wound management
Older Adult	Acute Care	Pain
Older Adult	Acute Care	Vertigo
Older Adult	Chronic Care	Parkinson's Disease
Older Adult	Chronic Care	Chronic Kidney Disease
Older Adult	Chronic Care	Anemia of Chronic Disease
Older Adult	Chronic Care	Osteoporosis
Older Adult	Chronic Care	Kyphosis-musculoskeletal deformities
Older Adult	Chronic Care	Incontinence
Older Adult	Chronic Care	Overactive bladder
Older Adult	Chronic Care	Substance abuse
Older Adult	Chronic Care	Opioid induced constipation
Older Adult	Chronic Care	Restless Leg Syndrome
Older Adult	Chronic Care	Peripheral neuropathy
Older Adult	Chronic Care	Vision problems
Older Adult	Chronic Care	Hearing problems
Older Adult	Chronic Care	Smoking cessation





School of Nursing  
FNP Competency and Procedures Checklist

Procedure	Observed Only*	Assisted
Ace wrap/bracing of extremity		
Auscultate Fetal Heart Tones		
Bimanual exam - pelvic Biophysical profile*		
Biopsy, excisional		
Biopsy, shave or punch		
Burn treatment/ dressing		
Cast application		
Cast removal		
Cerumen removal		
Clinical Breast Exam		
Colposcopy*		
Cyst, removal of		
Epistaxis Management		
Eye wash		
Fundal height measurement (OB)		
I and D of abscess		
Implanon (Insert/Remove)*		
Inhalation therapy		
IUD, insertion*		
IUD, removal*		
Joint Dislocation, management		
Joint injection/aspiration		
Laceration repair (Non operatively)		
Laceration repair (stitching - If trained)		
Nasal Packing		
Nasal Cautery		
Nasal Packing, removal of		
Nebulization Therapy		
Nitrogen, Liquid - skin application for cautery		
Pelvic Exam		
Pessary Management		
Rapid Influenza Screen		
Rectal/Prostate Exam		
Remove foreign body - ear		
Remove foreign body - eye		
Remove foreign body - other		
Remove nail*		
Skin tag removal		
Splint strain/fracture		
STD testing		
Suture removal		
Throat Culture		
Trigger Point Injection		
Tympanogram		
Vaginal Culture		
Vaginal Wet Prep/Wet Mount		
Vision screening (Snellen)		
Vision screening (other)		
Wart, destruction or removal		
Wood's lamp use		
Wound Care		
Wound Debridement		

FNP Preceptor Agreement Form – NURS 6630



School of Nursing  
FNP Preceptor Agreement Form

NURS 6630—Health Promotion and Problems of Adults and their Families (135 Practicum Hours)

*Course Objectives*

1. Analyze the interrelationship among the physiologic, psychological, and economic forces which influence the responses of adults to health and illness within a family framework.
2. Discuss, Describe and Differentiate physiologic dynamics and clinical manifestations of selected conditions commonly experienced by adults.
3. Discuss, Describe and Delineate comprehensive plans of management including therapeutic actions, educational, counseling, and pharmacologic and non-pharmacologic interventions and follow-up plans which promote, maintain and restore the health status of adults.
4. Discuss the rationale for determining alternative plans of management for common health problems of adults using evidence-based practice.
5. Assess the health status of adults through health history, physical examination an initiation of common screening and diagnostic procedures.
6. Provide alternatives for individual and family participation in health promotion and illness consistent with legal requirements and screening guidelines.
7. Implement plans of care for management of common acute and chronic illness using therapeutic actions, educational, counseling, and pharmacologic and non-pharmacologic interventions and follow-up plans which promote, maintain and restore the health status of adults
8. Document comprehensive care provided for adults and families.
9. Initiate consultations and referrals for the comprehensive care of individual and family health.
10. Work collaboratively with other health care professionals in providing care.

**Instructions:** Student will complete the first box. Preceptor will complete and sign the second box. The student should submit the completed form to the course drop box by day seven of week one.

Semester		Year		Date	
Student Name		Email		Phone	
Clinical Faculty		Email		Phone	

Preceptor Name			Email		
GA APRN/MD/DO License #			Years in Advanced Role		
Academic Degrees			Certifications		
Clinical Specialty Area			Number of students supervising this semester		
Clinical Facility Name			Facility Type/Services Provided		
Street Address			City, State, Zip		
Office Phone		Office Fax		Office Email	

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

Approved by Graduate Program Director \_\_\_\_\_ Date \_\_\_\_\_

FNP Preceptor Agreement Form – NURS 6650



School of Nursing  
FNP Preceptor Agreement Form

NURS 6650—Health Promotion and Problems of Children and their Families (135 Practicum Hours)

*Course Objectives*

1. Differentiate normal transition from infancy through adolescence from changes produced by disease or abnormal developmental processes.
2. Determine physiologic dynamics and clinical manifestations of selected conditions and diseases experienced by children.
3. Analyze ethical and legal issues influencing comprehensive plans of care for minors
4. Prepare comprehensive programs of care involving teaching and guidance which promote, protect, maintain and restore the health status of children.
5. Discuss alternative treatment regimens and rationales for choices made in care delivery through evaluation of treatment results.
6. Identify local resources available for the family and child with common acute and chronic health problems.
7. Assess the health status of newborns through adolescents through health history, physical examination and initiation of common screening and diagnostic procedures.
8. Develop family centered management plans for health promotion, disease prevention and illness care.
9. Provide care using protocols/guidelines and evidence based practice for medical and drug management of common conditions of childhood consistent with ethical, legal and professional requirements.
10. Document care appropriately and consistently in accordance with standards of care and legal requirements.
11. Initiate consultations and referrals for the comprehensive care of pediatric clients and their families.
12. Work collaboratively with other health professionals in providing care.

**Instructions:** Student will complete the first box. Preceptor will complete and sign the second box. The student should submit the completed form to the course drop box by day seven of week one.

Semester		Year		Date	
Student Name		Email		Phone	
Clinical Faculty		Email		Phone	

Preceptor Name		Email	
GA APRN/MD/DO License #		Years in Advanced Role	
Academic Degrees		Certifications	
Clinical Specialty Area		Number of students supervising this semester	
Clinical Facility Name		Facility Type/Services Provided	
Street Address		City, State, Zip	
Office Phone		Office Fax	
		Office Email	

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

Approved by Graduate Program Director \_\_\_\_\_ Date \_\_\_\_\_

FNP Preceptor Agreement Form – NURS 6680



School of Nursing  
FNP Preceptor Agreement Form

NURS 6680—Health Promotion and Problems of the Older Adult and their Families (135 Practicum Hours)

*Course Objectives*

1. Differentiate normal aging, with its variable physiologic losses, from the changes associated with disease.
2. Assess the family support system and informal care-giving for the older adult with health problems.
3. Assess the functional status and activities of daily living of the older adult with healthcare problems..
4. Diagnose physical, cognitive and environmental health problems in the older adult using health history, physical examination and diagnostic data.
5. Manage common acute and chronic health problems in the older adult.
6. Discuss the role of the family nurse practitioner with an older adult in regard to health promotion, coping with functional disabilities and chronic illnesses, and potential ethical and legal issues involved with care.
7. Explore community resources available for older adult care.
8. Assess the health status of older adults through health history, physical examination and common screening and diagnostic procedures.
9. Provide alternatives for individual and family participation in health promotion and illness management.
10. Implement plans of health care using protocols for medical and drug management of elderly adult illnesses consistent with legal requirements for advanced practice nurses.
11. Document comprehensive plans of management for elderly adults and families.
12. Initiate consultations and referrals for the comprehensive care of individual and family health.
13. Analyze ethical dilemmas involved with elders and their families.
14. Apply knowledge of gerontological care in primary care. Nursing homes. Daycare settings, inpatient and emergency settings.

**Instructions:** Student will complete the first box. Preceptor will complete and sign the second box. The student should submit the completed form to the course drop box by day seven of week one.

Semester		Year		Date	
Student Name		Email		Phone	
Clinical Faculty		Email		Phone	

Preceptor Name		Email	
GA APRN/MD/DO License #		Years in Advanced Role	
Academic Degrees		Certifications	
Clinical Specialty Area		Number of students supervising this semester	
Clinical Facility Name		Facility Type/Services Provided	
Street Address		City, State, Zip	
Office Phone		Office Fax	
		Office Email	

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

Approved by Graduate Program Director \_\_\_\_\_ Date \_\_\_\_\_

FNP Preceptor Agreement Form – NURS 6690



School of Nursing  
FNP Preceptor Agreement Form

**NURS 6690**—Nurse Practitioner Practicum (180 Practicum Hours)

*Course Objectives*

1. Differentiate normal aging, with its variable physiologic losses, from the changes associated with disease.
2. Assess the family support system and informal care-giving for the older adult with health problems.
3. Assess the functional status and activities of daily living of the older adult with healthcare problems..
4. Diagnose physical, cognitive and environmental health problems in the older adult using health history, physical examination and diagnostic data.
5. Manage common acute and chronic health problems in the older adult.
6. Discuss the role of the family nurse practitioner with an older adult in regard to health promotion, coping with functional disabilities and chronic illnesses, and potential ethical and legal issues involved with care.
7. Explore community resources available for older adult care.
8. Assess the health status of older adults through health history, physical examination and common screening and diagnostic procedures.
9. Provide alternatives for individual and family participation in health promotion and illness management.
10. Implement plans of health care using protocols for medical and drug management of elderly adult illnesses consistent with legal requirements for advanced practice nurses.
11. Document comprehensive plans of management for elderly adults and families.
12. Initiate consultations and referrals for the comprehensive care of individual and family health.
13. Analyze ethical dilemmas involved with elders and their families.
14. Apply knowledge of gerontological care in primary care. Nursing homes. Daycare settings, inpatient and emergency settings.

**Instructions:** Student will complete the first box. Preceptor will complete and sign the second box. The student should submit the completed form to the course drop box by day seven of week one.

Semester		Year		Date	
Student Name		Email		Phone	
Clinical Faculty		Email		Phone	

Preceptor Name		Email	
GA APRN/MD/DO License #		Years in Advanced Role	
Academic Degrees		Certifications	
Clinical Specialty Area		Number of students supervising this semester	
Clinical Facility Name		Facility Type/Services Provided	
Street Address		City, State, Zip	
Office Phone		Office Fax	
		Office Email	

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

Approved by Graduate Program Director \_\_\_\_\_ Date \_\_\_\_\_

Preceptor Acknowledgement Form



**FNP Preceptor Agreement/Role Acknowledgement**

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I, the undersigned, understand that there are policies specific to the Clayton State University School of Nursing program. I understand that I am responsible for those policies and have been told how to access a copy of the Nursing Preceptor Handbook. I further agree that the School of Nursing has the right to make necessary/needed changes in the policies and procedures here within.

**To Be Completed by Preceptor**

I acknowledge that I have received the Clayton State University School of Nursing Preceptor Handbook. I have read and understand the handbook. I have uploaded all compliance documents in ACEMAPP. I will uphold the policies as outlined therein. My signature is proof of my commitment to abide by the policies of the Clayton State University School of Nursing.

**Instructions:** Preceptor will complete this form and submit with the respective FNP Preceptor Agreement Form.


Student Name \_\_\_\_\_

Preceptor Name \_\_\_\_\_

Clinical Site Name \_\_\_\_\_

Clinical Site Address \_\_\_\_\_

Health Assessment/History



**University Health Services**

**(678)466-4940**

**Health Assessment/History**

Student ID \_\_\_\_\_ Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Age \_\_\_\_\_ Gender: M \_\_\_\_\_ F \_\_\_\_\_

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI/Maiden Name \_\_\_\_\_

Street Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

School Email \_\_\_\_\_ Drug Allergies \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_ Phone Number \_\_\_\_\_

**FAMILY HISTORY** Adopted

Provide if anyone in your family (parents, grandparents, or siblings) has had any of the following; if so, list on the lines below.

<p>No Yes</p> <p><input type="checkbox"/> <input type="checkbox"/> Breast Cancer _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Cancer _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Diabetes _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Heart attack before 50 _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Congestive Heart Failure _____</p>	<p>No Yes</p> <p><input type="checkbox"/> <input type="checkbox"/> Strokes/Blood clot _____</p> <p><input type="checkbox"/> <input type="checkbox"/> High Cholesterol _____</p> <p><input type="checkbox"/> <input type="checkbox"/> High Blood Pressure _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Birth Defects / Genetic Problems or traits _____</p>
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**PERSONAL HISTORY: Have you ever had the following: if you check yes, please circle any appropriate responses.**

<p>No Yes</p> <p><input type="checkbox"/> <input type="checkbox"/> High Blood Pressure</p> <p><input type="checkbox"/> <input type="checkbox"/> Diabetes</p> <p><input type="checkbox"/> <input type="checkbox"/> Cancer</p> <p><input type="checkbox"/> <input type="checkbox"/> Headaches: Tension/stress, migraines, sinus/allergy</p> <p><input type="checkbox"/> <input type="checkbox"/> Epilepsy, convulsions, fainting</p> <p><input type="checkbox"/> <input type="checkbox"/> Thyroid disease</p> <p><input type="checkbox"/> <input type="checkbox"/> Excess hair</p> <p><input type="checkbox"/> <input type="checkbox"/> Acne</p> <p><input type="checkbox"/> <input type="checkbox"/> TB, Asthma</p> <p><input type="checkbox"/> <input type="checkbox"/> Heart disease/murmur/Rheumatic fever</p> <p><input type="checkbox"/> <input type="checkbox"/> Strokes/Blood clots</p> <p><input type="checkbox"/> <input type="checkbox"/> Anemia, clotting problems, Sickle cell</p> <p><input type="checkbox"/> <input type="checkbox"/> High Cholesterol</p> <p><input type="checkbox"/> <input type="checkbox"/> Hepatitis, Mononucleosis, Jaundice</p> <p><input type="checkbox"/> <input type="checkbox"/> Gall bladder disease</p> <p><input type="checkbox"/> <input type="checkbox"/> Stomach or intestinal problems</p> <p><input type="checkbox"/> <input type="checkbox"/> Urinary or bladder infections / Kidney problems</p> <p><input type="checkbox"/> <input type="checkbox"/> HIV</p> <p><input type="checkbox"/> <input type="checkbox"/> Hernia</p> <p><input type="checkbox"/> <input type="checkbox"/> Vision Problems/Color Blindness</p> <p><input type="checkbox"/> <input type="checkbox"/> Hearing Problems</p> <p><input type="checkbox"/> <input type="checkbox"/> Joint Problems / Arthritis</p>	<p>No Yes</p> <p><input type="checkbox"/> <input type="checkbox"/> Surgery? Type: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Hospitalization? Dates: _____ Types: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Breast (lumps, tumors, discharge, cysts)</p> <p><input type="checkbox"/> <input type="checkbox"/> Vaginal/Penile Infections (BV, PID, Yeast, Gonorrhea, Syphilis, Genital Warts, Genital Herpes, Chlamydia, other)</p> <p><input type="checkbox"/> <input type="checkbox"/> Fibroids, Tubal pregnancy</p> <p><input type="checkbox"/> <input type="checkbox"/> Last Pap / Pelvic exam? _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Abnormal Pap(s): _____ Date(s) done: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Treatment for abnormal pap: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Pain or bleeding w/ intercourse</p> <p><input type="checkbox"/> <input type="checkbox"/> Are you concerned about your weight/eating habits?</p> <p><input type="checkbox"/> <input type="checkbox"/> Anxiety, depression, anorexia, bulimia</p> <p><input type="checkbox"/> <input type="checkbox"/> Do you participate in a regular exercise program? _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Tobacco use? How much / day? _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Alcohol use? How much / day? _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Recreational drugs? How much / day? _____</p>
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There will be a \$5.00 'No-Show' fee charged if appointment is not rescheduled or canceled 4 hours prior to appointment time.

Patient Signature \_\_\_\_\_

Date \_\_\_\_\_

05/2013

Physical Assessment



UNIVERSITY HEALTH SERVICES  
 2000 CLAYTON STATE BLVD.  
 STUDENT CENTER BLDG, RM 211  
 MORROW, GA 30260  
 P: 678-466-4940 F: 678-466-4944

**PHYSICAL ASSESSMENT:** (The following portion should be completed by your nurse practitioner or physician)

NAME: \_\_\_\_\_ STUDENT ID #: \_\_\_\_\_ DOB: \_\_\_\_\_

**SECTION I: ASSESSMENT FINDINGS**

WEIGHT	HEIGHT	TEMPERATURE	VISION	PULSE	BLOOD PRESSURE	RESPIRATION
			R			
			L			

**SECTION II: (ASSESSMENT FINDINGS - CONTINUED)**

ITEM	NORMAL	ABNORMAL	EXPLAIN/COMMENT ON ABNORMAL FINDINGS
Eyes	<input type="checkbox"/>	<input type="checkbox"/>	
Ears	<input type="checkbox"/>	<input type="checkbox"/>	
Nose	<input type="checkbox"/>	<input type="checkbox"/>	
Tonsils/Mouth	<input type="checkbox"/>	<input type="checkbox"/>	
Neck	<input type="checkbox"/>	<input type="checkbox"/>	
Thyroid	<input type="checkbox"/>	<input type="checkbox"/>	
Heart	<input type="checkbox"/>	<input type="checkbox"/>	
Lungs	<input type="checkbox"/>	<input type="checkbox"/>	
Breasts	<input type="checkbox"/>	<input type="checkbox"/>	
Abdomen	<input type="checkbox"/>	<input type="checkbox"/>	
Skin	<input type="checkbox"/>	<input type="checkbox"/>	
Joints	<input type="checkbox"/>	<input type="checkbox"/>	
Lymphatics	<input type="checkbox"/>	<input type="checkbox"/>	
Musculoskeletal	<input type="checkbox"/>	<input type="checkbox"/>	
Genitalia (Male/Female)	<input type="checkbox"/>	<input type="checkbox"/>	<b>*Highly Recommended*</b> LNMP:                      Pap:                      Results:
Nervous System	<input type="checkbox"/>	<input type="checkbox"/>	

Additional comments / restrictions for clinical experience:

\_\_\_\_\_  
 (Signature of Nurse Practitioner or Physician)

\_\_\_\_\_  
 (Date)

\_\_\_\_\_  
 Please Print Name as it appears in Signature Line)

Medical Office Stamp



### Skills/Simulation/Health Assessment Lab COVID Policies

To provide a safe environment for all nursing students, adjustments were made to mitigate the spread of COVID-19. These changes are based on CDC guidelines. Please adhere to the following rules when attending skills/simulation lab activities:

#### **Skills lab**

- If experiencing symptoms of COVID-19, students are to stay home and follow up with primary care provider. Documentation will be required stating that the student is COVID negative in addition to a required quarantined before returning
- Students will be screened before entry: questioned re: illness, exposure to symptomatic individuals, traveling, sick family members, etc
- Room 117 is not to exceed 8 students at one time
- Room 118 is not to exceed 4 at one time
- Room 119 not to exceed 5 students at one time
- Elevator is not to exceed 2 individuals at one time
- Students are to remain 6 feet apart on stairs; please note distance markers on stairs.
- Students will wear masks, gloves and face shields at all times
- Students will wear white lab coats for all lab experiences and are expected to wash daily after use
- All doors in the skills/simulation labs will remain open to the outside atrium area during use, but doors will be closed between rooms 117/118 and 118/119.
- Students will be assigned to only 1 section of the lab (room 117, 118 or 119) and are expected to remain only in that particular area during instruction
- Students will enter through the front door on the 2<sup>nd</sup> floor of the building to the right
- Students will exit through the front door on the 2<sup>nd</sup> floor of the building to the right (handicap entrance/exit)
- Students with physical disabilities will enter and exit on 2<sup>nd</sup> floor via handicap entrance
- Students will wash hands when entering the labs with soap and warm water for at least 20 seconds or use approved hand sanitizer
- Social Distancing will be enforced upon entering the building and lab spaces by having one student per bed space with at least 6 feet distancing
- Alcohol based sanitizer with at least 60% alcohol will be at each bed station and to use frequently when touching items in the skills/simulation lab
- Please remember to bring supply bags so there is no need for exchange of items between other students
- Work areas and other nonporous areas will be cleaned with approved disinfectant wipes or solution of bleach (5 teaspoons in 1 quart of water) after using.
- Class can only be held for 50 minutes and then area must be cleaned with approved wipes and then left empty for 50 minutes
- Linen are to be left off of beds
- Privacy curtains are to be pulled back and not used

## **Simulation Lab**

- Room 119 not to exceed 5 students at one time
- Room 323 not to exceed 5 students at one time
- Simulation labs are not to exceed 2 faculty members at one time

## **Health Assessment Lab**

- Room T-205 not to exceed 19 students
- Not to exceed 4 faculty members at one time

## **COVID-19 Health and Safety**

Clayton State University is committed to providing and promoting a healthy and safe learning environment. All students, faculty, and staff are expected to comply with all social distancing mitigation measures, practices, guidelines and policies. Please note the following rules and regulations that are in place during the fall semester due to the COVID-19 pandemic:

1. Anyone who is feeling ill should refrain from coming to campus and should consult the symptoms related to COVID-19 to determine if a visit to a physician or clinic is necessary. Any faculty, staff or student who is exhibiting COVID-19 symptoms, has been sick with COVID-19 symptoms, tested positive for COVID-19, or has been potentially exposed to someone with COVID-19 (either through community-related exposure or international travel) should self-isolate or stay home and report their case using the [COVID-19 Reporting Form](#). Faculty and staff should also notify their supervisor. Students should consult with [University Health Services](#).
2. Effective May 13, 2021, fully vaccinated individuals can resume campus classes and other activities without wearing a mask. Unvaccinated individuals are strongly encouraged to continue wearing a face covering while inside campus facilities.
3. Assigned seating will be used in all classes on campus, and attendance will be taken on a daily basis. Seating charts will be accessible through the D2L course space and should be reviewed prior to the first day of class. Students are to refrain from entering the instructor designated space unless the instructor allows.
4. Disinfecting wipes or other approved cleaning solutions will be available to all students and faculty who have an on-campus class.
5. All persons are to adhere to the posted signs and directions in hallways and buildings, except in the case of fire or other emergency requiring evacuation.
6. Students are not to enter rooms until 10 minutes before class and must vacate the space at the end of class. Any classrooms that are not in use for classes should be left vacant unless prior scheduling approval has been granted.
7. To aid in ventilation of classrooms and to maximize air exchange rates, classroom doors should be closed during each class meeting and make sure they are closed after their class concludes. Air purifiers should be left on and will operate based on a sensor.