

**GEORGIA SOUTHERN UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SCIENCES
SCHOOL OF NURSING**

GRADUATE NURSING PROGRAM

STUDENT HANDBOOK

for

**Doctor of Nursing Practice (DNP)
and
Master of Science in Nursing (MSN)**



HANDBOOK DISCLAIMER

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

TABLE OF CONTENTS

<u>Content</u>	<u>Page</u>
Disclaimer	2
GENERAL INFORMATION	3
<ul style="list-style-type: none"> • Welcome to GSU School of Nursing • Greetings: School of Nursing Chair • Greetings: Graduate Program Director • Accreditation Status 	
ORGANIZATION OF THE SCHOOL OF NURSING	10
<ul style="list-style-type: none"> • History of the School of Nursing (abbreviated) <ul style="list-style-type: none"> 1980 -1984 1978 -1995 1995 -2009 2010 • Mission Statement: Georgia Southern University • Mission and Purposes: School of Nursing • Philosophy: School of Nursing • Conceptual Framework: School of Nursing 	
GRADUATE NURSING PROGRAMS ADMISSION & CURRICULA	23
<ul style="list-style-type: none"> • Doctor of Nursing Practice (DNP) Program <ul style="list-style-type: none"> ○ Program Outcomes ○ Admission ○ Curriculum ○ Program of Study • MSN Degree and Post-MSN Certificate <ul style="list-style-type: none"> ○ Program Outcomes ○ Programs of Study ○ General Admission Requirements ○ Specific Admission Policies ○ Progression Policy ○ RN-MSN Course Requirements ○ Comprehensive Examination Requirements ○ Policy: Comprehensive Examination for MSN Seeking Graduate Student ○ Curriculum Requirements ○ Program of Study ○ Required Courses for MSN Majors (NP and CNS) ○ Required Courses for Post-MSN Certificate ○ Projected Programs of Study for MSN & Post-MSN Certificate 	

GRADUATE PROGRAM POLICIES**35***Policies apply to all programs unless noted otherwise with (MSN) or (DNP)*

- Academic Dishonesty
- Plagiarism Statement
- Academic Portfolio
- Accident/Injury
- Attendance (MSN)
- Attendance Verification and Hold Seat Policy
- Capstone in Progress
- Change in Health Status Policy
- Clinical Background Checks
- Clinical Course Policy for FNP Primary Care Courses
- Clinical Equipment
- Clinical Hours Between Semesters
- CNS Clinical Hours Support
- Compliance Policy Update
- Continuance Materials
- Copyright
- Dress Code
- Editors and Statisticians (DNP)
- Emergency Plan on Campus
- Epidemiology for DNP Admission (DNP)
- Graduate Resource Rooms
- Health Insurance
- Late Assignments
- PDA Responsibility (MSN)
- Professional Conduct
- Professional Standards
- References/ Recommendation
- Release of Clinical Course Requirements to Clinical Agencies
- Scholarships and Financial Assistance
- Standards of Practice
- Standard Precautions
- Student Concerns with Faculty
- Student E-mail
- Student Records
- Substance Abuse by Nursing Students
- Syllabus Addendum
- Testing (MSN)
- Travel

ADDITIONAL INFORMATION**47**

- College of Graduate Studies
- Graduation Fee
- School Pin (MSN)
- National Certification Examination
- Professional License to Practice as Nurse Practitioner in Georgia

GRADUATE STUDENT ACTIVITIES AND PROFESSIONAL ORGANIZATIONS 48

- Outstanding Graduate Student Award
- Nursing Student Representation on School Committees
- Professional Organizations

APPENDICES: FORMS USED BY GRADUATE STUDENTS 51

- Student Accident/Injury Report
- Recommendation for Follow-up of Student Accident/Injury
- Annual Health Renewal Form
- Research Practicum I & II and Thesis Information (MSN)
- Faculty Agreement for Participation in Thesis (MSN)
- Thesis Defense Abstract Announcement: Example (MSN)
- Testing: Student/Faculty Contractual Agreement (MSN)

GENERAL INFORMATION

Welcome to the Georgia Southern University School of Nursing!

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

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

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

1. This handbook will serve as your guide throughout the graduate nursing education experience.
2. GSU student policies can be found on the University website at www.georgiasouthern.edu.

Greetings

Chair, School of Nursing (2010) and Graduate Nursing Programs Director (1993-2009)

Dear Graduate Nursing Student,

As I assumed the role of Chair, School of Nursing on January 1, 2010, I am very excited about our Graduate Programs. I have seen many changes over my years here in Nursing. When I began my tenure at Georgia Southern College in July 1983 the BSN Program was in its infancy and the FNP program was a 12 month certificate program through Continuing Education. In 1993, I began my 16 years of service as the Director of Graduate Nursing Programs. As I begin a new role now, on behalf of the faculty, I extend a sincere welcome to the Georgia Southern University School of Nursing Graduate Nursing Program. You have chosen an accredited nationally respected academic program for your advanced nursing practice master's education or Doctor of Nursing Practice degree. The current graduate program evolved from a family nurse practitioner (FNP) 12 month certificate program begun in 1981 to a graduate program in 1988 with two options, family nurse practitioner and rural community health clinical nurse specialist. In 1998, a women's health nurse practitioner (WHNP) option was added and the FNP program was recognized in the top 5% of all FNP programs nationwide by US News and World Report. In 2004-2006 we were recognized as 11th in the nation for family nurse practitioner programs; in 2009 we continue national ranking at 25th. Our overall pass rate for national NP (family and women's health) certification remains since 1990 at over 99%. In 2009, the WHNP option was discontinued.

The faculty took 2 years developing the proposal for the Doctor of Nursing Practice (DNP) and the first nursing doctorate at Georgia Southern University (the second in the state) was approved by the Georgia Board of Regents on January 16, 2008. Fall of 2008 we admitted the first DNP cohort of 11 well qualified students with diverse practice experiences who will complete the degree requirements in May 2011. Each Fall we will admit another cohort to the eight semester totally online DNP program.

The faculty is here to provide you a quality educational experience. You will be highly challenged to increase your intellectual growth and performance skills within a comprehensive curriculum. The faculty maintains high standards and is here to assist you to achieve! If you have any concerns please do not hesitate to contact your faculty or myself.

We look forward to an exciting academic experience!

Sincerely,

Donna Hodnicki PhD, FNP-BC, FAAN
Professor
Chair, School of Nursing
dhodnick@georgiasouthern.edu

DIRECTOR GRADUATE NURSING PROGRAMS (2010)

Dear Graduate Students,

I am proud to be working with a great group of faculty members here at Georgia Southern University. After being here for over 2 years, Dr. Hodnicki assumed the role of Department chair. With this position change, I assumed the role of Graduate Program Director on January 1, 2010. I am proud to be a part of such an exemplary nursing program and especially the Graduate Programs here at Georgia Southern University. Since I began my career in nursing, learning has always been a part of change and a commitment to excellence. To increase the number of advanced practice nurses with a doctoral degree, Georgia Southern University pursued the goal to pursue the Doctorate in Nursing Practice. It was within my first year here that the first doctorate in nursing was approved. It was after much discussion and planning that the Doctor of Nursing Practice (DNP) program accepted its first cohort of students in the Fall semester of 2008.

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

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

It is important to remember that each student's learning experiences may be different. It is up to the individual student to strive toward excellence in their learning in order to achieve your individual goals. The faculty will engage and challenge you to help you succeed and prepare you to enter advanced practice nursing roles.

I, too, would like to extend a sincere welcome to each of you for joining the Georgia Southern University School of Nursing Graduate Nursing Program. I look forward to meeting each of you personally and sharing my experiences as well as learning from you ways to improve the discipline of nursing.

I look forward to working with each of you while in these programs and look forward to watching your growth and achievements.

Sincerely,

Deborah Allen, PhD, FNP-C, BC
Assistant Professor and Graduate Program Director

Chair, School of Nursing (1998-2009)

Dear Graduate Student:

On behalf of the GSU School of Nursing faculty and staff, I am pleased to welcome you to your new and exciting learning experiences in advanced practice nursing. I am also pleased to introduce myself to you as the Chair of the School of Nursing. I am looking forward to meeting each of you personally and sharing with you my own experiences in and dreams about our very exciting profession.

You have chosen a very special learning environment in which to study and prepare yourself for advanced practice in nursing. Georgia Southern University has a rich and impressive history of preparing nurses for advanced practice in today and tomorrow's rapidly changing health care environment. Our MSN programs have consistently ranked as among the most progressive in the country in addressing the health needs of rural communities. As we move to the next millennium, the faculty and staff are committed to assuring that this proud tradition not only continues but builds on the local, state, and national recognition that GSU's School of Nursing has earned.

And now, with your nursing studies before you, you have an opportunity to reflect on how you will address all the educational experiences that await you. How will you build on your strengths and past learning? How will you master your learning challenges? How will you take advantage of the powerful experiences you are about to encounter?

Your educational experience is your own unique opportunity to become all that you entered the nursing profession to become. My wish for you is that you find ways to stretch yourself beyond your hopes and ideas. Be determined to do something significant, to take risks so that you can grow and make a difference. Be courageous in your learning and in your nursing practice. Heed the words of George Bernard Shaw who says, *You see things; and say, "Why?" But I dream things that never were; and I say, "Why not?"*

And always remember that you have a strong, highly skilled and caring faculty and staff to help you on your way. We look forward to bringing you closer to your hopes, dreams, and goals.

Sincerely,

Jean E. Bartels, PhD, RN, CNL

Chair and Professor, School of Nursing (Interim Dean of College of Health and Human Sciences 1-1-2010)

Utilization of Graduate Handbook

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

Accreditation Status

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

Georgia Southern University holds the following accreditation:

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

Current Accreditation Period: 1994-2015

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

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

Current Approval Period: 2005-December 31, 2013

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

Current Accreditation Period: April 20, 2002-June 30, 2012.

The appropriate information has been filed with CCNE in regards to the Doctor of Nursing Practice program. The accreditation process for the DNP program will follow the CCNS guidelines. A site visit is scheduled in November 2010 (one year early) for all programs in order to accredit the DNP program before graduation of the first cohort May 2011.

The Georgia Southern University held the following professional nursing accreditation:

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

Accreditation was held from: October 1994-Spring 2002

ORGANIZATION OF THE SCHOOL OF NURSING

History of the School of Nursing (abbreviated)

1980-1984

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

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

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

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

Believing that the best way to teach people is to show them, we went our own way, avoiding adversarial relationships and responding to emotional opposition in conciliatory ways. Traditionally nursing educators believe that nursing can only be taught in large urban medical facilities. Believing that, the Board had concerns relative to the potential difficulty that Georgia Southern might have in attracting qualified faculty, finding adequate clinical practice sites, attracting qualified students and finding adequate funding. Community support was very strong and was instrumental in the Board of Nursing granting tentative approval for the program. I was employed July 1, 1980, Joyce Murray two weeks later, Valaria Smith and Martha Coleman in September. The Department was awarded a start-up grant of \$349,579 by the Division of Nursing in Washington. Using the money from the grant, materials, equipment, and faculty were employed. This grant provided the department with a solid fiscal basis to initiate the program.

The first class of 23 students began classes in January, 1981. Fourteen graduated in June, 1983. Of these fourteen, one was a Registered Nurse with an Associate of Arts Degree in Nursing, one was a Licensed Vocational Nurse, one was male, four were black, the rest were white females.

In September, 1981 the Department of Human Resources, through District 8 Health department gave the Department of Nursing \$40,000 as a seed money grant to begin a continuing education Family Nurse

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

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

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

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

Respectfully,

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

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

1978 - 1995

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

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

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

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

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

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

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

Sincerely yours,

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

1995-2009

The year 1995 marked a milestone year for Georgia Southern University (GSU) as well as the School (then Department) of Nursing. Beginning in 1995, the University joined others in the Georgia University System to begin a transition from a quarter to a semester academic year structure. Faculty in the School of Nursing actually began the major undertaking of completely revising the curriculum prior to this mandated move to a semester structure. Faculty voted to move away from an integrated curriculum in November of 1994 and began developing a new mission and purposes statement, philosophy, program objectives, and curriculum

in 1995. This intense faculty effort included input from students and many local communities of interest. The faculty approved new mission and philosophy statements in September of 1995. The revised curriculum was instituted at the undergraduate level (pre-licensure program) in the Fall of 1996. The graduate and RN-BSN continuation programs instituted their new curricula in the fall semester of 1998 in synchrony with the University's conversion to semesters.

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

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

The year 1998 also saw a transition in leadership at the School of Nursing. Dr. Kaye Herth resigned her position as the School's Chair in order to pursue career opportunities in Minnesota. Her work in bringing the Department of Nursing to its current School status in the University as well as her leadership during the School's monumental curricular and programmatic changes set the stage for the next level of growth for the School. Dr. June Alberto served as Acting Chair through the next year during which time the entire University converted to the semester system, planning for the Science and Nursing Building continued, and the search for a new Chair of Nursing was completed. Dr. Jean Bartels, leaving her position as Chair of the Division of Nursing at Alverno College in Milwaukee, Wisconsin, accepted the GSU Chair position in July of 1999.

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

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

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

1. Final approval for the construction of a new Science and Nursing Building complex, the largest building structure on the GSU campus, was obtained. Construction began in January 2001 with move-in completed summer 2004.
2. An LPN-BSN program option was launched affording individuals with an LPN license an accelerated path to obtaining a BSN degree.
3. An RN-MSN program option was approved allowing RN students an accelerated progression path to graduate education.
4. Three successive rankings by US News & World Report place the FNP program in the top 5%, 11% and 25th % of all FNP programs in nursing in the United States. Graduate pass rates on national certification examinations exceed 99%.
5. Graduate program grants were received for pharmacology teaching initiatives, managed care collaborations, and educational traineeships. A Women's Health Nurse Practitioner program was started in 1998 (deleted in 2009) to complement the Family Nurse Practitioner, Rural Community Health Clinical Nurse Specialist, and post graduate certification programs.

6. A \$100,000 grant from the Helene Fuld Health Trust Grant, HSBC, Trustee was awarded to the School to provide substantial financial support for the educational mobility of LPN-BSN, RN-BSN, and RN-MSN students. Federal Traineeship grants for graduate education provide support for graduate students yearly. In addition to these awards, the School is able to award over \$80,000 per year in scholarship monies to undergraduate and graduate students.
7. A new computer lab was opened with 30 individual student computer stations. A+ Testing software was installed on all computers allowing for student testing on computers across the curriculum. The lab also facilitated increased use of web-based initiatives for student learning.
8. In the 1998-1999 academic year, the Rural Nursing Outreach Program began offering primary care nursing services at its Rural Nursing Outreach Community Center in Portal. Over 150 clients actively use the Clinic. In the 1999-2000 academic year, two migrant population health care service opportunities were instituted in Tattnall and Screven Counties. These initiatives provide learning experiences for both graduate and undergraduate nursing students.
9. In October of 2000, The Georgia Southern University School of Nursing Alumni Association, representing over 830 alumni, was formally organized at its first annual alumni homecoming event.
10. The Jimmy Crockett Lectureship Series, endowed by the Crockett family of Georgia in memory of the outstanding humanitarian efforts that marked the life of Mr. Jimmy Crockett, continued to be a resounding success. Featured nursing leaders to date have included Drs. Madeline Leininger, Jean Watson, Christine Tanner, Nola Pender, Anne Boykin, Em Olivia Bevis, Joyce Murray, and Sally Karioth.
11. In May 2000 the School of Nursing created the Em Olivia Bevis Spirit of Nursing Award to recognize a graduating senior who demonstrates exceptional leadership qualities, is committed to excellence in nursing through professional achievements, and displays notable scholarship in maintaining good academic standing. This award will be presented in honor of Dr. Em Olivia Bevis, the founder of the Georgia Southern University School of Nursing. Dr. Bevis was on hand to present the first award. A GSU School of Nursing era ended shortly thereafter with the untimely death of Dr. Bevis on July 20, 2000. Her legacy, however, will long be remembered.
12. In 2001, the number of doctorally prepared faculty in the School rose to 13. Of those, 10 hold a PhD in Nursing, 1 holds a Doctor of Nursing Science, and 2 hold Doctorates in Education. This results in 68% of the total faculty in possession of their terminal degree. Twelve of thirteen faculty (92%) in tenure track positions hold a doctoral degree. Diversity of the nursing faculty also improved. In 2001, 21% of the faculty were non-Caucasian, closely approximating the 23% non-Caucasian student population.
13. In May 2001, the School of Nursing received a \$400,000 gift from the Bulloch Health Care Foundation, Inc. to establish the first endowed chair in nursing at Georgia Southern University. The gift was doubled by matching funds to build the \$1 million endowment required for a university chair. Georgia Southern secured the additional \$100,000 needed to qualify for a \$500,000 grant from the Board of Regents Eminent Scholars fund. The Board of Regents approved the Eminent Scholar in 2002.
14. On June 5, 2001, the University broke ground on a \$24 million Nursing and Chemistry Building. The facility, approximately 125,000 square feet, is located across from the College of Education and features research labs and a community nursing clinic. Construction was completed in June 2003 and the School was moved in summer 2004.
15. The Commission on Collegiate Nursing Education granted the School of Nursing BSN and MSN programs full approval (without recommendations) on April 20, 2002 following a successful self study and site review visit. The accreditation granted 10 years of approval for the School's programs through 2012.
16. In May 2002, the School of Nursing received the University System of Georgia Board of Regents' 2002 Teaching Excellence Award. This award recognized the School of Nursing's programs from all the regional and state university programs.
17. In October 2003, the College of Health and Professional Studies was reorganized into the College of Health and Human Sciences. Three units were formed: The Department of Public Health, The Department of Hospitality, Tourism, and Family & Consumer Sciences, and the School of Nursing. The School of Nursing received oversight for the Medical Technology major with this relocation, but was otherwise unchanged in structure.

18. From 2004-2006, the Family Nurse Practitioner Program was named #11 in the U.S. News and World Report rankings.
19. The RN-BSN Program was converted to a totally on-line program in 2004.
20. The School of Nursing received a \$712,000 grant for 2003-2006 from HRSA/Office of Rural Health Policy to support the expansion of the Rural Nursing Outreach Program and graduate educational opportunities. The Healthcare Georgia Foundation also awarded the RNOP \$75,000 towards outreach nursing activities.
21. In 2004, the School of Nursing received a 3 year HRSA grant totaling \$753,302 to expand educational offerings in the graduate program. Grant monies were used to redesign the Community Health Clinical Nurse Specialist program to be offered as a hybrid program combining on-line (Internet) and on-campus classes offered on Saturdays.
22. In 2007, the School of Nursing submitted a proposal to the University System of Georgia to begin offering a Doctor of Nursing Practice program Fall 2008. The program would be offered totally online. The DNP was approved on January 16, 2008.
23. By 2007, the School of Nursing Rural Nursing Outreach Program became recognized for serving a major role in meeting the health care needs of the local community and surrounding Counties. The Rural Nursing Outreach Program developed additional practice and research sites for faculty and students and continued operation of Community Nursing Clinics located in the School of Nursing building and in Portal, Georgia. The program conducted primary care nursing clinics, blood pressure clinics, osteoporosis, stroke and cholesterol screening clinics, and other health promotion and health education activities at the Rural Nursing Outreach Community Clinics on campus, in Portal, and in many outreach locations in Southeast Georgia. Nursing faculty, staff, and students saw 3147 unduplicated patients through the Program. Migrant population health care initiatives in Tattnall, Toombs, Screven, and Lyons Counties provided clinical practice opportunities for faculty and students at the graduate and undergraduate levels. Currently there are eight faculty research projects being conducted through the rural Nursing Outreach Program.
24. In August 2007, the School of Nursing welcomed its first Bulloch County Hospital Foundation Endowed Chair, Dr. Elaine Marshall. Dr. Marshall, a renowned scholar, assumed the position focusing on enhancing the research program of the School and contributing to community health nursing education and outreach activities.
25. In January 2008, the University System of Georgia Board of Regents granted approval for the School of Nursing to offer a Doctor of Nursing Practice (DNP). The first class of students for the DNP began in Fall 2008 and subsequent Fall admission cohorts followed.

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

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

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

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

2010

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

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

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

Changes and accomplishments of the Graduate Nursing Program:

1. As of January 2010 rolling admissions to the MSN program are put in hold. The deadline for admission to the Fall cohort admission is March 15 of every year. This decision is made to maintain our traditional philosophy of direct faculty oversight of graduate (MSN) students during clinical experiences.
2. Susan McClendon, MSN, CHCNS (2008) wrote and received a \$300,000 grant to bring diabetes education to three rural areas in SE Georgia. She achieved certification as a diabetic educator in December 2009 serving as the only CDE in an 80 mile radius. With the grant she was instrumental in the development of primary care clinic for the indigent in Vidalia, GA.
3. Mr. Michael Scott, DNP Cohort 1, is recognized by AANP as the 2010 Outstanding FNP for NC. In his 3rd year on the Board of Directors representing Practice, he begins a term as Vice-Chair of CCNE.

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

Mission Statement: Georgia Southern University

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

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

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

Mission and Purposes: School of Nursing

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

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

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

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

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

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

1. To promote and advance the quality, accessibility, and availability of nursing education and nursing care for the rural population of southeast Georgia by:
 - a. providing for the education of baccalaureate and master's level nursing students capable of delivering high quality nursing care with skills and knowledge in keeping with the Statutes of the State of Georgia and as defined by the National League for Nursing;
 - b. providing the opportunity for upward mobility for the registered nurse;
 - c. providing instruction which focuses on the ethnic, cultural, and social content necessary to enable nurses to deliver care in a manner acceptable to the diverse population of the southeast region of Georgia;
 - d. providing a regional academic center for professional nursing which contributes to the expertise of the profession and the well being of the community by promoting scholarly activities, creative endeavors, and continuing education for nurses;

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

Approved and Revised June, 2004

Revised 10/27/95

Approved 10/27/95

Copyright © 1995 by Department of Nursing, Georgia Southern University

School of Nursing Vision Statement

Caring. Discovery. Transformation.

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

Conceptual Framework of School of Nursing: Health Promotion Throughout Life

The conceptual framework of the nursing curriculum at Georgia Southern University is Health Promotion Throughout Life. Health promotion is “behavior motivated by the desire to increase well-being and actualize human health potential” (Pender, 2005, p.7) which includes primary, secondary, and tertiary prevention throughout all life stages. The emphasis of primary prevention is health education and protection from illness and injury; secondary prevention is directed toward limiting illness; and tertiary prevention involves rehabilitation, restoration of health or support for end-of-life care. Central to the Health Promotion Framework are the metaparadigm concepts of nursing, person, health, and environment. Educating reflective nurse professionals requires a curriculum that is built on a liberal arts background and that incorporates professional values, core competencies, core knowledge, and role development.

Metaparadigm Concepts

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

Nursing is a practice discipline involving human caring that is concerned with improving quality of life and promoting, maintaining, and restoring health in partnership with persons, families, groups, and communities. The evolving art and science of nursing consists of a unique body of knowledge based on theory, research, and practice in nursing and other disciplines. Nursing strives to improve the quality of life not only in

institutional and community arenas, but to positively influence health globally. More specifically, ***rural nursing*** involves the delivery of nursing care to underserved and vulnerable populations, including those living within rural areas. These underserved and vulnerable populations include diverse groups of persons who live and work within an environment which may be relatively isolated from the influence of metropolitan areas. Vulnerable populations have increased risk to health related problems, reduced access to care, and diminished quality of life. Rural nursing is unique in that it requires of the nurse highly developed levels of assessment, decision making, and communication skills, as well as the ability to live and work in close association with family and friends who may require care. Often, based on isolation and scarcity of health care providers, independent decision making and the ability to interface with other members of the health care team are the hallmark of rural nursing practice. Nursing practice is actuated through ***therapeutic nursing interventions*** which enhance health promotion of persons, families, groups, and communities. Therapeutic nursing interventions are based on an ethic of human care that is contextually and culturally relevant to the receiver. Therapeutic nursing interventions are purposeful strategies and informed actions performed by a nurse for or with a person using primary, secondary, and/or tertiary prevention. Evidence based interventions are developed through synthesizing evidence from theory, research, and experience. Therapeutic nursing interventions require the use of critical thinking, psychomotor, psychosocial, and communication skills. Factors that enable the nurse to perform therapeutic interventions include: human caring, communication, ethical principles, critical thinking, empowerment, research, healthcare technologies, cultural appropriateness, leadership, and professional roles and responsibilities. At the undergraduate level, therapeutic nursing interventions are developed through the nursing process with a goal to facilitate health of persons, families, groups, and communities. Subsequently, the focus of therapeutic nursing interventions at the graduate level is on influencing the health of persons, families, groups, communities, and healthcare systems.

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

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

Curriculum Threads

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

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

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

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

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

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

Research is the systematic inquiry that uses disciplined methods to answer questions or solve problems (Polit & Beck, 2006). The nurse translates current research findings, or evidence, into professional nursing practice. At the undergraduate level, evidence based research is critiqued, analyzed, and applied to the provision of care of persons, families, groups, and communities. At the graduate level, evidence based research related to nursing and healthcare is conducted, synthesized, disseminated, and integrated within nursing practice.

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

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

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

Health Policy is the compilation of decisions made within the government, and sometimes private entities, regarding health and health care. Policies influence health in areas such as access to care, patient care delivery, and financing. It is therefore incumbent upon the nursing profession to consider the impact of health policy on professional nursing practice and to participate in policy development as warranted (Harrington & Estes, 2008).

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

References:

1. American Association of Colleges of Nursing. (2008). *Revision of the essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.
2. Harrington, C., & Estes, C. L. (2008). *Health policy: Crisis and reform in the US health care delivery system* (5th ed.). Sudbury, MA: Jones & Bartlett.
3. Pender, N. J., Murdaugh, C. L., & Parsons, M. A. (2005). *Health promotion in nursing practice* (5th ed). Upper Saddle River, NJ: Prentice Hall.

4. Polit, D. F., & Beck, C. T. (2006). *Essentials of nursing research: Methods, appraisal, and utilization* (6th ed.). Philadelphia: Lippincott, Williams, and Wilkins.
5. World Health Organization. (2003). *Definition of health*. Retrieved November 17, 2008, from <http://www.medterms.com/script/main/art.asp?articlekey=11087>

Revised and Approved 11-2008

References for SON Mission and Purposes, Philosophy, and Graduate Program Outcomes

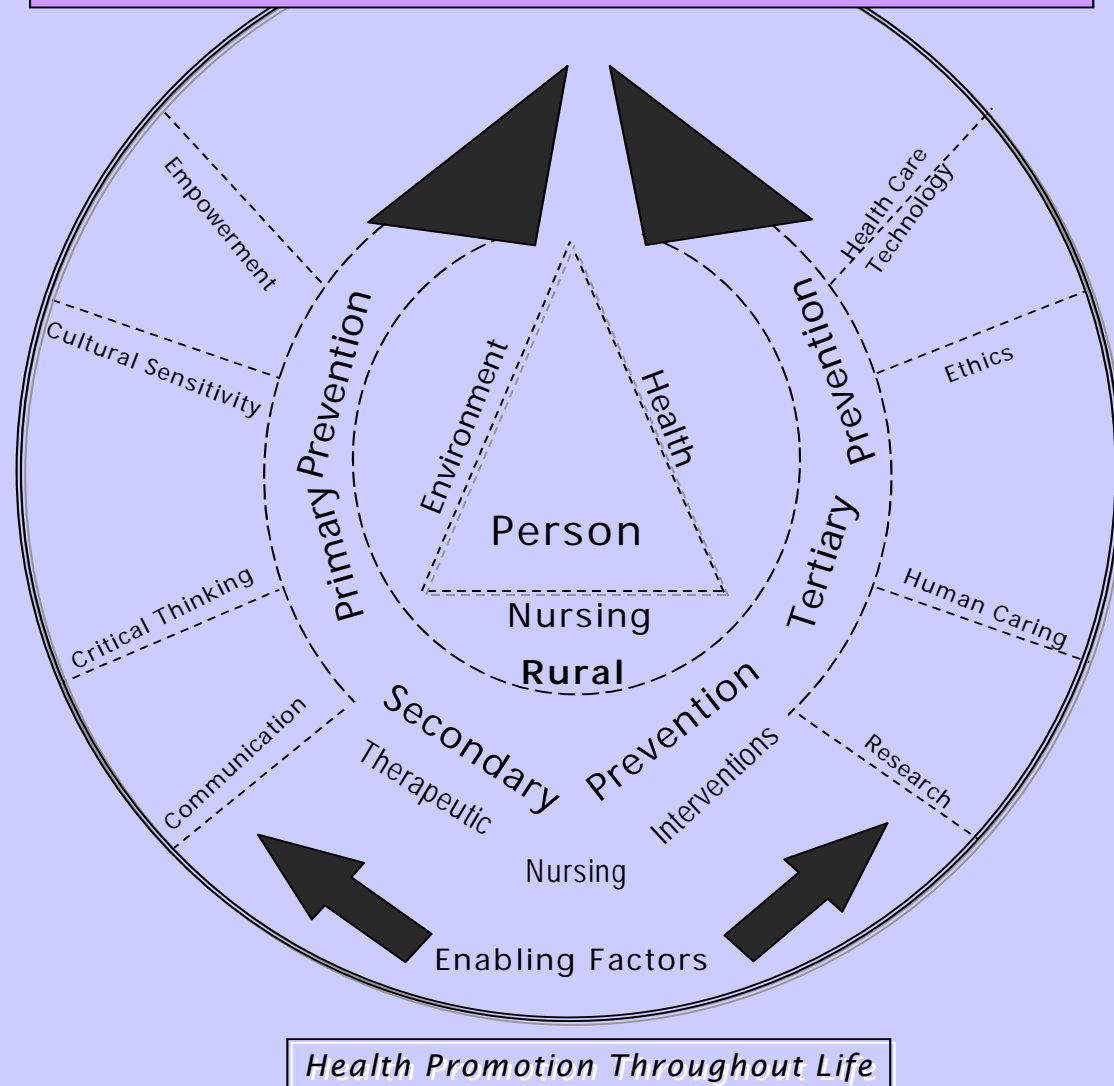
Because the School of Nursing's mission includes the professional development of a diverse group of students, nursing faculty carefully reviewed and chose professional standards and guidelines that represented a broad base for various levels of nursing practice. A variety of professional nursing standards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

- < American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: American Association of Colleges of Nursing.
- < American Association of Colleges of Nursing. (1996). *The essentials of master's education for advanced practice nursing*. Washington, DC: American Association of Colleges of Nursing.
- < American Association of Colleges of Nursing. (2006). *The essentials of doctoral education for advanced practice nursing*. Washington, DC: American Association of Colleges of Nursing.
- < American Nurses Association. (2001). *Code of ethics for nurses with interpretive statements*. Washington, DC: American Nurses Publishing.
- < American Nurses Association. (2003). *Nursing's social policy statement*. Washington, DC: American Nurses Publishing.
- < American Nurses Association. (2004). *Nursing: Scope and standards of practice*. Washington, DC: American Nurses Publishing.
- < Association of Community Health Nursing Educators. (1992). *Essentials of master's level nursing education for advanced community health nursing practice*. Lexington, KY: Association of Community Health Nursing Educators.
- < National Task Force. (2008). *Revised criteria for evaluation of nurse practitioner programs*. Washington, DC: National Organization of Nurse Practitioner Faculties

Conceptual Framework: School of Nursing

The conceptual model of health promotion is depicted in the model below.

Health Promotion



GRADUATE NURSING PROGRAMS ADMISSIONS & CURRICULA

The School of Nursing at Georgia Southern University offers two graduate program options, the Doctor of Nursing Practice (DNP) which began Fall 2008 and the Master of Science in Nursing degree (MSN) which began Fall 1988.

DOCTOR OF NURSING PRACTICE (DNP)

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

DNP Program Outcomes

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

The post-MSN DNP program builds on a high quality MSN curriculum of 48 credits for the FNP and 36 credits for the CNS with 810 and 630 clinical hours required respectively. The MSN curriculum is fully accredited and has a 99.6% pass rate on certification examinations following completion of the program.

The post-MSN DNP requires a minimum of 40 credit hours and is offered on a full-time basis over three years. Guided by the AACN Essentials for Doctoral Education for Advanced Nursing Practice, sequencing of courses allows the development of content expertise prior to the initiation of the clinical project and experience core. A capstone practicum allows for role immersion and competency integration.

Admission Criteria

1. Education
 - a. Post-BSN: Bachelor's degree in the proposed field of study (BSN) or its equivalent from a college accredited by the appropriate accrediting association. (Note: post-BSN, and RN/BSN, RN/MSN students must complete all MSN courses prior to beginning the DNP curriculum.)
 - b. Post-MSN: Master's degree in the proposed field of study (MSN) or its equivalent from a college accredited by the appropriate accrediting association.
2. Minimum undergraduate or graduate GPA of 3.0 (on 4.0 scale)
3. Satisfactory GRE or MAT scores
 - Official scores from the GRE (General Test) or MAT (Miller Analogy Test), taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university.
 - DNP applicants, who hold a terminal degree (doctorate) or who have a 3.0 GPA in doctoral program at a regionally accredited university, may be considered for admission without submission of official GRE or MAT scores.
 - All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. A minimum total score of 83, and minimum scores of 20 for each of the skills evaluated by the TOEFL: (Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable.
4. DNP Portfolio to include:
 - a. Vita to include
 - Personal rationale for seeking DNP
 - Future goals
 - Education
 - Research experience
 - Publications (identify refereed)
 - Professional presentations (identify refereed)
 - Community service projects
 - b. Evidence of certification in a specialty area for all Nurse Practitioners (NPs). For all others, appropriate certification in specialty area, if available. For post-MSN students, evidence of certification in specialty area for all NPs, and for all others, appropriate certification in specialty area, if available.
 - c. Evidence of having completed a discrete graduate nursing in Epidemiology course or an approved equivalent.
 - d. A minimum of 500 documented academic clinical hours in MSN APN preparation. Evidence of post-graduation clinical experience in the advanced practice role unless continuing immediately into DNP course work as Post-MSN DNP student.
 - e. Current registered nursing (RN) licensure
 - For Post-MSN DNP, licensure in state of residence where clinical hours will be completed
 - For Post-BSN DNP, Georgia licensure
 - f. Current malpractice liability insurance

- and clinical acumen
 - i. Listing of current technological support for Internet based courses with summary of experience with on-line courses
 - 6. Complete submission of documentation:
 - a. College of Graduate Studies Admission application and fee
 - b. Graduate Nursing Program Admission application
 - c. School of Nursing Health Appraisal forms

Note: Completion of the Georgia Southern University Health Services form is not required.
 - 7. Successful interview with faculty committee
- [Revised May 2008, May 2009]

POST-MSN DNP Curriculum

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

The *DNP Core* provides advanced courses in the core essentials related to role (NURS 9121), advanced practice analysis (NURS 9131 & 9133), and ethics (NURS 9126). These four courses provide the foundation to develop leadership skills for practice and systems analysis expertise.

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

The *DNP Clinical Project and Experience Core* provides the opportunity to lead an intervention strategy and analyze outcomes related to improving health care delivery models or policy. DNP students will have 450 hours of practice in clinical settings to assimilate the DNP competencies. The 6 hours of Clinical Project serves as the culminating academic experience for students in the DNP. The project findings will be disseminated in an appropriate professional outlet (e.g., publication, refereed presentation). The DNP Capstone Immersion Practicum provides for role assimilation in a clinical context.

The Elective Cognate Concentration which is threaded throughout the program of study provides for 9 hours of graduate level electives that allow the student to choose an area of concentration to suit their interest (e.g., public health, business, informatics) or to support the clinical project focus, or to prepare for a faculty role (e.g. education). Three of the 9 elective credits may be used as graduate nursing courses if deemed necessary in future curriculum revisions.

Five credits equates to full-time study in the graduate nursing program. A concentrated campus experience of 3-4 days will be required at a minimum prior to the start of the DNP program and at the end of the program.

COURSE	COURSE TITLE [Clinical Hours]	CREDITS	CLINICAL HRS
DNP CORE			
NURS 9121	DNP Role Transition	2-0-2	
NURS 9126	Biomedical Ethics in Practice and Leadership	2-0-2	
NURS 9131	Biometrics for Advanced Practice Nursing	3-0-3	
NURS 9133	Clinical Scholarship and Analytical Methods for Advanced Nursing Practice	3-0-3	
DNP Leadership & Practice Application Core			
NURS 9132	Leadership and Management in Practice Transformation	3-0-3	
NURS 9134	Health Care Financing and Policy Development	3-0-3	
NURS 9135	Outcomes Management Strategies for Improved Health Care Outcomes	3-0-3	
NURS 9136	Population Focused Collaborative Initiative	2-1-3	90
DNP Clinical Project and Experience Core			
NURS 9921	Clinical Immersion Project 1: Development	1-1-2	90
NURS 9922	Clinical Immersion Project 2: Implementation	1-1-2	90
NURS 9923	Clinical Immersion Project 3: Outcomes Analysis	1-1-2	90
NURS 9730	DNP Capstone Practicum	1-2-3	180
Elective Cognate Concentration			
Elective	Nursing or non-nursing elective	3-0-3	
Elective	Nursing or non-nursing elective	3-0-3	
Elective	Nursing or non-nursing elective	3-0-3	
Total Credit hours: 40 = 31 Nursing + 9 Electives; 540 Clinical hours; 510 Didactic hours			

Example 3 Year Program of Study for Post-MSN DNP

Year 1 FALL			SPRING			SUMMER		
Course	Credit	Clinical	Course	Credit	Clinical	Course	Credit	Clinical
NURS 9121 DNP Role	2-0-2	0	NURS 9133 Applied EBP	3-0-3	0	NURS 9126 Biomedical Ethics	2-0-2	0
NURS 9131 Biometrics	3-0-3	0	NURS 9134 HC Financing & Policy Development	3-0-3	0	Elective #1 or NURS	3-0-3	0
Year 2 FALL			SPRING			SUMMER		
NURS 9132 Leadership/Management Transformation	3-0-3	0	NURS 9921 DNP Project 1: Dev	1-1-2	90	NURS 9922 DNP Project 2: Implementation	1-1-2	90
NURS 9136 Population Collaboration Initiative	2-1-3	90	NURS 9135 Outcomes Strategies	3-0-3	0	Elective #2	3-0-3	0
Year 3 FALL			SPRING					
NURS 9923 DNP Project 3: Outcomes Analysis	1-1-2	90	NURS 9730 DNP Capstone	1-2-3	180			
Elective #3	3-0-3	0						

Progression. Students in DNP coursework must maintain a 3.0 average (B or better) in course work to proceed in the doctoral program and be eligible to graduate. Grades in all courses applied toward the doctorate must be B or better. Students will become academically ineligible when any of the following occur in course work of an approved program of study: 1) a grade of D, F, or WF in any course; 2) a grade of C in any three courses; or 3) the minimum 3.0 average is not achieved within the minimum number of semester hours required for the degree.

Residency. The DNP requires a minimum of two consecutive terms of full-time continual enrollment.

Foreign Language Requirement. There is no foreign language requirement.

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

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

Essentials Examination. The purpose of the Essentials Examination is to assess the student's knowledge and integration and application of knowledge to problems of advanced nursing practice obtained at the doctoral level of study. The Essentials Examination can be taken at the completion of 20 credits, but must be taken within one semester of completing all course work. The examination will be completed using Internet capability. The School of Nursing DNP Program Committee will determine the three questions that will comprise the examination. The reading committee members will hold graduate faculty status. The examination responses will be awarded a pass, a conditional pass, or a failure. With a pass of all examination components, the student may be approved for graduation upon successful completion of all degree requirements. A conditional pass on any component will require a repeat of that exam component in a format suggested by the DNP Program Committee. Failure of the Essentials Examination may result in additional coursework prior to a second examination. A second failure constitutes dismissal from the program and denial of continued course work to earn the DNP.

Clinical Immersion Project. Doctoral students are required to complete a clinical project at an advanced level. A dissertation is not required. The clinical project may take diverse forms (e.g., identification of a health care problem, development of an intervention and analysis of outcomes; an investigation of a health issue with development of health policy strategies to address the health problem; or the development of a complex programmatic strategy within a health care system to address a significant issue). Upon completion of the clinical project the student must present the project to faculty and peers in an appropriate venue determined by the faculty. Submission of the project to a refereed professional organization for presentation or peer reviewed journal for publication is required. It is expected that a minimum of one peer reviewed presentation or peer reviewed publication will be achieved on DNP related content prior to completion of course work. Failure to make satisfactory progress toward completion of the Clinical Immersion Project and/or completion of all requirements to be awarded the DNP within the seven year time limit can result in dismissal from the program. A student who fails to make satisfactory progress may appeal to continue study toward the degree. A student granted approval to continue to work toward the degree may be required to take additional course work and/or meet other school and college stated requirements.

Faculty Advisor. Each student will be assigned a faculty advisor upon admission. The role of the faculty advisor is to mentor the student, provide advice and academic support as needed, monitor progress, and to be available for student assistance as appropriate. The faculty advisor will advise the student with regard to electives and modifications to the program of study, which must be approved by the Graduate Program Director to assure that desired course offerings are available in the sequence desired to assure timely completion of all course work. The faculty advisor may act as the chair or member of the Clinical Project or Qualifying Examination committee.

MASTER OF SCIENCE IN NURSING (MSN) DEGREE AND POST-MSN CERTIFICATE

MSN Program Outcomes

1. Develop advanced clinical practice expertise to affect positive health care outcomes with individuals, families, populations, and systems, particularly in rural and underserved areas.
2. Evaluate theory and research for the application of evidence-based practice to health care provided by advanced practice nurses.
3. Employ critical thinking and diagnostic reasoning skills in the application of advanced practice nursing knowledge to develop plans of care that promote health, reduce risk, and manage the illness trajectory.
4. Employ effective communication and technology within the multidisciplinary collaborative context of advanced practice nursing.
5. Demonstrate advanced leadership, advocacy, consultation and citizenship activities to improve health care delivery and effect change in professional and political realms.
6. Incorporate human caring values, ethical principles, and cultural and spiritual sensitivity in all aspects of the advanced practice nursing role.
7. Demonstrate role responsibility and accountability in all professional endeavors within the scope of advanced practice nursing.

(Revised; Approved 2004)

The MSN program offers the following majors:

- 1. Nurse Practitioner with Concentration in Family (FNP)***
- 2. Clinical Nurse Specialist with Concentration in Community Health (CHCNS)***

In addition, a Post-MSN certificate as a FNP or a CHCNS is offered. Individuals who have completed an accredited graduate degree program in nursing (MSN, MN or its equivalency) are eligible for these certificate options. Preference is given to applicants with a desire to work and live in rural or underserved areas. Minority and rural students are encouraged to apply.

Upon completion of the FNP major or Post-MSN FNP, the graduate is eligible to sit for national certification examinations. Upon completion of the CHCNS major or Post-MSN CHCNS certificate the graduate is eligible to sit for certification per meeting all other eligibility criteria. The Women's Health NP MSN major and Post-MSN Women's Health NP Certificate options were deleted from the Graduate Program Spring 2009 due to inadequate need for the options.

Admission Cycle

The semester rolling admission process will be replaced beginning January 2010, when the MSN Program will admit students Fall semester only. All admission application materials for both the College of Graduate Studies (COGS) and the Graduate Nursing Program must be received by **March 15th** for admission consideration to the Fall cohort. Students who are admitted to the MSN FNP will be given a 9 semester program of study to include 3 summers. Applicants will be pooled for admission consideration. Interviews with individuals under consideration will be conducted prior to admission. *(Approved October 2009)*

Admission Criteria

1. Bachelor's degree in the proposed field of study (BSN) or its equivalent from a college accredited by the appropriate accrediting association.
2. Current Georgia RN license. Out-of-state students must obtain a Georgia RN license.
3. One year of clinical nursing experience prior to entering the NP clinical specialty courses.
4. Prerequisite undergraduate statistics course or a statistically oriented methodology course.
5. Pre-admission interview by nursing faculty.
6. Submission/completion of documentation which can all be accessed online at <http://www.georgiasouthernhealthscience.com/departments/school-of-nursing/graduate/graduate-program-info.html>
 - a. College of Graduate Studies application (on-line)
 - b. School of Nursing graduate application (on-line)
 - c. GSU Health Services form
 - d. Proof of current malpractice liability insurance
 - e. Proof of American Heart Association Level C (2 person-BLS) CPR certification
 - f. Three letters of recommendation
 - g. School of Nursing Student Health Appraisal forms

Specific Admission Policies

Must gain Regular or Provisional Degree-Seeking Status admission to the MSN program to be eligible to enroll in graduate nursing courses. Non-degree students are not permitted to enroll in graduate nursing courses with the exception of students formally admitted to the Post-MSN Certificate options.

Regular Admission: Minimum undergraduate GPA of 3.0 (on 4.0 scale) plus one option below:

1. Minimum Miller Analogy Test (MAT) of 44.
2. Minimum Verbal and Quantitative of 450 and minimum Writing Level of 4 on GRE taken after October 1, 2002.

Provisional Admission: Minimum undergraduate GPA of 2.7 (on 4.0 scale) plus one option below:

1. Minimum Miller Analogy Test (MAT) of 36.
2. Minimum Verbal and Quantitative of 400; Writing Level of 3 on GRE taken after October 1, 2002.

Admission for 2nd Master's Degree: GRE/MAT scores are not needed for admission to students applying for a 2nd Master's degree who have earned a minimum GPA of 3.0 (on a 4.0 scale) from the 1st Master's degree from an accredited program. *(Approved January 2009)*

Transfer from a MSN Program: GRE/MAT scores are not needed for admission for a transfer student who is currently enrolled in an accredited MSN program and has an earned GPA of 3.0 or above (on a 4.0 scale) for a minimum of 9 credits in nursing graduate level courses—only courses with a B or above can be considered for transfer. *(Approved January 2009)*

Progression Policy

A student admitted Non-Degree to the Post-MSN Certificate options must meet the same academic standards and regulations for progression and retention as a Degree-seeking student.

1. To progress within the graduate nursing program, a grade of "A" or "B" must be earned in all courses with the following exceptions:
 - A. A limit of one "C" may be earned in the Graduate Core* only (without need to repeat).
 - B. If a "C" is earned in an Advanced Practice or Specialty core course, the course must be repeated.
 - C. A student may petition one time to repeat a course in which a "C" is earned in the Advanced Practice or Specialty Core if space is available. A grade of "A" or "B" must be earned in the

- D. A third "C" earned in any course would prohibit continuation in the MSN program.
2. A grade of "D" or "F" in any graduate nursing course will result in the inability to continue course work in the graduate nursing program.
3. Students must also meet the School of Graduate Studies progression policies.
 - The MSN Curriculum structure is comprised of:
 - Graduate Core* (NURS 6131, 6140, 6811, 6812, 6133)
 - Advanced Practice Core* (NURS 5230/5210, 6134, 6135, 6136, 6220/6211)
 - Specialty Core* (all FNP, CHCNS courses)
 - (Approved 1/1/99, Revised 8/1/07, Spring 2009)*

RN-MSN Course Requirements. All students completing the RN-MSN curriculum complete the same graduate course work as a degree-seeking FNP or CHCNS. Selected graduate courses substitute for selected BSN course requirements depending on the specific curriculum chosen.

Comprehensive Examination Requirements. All students will meet requirements for comprehensive examination. Structure is determined by the Graduate Nursing Program Committee. Thesis defense meets comprehensive examination requirements.

Policy: Comprehensive Examination for MSN-Seeking Graduate Students

In order to graduate, all degree-seeking (MSN) students must successfully complete a comprehensive examination.

1. The comprehensive examination for students completing a thesis will be the formal defense of the thesis.
2. All other students will complete a comprehensive examination as outlined below.
3. Post-MSN certificate students are not required to complete the comprehensive examination.

The MSN comprehensive examination will be written. A Re-write examination will be required if the examination is not passed.

1. The Written examination will be taken during the Spring semester prior to completion of the program of study for FNP and CHCNS students.
2. The Written examination will consist of one section. The examination will be a take home exercise. Students will be provided the take home examination by e-mail with a return date of a minimum of 2 weeks by e-mail. Appropriate reference citations and detailed answers are the expectation for the examination.
3. If a Re-write examination is needed, it must be completed no later than 2 weeks prior to the last day of classes in the same semester the Written examination was taken.

Evaluation of Written Comprehensive Examination

1. Two or three nursing faculty who have Graduate Faculty Status approval by the College of Graduate Studies will be assigned by the Graduate Program Director (with approval by the Graduate Committee) to each student; these faculty will constitute the Reading Committee for the Comprehensive Examination. The chair of the Reading Committee will be appointed by the Graduate Committee.
2. The Reading Committee will evaluate the Written examination. The findings will be evaluated as either successful or unsuccessful. The Reading Committee Chair will communicate the results of the Written examination to the Graduate Program Director who will notify the student within 2 weeks of the submission deadline of the Written comprehensive examination.
3. If the Written examination is determined to be unsuccessful, the student will have the option to Re-write the examination (see below). No other details will given to the student prior to the Re-write.
4. The Reading Committee will sign the College of Graduate Studies Comprehensive Examination form and return it to the Graduate Program Director who will forward it appropriately.

Guidelines for Re-write of Comprehensive Examination

1. The Re-write examination format will be determined by the Graduate Committee.
2. The Re-write examination will be scheduled no later than 2 weeks prior to the last day of classes in the same semester as the Written examination.
3. A student who is not successful in the Re-write examination will be required to take additional course work as determined by the Graduate Committee in order to graduate.
(Revision approved Feb 2007)

Curriculum Requirements

Development of Program of Study

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

<i>Degree-Seeking</i>	FNP	CHCNS
Graduate Core	12 credits	12 credits
Advanced Practice Core	16 credits	13 credits
Specialty Core	20 credits	11 credits
Total Program Credits	48	36
Total Didactic Hours	585	435
Total Clinical Hours	810	630

<i>Post-MSN Certificate</i>	FNP	CHCNS
Graduate Core	As met	As met
Advanced Practice Core	13 credits or met	10credits or met
Specialty Core	20 credits	11credits
Total Program Credits	33	21
Minimum Clinical Hours	500	500

Program of Study

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

Curriculum

COURSE	COURSE TITLE <i>* use hybrid format (online & limited on-campus classes)</i>	CREDITS	CLINICAL HRS	POST-MSN CERTIFICATE
GRADUATE CORE				
NURS 6140	*Applied Theory and Research for APN	4-0-4		
NURS 6131	*Professional Roles and Issues	3-0-3		
NURS 6133	*Health Care Organizations and Policy for APN	3-0-3		
NURS 6811	*Research Practicum 1	1-0-1		
NURS 6812	*Research Practicum 1	1-0-1		
ADVANCED PRACTICE NURSING CORE				
NURS 6134	*Differential Diagnosis and Pathophysiology	3-0-3		or equivalency
NURS 6135	*Pharmacotherapeutics for APN	3-0-3		or equivalency
NURS 6136	*Family Health Promotion for APN [for NP only]	3-0-3		or equivalency
NURS 6220	*Epidemiology and Transcultural Issues for APN	2-0-2		
NURS 6211	*Epidemiology and Transcultural Issues Clinical	0-1-1	90	
NURS 5230G	*Lifespan Advanced Health Assessment for APN	3-0-3		or equivalency
NURS 5210G	*Lifespan Advanced Health Assessment Clinical	0-1-1	90	or equivalency
SPECIALTY CORE: Family Nurse Practitioner				
NURS 7231	Primary Care 1: Women	3-0-3		√
NURS 7224	Primary Care Clinical 1: Women's Health	0-2-2	180	√
NURS 7233	Primary Care 2: Pediatrics	3-0-3		√
NURS 7225	Primary Care Clinical 2: Pediatric Health	0-2-2	180	√
NURS 7243	Primary Care 3: Adult	4-0-4		√
NURS 7234	Primary Care Clinical 3: Adult Health	1-2-3	180	√
NURS 7730	Primary Care Capstone: FNP	2-1-3	90	√
Total Credit hours: 48; Didactic hours; 810 Clinical hours				33 cr Total
SPECIALTY CORE: Community Health Clinical Nurse Specialist				
NURS 7520	*Community Health 1	2-0-2		√
NURS 7511	*Community Health Clinical 1	0-1-1	90	√
NURS 7530	*Community Health 2	3-0-3		√
NURS 7521	*Community Health Clinical 2	0-2-2	180	√
NURS 7731	*CNS Capstone: Community Health	1-2-3	180	√
Total Credit hours: 36; Didactic hours; Clinical hours				21 cr Total

Options for all MSN Majors

NURS 7999	Thesis Nursing	3 credits (in place of NURS 6811 / 6812)
NURS 7890	Independent Study Nursing	1-3 credits
NURS 7090	Selected Topics in Nursing	1-3 credits

Foreign Language Requirement: None

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

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

1. FAMILY NURSE PRACTITIONER 48 credits

Year 1 FALL			SPRING			SUMMER		
Course	Credit	Clinical	Course	Credit	Clinical	Course	Credit	Clinical
NURS 6140	4-0-4		NURS 6131	3-0-3		NURS 6133	3-0-3	
NURS 6134	3-0-3		NURS 6135	3-0-3		NURS 6220	2-0-2	
						NURS 6211	0-1-1	90
Year 2 FALL			SPRING			SUMMER		
NURS 5230G	3-0-3		NURS 7231	3-0-3		Can be without courses or NURS 6220/6211 can be taken here.		
NURS 5210G	0-1-1	90	NURS 7224	0-2-2	180			
NURS 6811	0-1-1	90	NURS 6812	0-1-1	90			
Year 3 FALL			SPRING			SUMMER		
NURS 7233	3-0-3		NURS 7243	4-0-4		NURS 7730	2-1-3	90
NURS 7225	0-2-2	180	NURS 7234	0-2-2	180			
NURS 6136	3-0-3							

2 Year (if space available in clinical courses)

Year 1 FALL			SPRING			SUMMER		
Course	Credit	Clinical	Course	Credit	Clinical	Course	Credit	Clinical
NURS 6140	4-0-4		NURS 6131	3-0-3		NURS 6133	3-0-3	
NURS 6134	3-0-3		NURS 6135	3-0-3		NURS 6220	2-0-2	
NURS 5230G	3-0-3		NURS 7231	3-0-3		NURS 6211	0-1-1	90
NURS 5210G	0-1-1	90	NURS 7224	0-2-2	180			
			NURS 6811	0-1-1	90			
Year 2 FALL			SPRING			SUMMER		
NURS 7233	3-0-3		NURS 7243	4-0-4		NURS 7730	2-1-3	90
NURS 7225	0-2-2	180	NURS 7234	0-2-2	180			
NURS 6136	3-0-3							
NURS 6812	0-1-1	90						

1a. Post -MSN Family Nurse Practitioner Certificate

33 credits

Must complete Specialty core of 20 credits; and must complete Advanced Practice core of 13 credits or have equivalent in MSN program.

Sequencing could begin in Spring with all prerequisites met

Year 1 FALL			SPRING			SUMMER		
Course	Credit	Clinical	Course	Credit	Clinical	Course	Credit	Clinical
			NURS 7231	3-0-3				
			NURS 7224	0-2-2	180			
Year 2 FALL			SPRING			SUMMER		
NURS 7233	3-0-3		NURS 7243	4-0-4		NURS 7730	2-1-3	90
NURS 7225	0-2-2	180	NURS 7234	0-2-2	180			
NURS 6136	3-0-3							

2. COMMUNITY HEALTH CLINICAL NURSE SPECIALIST 36 credits

Note: This option is on hold after Summer 2010 for possible revision.

Year 1 FALL			SPRING			SUMMER		
Course	Credit	Clinical	Course	Credit	Clinical	Course	Credit	Clinical
NURS 6140	4-0-4		NURS 6131	3-0-3		NURS 6133	3-0-3	
NURS 6134	3-0-3		NURS 6135	3-0-3		NURS 6220	2-0-2	
NURS 5230G	3-0-3		NURS 6811	0-1-1	90	NURS 6211	0-1-1	90
NURS 5210G	0-1-1	90						
Year 2 FALL			SPRING			SUMMER		
NURS 7520	2-0-2		NURS 7530	3-0-3		NURS 7731	1-2-3	180
NURS 7511	0-1-1	90	NURS 7521	0-2-2	180			
NURS 6812	0-1-1	90						

2a. Post -MSN Community Health Clinical Nurse Specialist Certificate 21 credits

Note: This option is on hold after Summer 2010 for possible revision.

Must complete Specialty core of 11 credits; and must complete Advanced Practice core of 13 credits or have equivalent in MSN program.

Year 1 FALL			SPRING			SUMMER		
Course	Credit	Clinical	Course	Credit	Clinical	Course	Credit	Clinical
NURS 7520	2-0-2		NURS 7530	3-0-3		NURS 7731	1-2-3	180
NURS 7511	0-1-1	90	NURS 7521	0-2-2	180			
NURS 6812	0-1-1	90						

GRADUATE PROGRAM POLICIES

The SON Nursing Graduate Student Handbook provides information regarding policies for all students in the graduate nursing programs. Policies specific to either the MSN or DNP are indicated as (MSN) or (DNP). Additional sources of information related to student policies are published on the GSU website at (www.georgiasouthern.edu, in the Georgia Southern University Catalog, the Georgia Southern University Student Conduct Code, and the Georgia Southern University Student Handbook. **Students are expected to be familiar with these policies and procedures.** Policies specific to the School of Nursing are included here. Course specific policies may be found in the individual course syllabi.

Academic Dishonesty

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

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

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

Plagiarism Statement

What is plagiarism?

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

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

What is so wrong with plagiarism?

Plagiarism is considered dishonest because the author is basically taking an idea from someone else and claiming that idea as their own. This constitutes stealing. When an instructor reads a student’s paper, that instructor ASSUMES that every idea that is conveyed in that paper was originated in the mind of the student UNLESS that idea is followed by a citation or it is general

The act of plagiarism is not only an affront against the instructor, but also fellow students and the university as a whole (Student Conduct Code). To fellow students, plagiarism insults the intelligence and integrity of those who worked hard to create and develop ideas that were conveyed in their paper. To the university, plagiarism insults the academic process and the underlying values of scholarship. The point of education is to think, learn, discover “truths.” If one simply copies the work of another, he or she is not doing any thinking, learning, or discovering at all. Rather it would seem that the outcome of a good grade has become more important than the process of learning. A student is NOT in college to earn good grades, but rather to learn!

What is the penalty for plagiarism?

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

Remember- it is better to be safe than sorry. If there is any question in your mind as to whether or not you should cite a source, then it should probably be cited. (*Approved 1/20/95*)

Academic Portfolio

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

Accident/Injury

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

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

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

possible post-exposure. The student must be cleared by a physician or health care provider prior to return to clinical. Students who sustain other accidents/injuries while in the classroom or clinical setting should be referred to their private physician or health care provider, Georgia Southern University Student Health Services, or the local emergency facility (please refer to Appendix A for copy of forms). *(Approved 1/1996)*

Attendance (MSN)

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

1. Class attendance and on-line participation is expected. Absences may cause the student to be unable to meet course objectives and can thereby affect grades. The expectation of the faculty is that no more than 1 on-campus class or on-line activity can be missed in cases of emergency.
2. Due to extreme circumstances, when unable to meet the assigned learning activities due date, the student must make arrangements for makeup date with the instructor in advance of class, otherwise, the grade can be affected by one letter grade.
3. Students must assume the responsibility for class preparation by reading assigned materials and completing any pre-class assignments. The faculty will assume that you are familiar with the material to be covered.
4. It is expected that all exams be taken at the scheduled time. In extreme cases, an exam may be made up at a designated time set up by the faculty if arrangements are made prior to absence or absence is due to a major unforeseen circumstance.

Attendance Verification and Hold Seat Policy

Faculty will provide a copy of the Attendance Verification printouts to Graduate Nursing Office immediately upon submission to WINGS each semester. Graduate Nursing Office will compare attendance verification to student Program of Study to verify progression in the program. Graduate Nursing Office will contact students with progression interruptions. Students must inform Graduate Nursing Office of any changes in Program of Study plans by the first day of classes or progression in the program can be jeopardized. Students provided a "Waiver for First Class Attendance" by Registrar's Office MUST talk with the course faculty member within 48 hours after the first scheduled class in order to meet course expectations and requirements. If contact is not made student may be in jeopardy of being dropped from the course. *(Approved Fall 2007)*

Capstone in Progress (MSN)

If students do not complete the Capstone course in time an IP may be given for reasonable circumstances and the transcript will indicate a Summer completion date if IP removed within a reasonable time period. If a student needs an additional NURS 7890 Independent Study to complete work then graduation will be delayed until the end of the Fall semester.

Change in Health Status Policy

Students who enter the nursing program are expected to complete all assigned academic and clinical activities. If a student develops a change in health status (including, but not limited to pregnancy and illness) that requires restrictions on his/her academic or clinical activities, the student must notify the Program Director. The student must notify the course faculty and provide the Program Director with written confirmation of the restrictions from the health care provider. The restrictions must include the duration and the specific restrictions. If the restrictions affect the ability of the student to meet program or course outcomes, the Program Director, in consultation with the appropriate faculty, will determine whether to assign a grade of "incomplete" or to support an administrative withdrawal. A release form from the health

Clinical Background Check

Some clinical agencies may require criminal background checks and/or drug testing and may condition acceptance into clinical facility based on results of those tests. Students who do not pass the criminal background check or drug test may be unable to attend clinical and, therefore, unable to complete the involved clinical course. *(Approved 1/31/2000)*

Clinical Course Policy for FNP Primary Care Courses

As of Spring 2008, PCC1 (Women's Health), PCC2 (Pediatrics) and PCC3 (Adult Health) require 180 hours of clinical experiences per semester. A minimum of 175 hours must be completed providing care to patients in a clinical setting, reviewing x-rays with a radiologist, reading EKGs with a cardiologist, performing fundoscopic exams with an ophthalmologist, performing diagnostic tests with a laboratory technician, or in specialty clinics approved by course faculty. Up to 5 hours may be earned in continuing education credits (e.g., conference, on-line) with copy of CE certificate turned in to faculty or documentation of attendance at nurse practitioner professional meetings.

Clinical Equipment (MSN)

As of Spring 2006 a stethoscope is required. Since you will be using this equipment throughout your nursing program and during your career, we recommend you purchase good quality. The stethoscope you purchase must have a diaphragm and a bell. Stethoscopes with shorter tubing have better quality of sound. A watch with a second hand is required and must be worn during all clinical experiences. GSU SON name tags must be worn while in the clinical agencies.

Clinical Hours between Semesters (MSN)

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

CNS Clinical Hours Support (MSN)

Graduates completing our previous RHCNS degree with the 360 clinical hours will need to do extra hours to meet the minimum of 500 hrs to sit the ANCC examination. The Graduate Committee decided that we will work with anyone who desires to sit the exam who did not earn the minimum hours.

Compliance Policy Update

Students will be locked out of GeorgiaVIEW courses when the policy for compliance materials is not met. *(Approved 2008)*

Continuance Materials

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

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

- **Visualization of Professional RN License**

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

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

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

1. The completed health history form and a physical examination by a physician, nurse practitioner, or physician's assistant that includes hemoglobin, hematocrit and urinalysis completed for admission is kept on file in the MSN office. The information on the annual health history form must be updated as the dates of currency expire (See Appendix A for Annual Health History form). Any condition that is deemed by the faculty to jeopardize the quality of nursing care or the safety of clients will be discussed with the student by the Program Director and appropriate action will be taken. Key problems will be identified and appropriate faculty notified.
2. A negative tuberculin skin test (PPD) or a negative chest x-ray (if the PPD is positive). Evidence of PPD must be dated, contain identifying information on the agency administering the test, and signature of a health official. Evidence of a negative tuberculin skin test must be provided annually (See Appendix A for Annual Health History form).
3. Immunity to measles and rubella must be on file.
4. Hepatitis B immunization or positive antibody titer must be on file.
*Immunity may be demonstrated by:
Rubella: A positive antibody titer. Evidence of a follow-up dose of rubella vaccine if titer is negative.
Measles: Compliance with University admissions requirements including 2 doses of vaccine if born after 1957, one at 12 months of age or later and a second dose at least 30 days after the first.
Hepatitis B: Evidence of a positive antibody titer, or a completed series of three injections of vaccine, or a signed refusal form or waiver form.
5. Current CPR certification (American Heart Association, Level C is required for CPR recertification) must be in effect through the last day of clinical for the semester enrolled. A photocopy of the card showing date, month, and year of expiration is kept on file. Students will not be permitted to earn clinical hours if CPR certification is expired. It is the student's responsibility to maintain currency and bring any change in expiration date to the attention of the Graduate Nursing Program office.
6. Current professional liability insurance must be in effect through the last day of clinical for the semester enrolled. A photocopy of the front page policy sheet showing the dates of coverage and the coverage amount is kept on file. Students will not be permitted to earn clinical hours if liability coverage is expired. It is the student's responsibility to maintain currency and bring any change in expiration date to the attention of the Graduate Office. Graduate students are required to purchase professional liability insurance. Coverage of 1 million/3 million is required by some clinical agencies.

to maintain currency and provide proof of a new license to the Graduate Nursing Program office. Currency will be verified at the beginning of each clinical course per direction from the Georgia Board of Nursing.

8. Signed copies of the following required forms are kept in file in Graduate Office.

a) Student Applied Learning Experience Agreement (MSN)*

b) Authorization for Release of Records and Information (MSN)*

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

Hepatitis B Declaration Form

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

Copyright

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

Dress Code

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

Editors and Statisticians Use (DNP)

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

FIRE:

Sound alarm (alarms are adjacent to exit doors).

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

Exit building via the nearest exit.

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

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

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

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

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

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

Evacuation for IN-SESSION CLASSES:

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

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

Epidemiology for DNP Admission (DNP)

While we would prefer that students try to take our Epidemiology course [NURS 6211 & 6220] in the summer, we understand that the requirement for on-campus attendance may be a barrier for some DNP applicants, and thus we would consider accepting the on-line CDC Epidemiology 1100 on-line course for

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

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

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

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

circumstances.

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

(Approved: 4/12/96; Amended: 1/10/05 Learning Resources Committee)

Health Insurance

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

Late Assignments

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

PDA Responsibility (MSN)

As of Summer 2008 the SON will no longer provide a PDA with software. Students may have a PDA on loan to add software of their own. Students will be given USB cords to maintain PDAs. PDAs must be signed out and then returned at the end of the program. *(Approved Summer 2008)*

Professional Conduct

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

Professional Standards

Strict adherence to the American Nurses Association Standards of Clinical Practice and Code for Nurses is required of all nursing students. Additionally, nursing students who are Registered Nurses are held accountable to the Georgia Nurse Practice Act for Registered Nurses (http://www.sos.state.ga.us/ebd_RN). Failure to comply with these Professional Standards will result in review and action by the School of Nursing faculty and could result in the student's dismissal from the nursing program.

(Approved Graduate Committee 10/2000; General Faculty 11/2000)

References/Recommendation

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

Health information may be released to clinical agencies upon request, when deemed necessary by the agency, with the signed permission of the student. (Revised: 8/98)

Scholarships and Financial Assistance

Information on Scholarships is available on the SON Website.

Other Financial Assistance Available

1. **National Health Service Corps**
Information on Scholarships and Loan Repayment opportunities for nurse practitioner students can be obtained by contacting 1-800-221-9393 or www.bphc.hrsa.gov/nhsc/
2. **Federal Traineeship Awards**
Each year that a Federal Traineeship Grant is awarded to the Graduate Program, applications for the following year are sent to all admitted Graduate Students during Spring semester. Coordinator-Graduate program Director.

Standard Precautions

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

Student Concerns with Faculty

It is the expectation that graduate students will be assertive in meeting their learning needs. A student who perceives a problem or concern with a course faculty member is expected to contact that faculty member first to discuss and attempt resolution of the perceived problem. If no resolution is forthcoming, then the lead faculty and the graduate program director will be contacted in that order. (Approved Spring 2008)

Student E-mail Account for Communication

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

Student Records

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

Admission application, references, transcripts, Registrar's Office evaluation of records, grade slips,

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

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

Substance Abuse by Nursing Students

The University policies on alcoholic beverages and drugs are described in the Student Conduct Code which state in part, "The possession or use of drugs (without a valid medical prescription) controlled by the Federal Government is prohibited". In accordance with these policies, the School of Nursing has adopted the following policy for nursing students in the clinical setting.

1. If a student reports to clinical under the influence of drugs/alcohol, he/she will not be allowed to remain in the clinical setting that day and the matter will be referred to the School Chair for further evaluation. If the student insists he/she is not impaired, he/she has the option of having a drug/alcohol screen done at his/her expense.
2. The clinical instructor and School Chair will tell the student when the student can return to clinical, if the student has been asked to leave the clinical setting due to being under the influence of drugs/alcohol.
3. If deemed necessary by the School Chair and the clinical instructor, the student will be referred to a certified addiction counselor for evaluation. Further action will depend on the recommendation of the counselor.
4. If the addiction counselor feels treatment is necessary, the student may have the option of returning to the nursing program upon completion of treatment. A drug/alcohol screening must be performed with negative results within one week of returning to clinical.
5. If the student does not comply with the above recommendations, he/she will be referred to the School Chair for further action.
6. The student will need to attend an after-care program. The student needs to provide the School of Nursing with documentation of attendance.

Detailed documentation of the incident(s) need to be written by the clinical instructor and signed by the student, indicating it has been read by the student. The documentation(s) will be placed in the student's folder. (*Approved: 4/12/96*)

Syllabus Addendum

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

Testing Policy

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

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

(Approved 12-3-07)

Travel

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

ADDITIONAL INFORMATION

College of Graduate Studies

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

Graduation Fee

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

MSN School Pin

Graduates may purchase a school pin which denotes "MSN" at the top. Nurse Practitioner graduates may purchase a pin which also denotes "Nurse Practitioner" at the bottom. These pins will cost between \$50-\$150, depending on the gold content. Pins can be ordered through the Graduate Nursing Office.

National Certification Examination

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

Professional License to Practice as Nurse Practitioner in Georgia

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

GRADUATE NURSING STUDENT ACTIVITIES AND PROFESSIONAL ORGANIZATIONS

Outstanding Graduate Nursing Award

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

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

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

Nursing Student Representation on School Committees

Purpose:

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

Student Representative Positions

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

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

Responsibilities:

Students elected to serve as representatives to the School of Nursing committees serve in an advisory capacity to the committee. Representatives do not hold voting privileges on committees. Representatives

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

Terms of Appointment:

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

Professional Organizations

SON: Sigma Theta Tau Mu Kappa Chapter

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

State: Georgia Nurses' Association

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

United Advanced Practice Registered Nurse (UAPRN)

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

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

The UAPRN website is <http://www.uaprn.org/>

UAPRN is a group member of AANP.

National: American Academy of Nurse Practitioners (AANP) and American College of Nurse Practitioners (ACNP)

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

APPENDICES: Forms Used by Graduate Students

1. Student Accident/Injury Report
2. Recommendations for Follow-up of Student Accident/Injury
3. Annual Graduate Program Health Renewal
4. Research Practicum 1 & 2 (NURS 6811 & 6812) and Thesis (NURS 7999) Information
5. Faculty Agreement for Participation in Thesis
6. Thesis Defense Abstract Announcement: Example
7. Student/Faculty Contractual Agreement for Testing
8. Testing: Student/Faculty Contractual Agreement (MSN)

Student Accident/Injury Report

Student _____ Eagle ID _____ Date/Time of Injury _____

Student Address _____ City _____ State ____ Zip _____

Course _____ Instructor _____ Date Reported _____

Exact location of accident _____ Agency/Facility _____

Student's description of accident/injury:

Signature of Student _____ Date _____

Instructor's summary of accident/injury and follow-up:

Signature of Instructor _____ Date _____

Directions: Attach Form for Recommendations for Follow-up of Student Accident/Injury.

Recommendations for Follow-up of Student Accident/Injury

Name and Address of Physician or Agency providing follow-up care

FOLLOW-UP for Exposure to Blood and Body Fluids

Student exposed to blood and body fluids is referred to Student Health Services, private physician or other licensed health care provider, or health school for status assessment, testing, and counseling.

Student is informed of:

- potential risk of HIV or HBV transmission
- test results from source individual (if tested)
- any medical condition(s) resulting from the accident/injury which may require further evaluation or treatment
- medical information is to be considered strictly confidential
- need for blood testing and immunization therapy
- advice to report any illness which occurs in the follow-up period
- to refrain from donating blood or organs during follow-up
- to abstain from/or use protective measures during sexual activities
- (if female) not to breast-feed
- to keep all follow-up medical appointments

FOLLOW-UP of Exposure to Tuberculosis or other Airborne Pathogens

Student exposed to tuberculosis or other airborne pathogens is referred to private physician, health department, or other licensed health care provider for status assessment, testing, and counseling.

Student is informed of:

- potential post-exposure Activities:
- base line PPD status
- post-exposure PPD if negative history
- prophylactic chest X-ray
- prophylactic drug therapy
- to keep all follow-up medical appointments
- requirements for Medical Clearance prior to return to clinical setting

FOLLOW-UP of Other Accidents/Injuries

Student involved in injury is referred to Student Health Services, private physician or other licensed health care provider, or local emergency facility for status assessment, testing, and counseling.

Student is informed of:

- any medical condition(s) resulting from the incident which may require further evaluation or treatment
- medical information is to be considered strictly confidential
- to keep all follow-up medical appointments
- requirements for Medical Clearance prior to return to clinical setting
- Other (specify):

Signature of Instructor

Date

Annual Graduate Nursing Program Health Renewal Form

It is the individual student's responsibility to keep the following information up to date in the Graduate Nursing Program office. Students will not be permitted to complete clinical hours if a lapse in any of the following occurs in the student file in the Graduate Nursing Program office.

Student Name _____ Date of Birth _____ Eagle ID _____

School of Nursing Clinical Course Requirements:

1. **Tuberculin Skin Test (PPD)** Date: _____ Result: _____

Chest x-ray, required if PPD if positive* Date: _____ Result _____

*Attach summary from health care provider regarding follow-up of any positive PPD.

Print or type name and address of health care provider completing PPD or chest x-ray results.

Name _____ Title _____

Address _____ City _____ State _____ Zip _____

(_____) _____
Phone Number

PPD or x-ray status reported above is certified by:

Signature of Health Care Provider _____ Date Signed _____

Faculty Review Signature _____ Date Signed _____

NURS 6811 & 6812: Research Practicum I & II

In order to meet the requirements for the major, the student must complete Research Practicum I & II (NURS 6811 & 6812 for 2 credits total) or complete a thesis (3 credits). The research practicum experience will begin in NURS 6811 and will be completed in NURS 6812. The student will work on a group project under the direction of a faculty member.

Thesis

The student electing to complete a thesis is not required to complete NURS 6811 or 6812. The decision to complete a thesis MUST be made prior to the semester in the POS when NURS 6811 is planned.

Research Practicum Scholarly Paper Guidelines

The School of Nursing uses the latest edition of APA style for formal papers and thesis. An APA text should be purchased during the program.

Post-MSN Certificate Student

The Post-MSN certificate student is not required to complete NURS 6811 and 6812 or a thesis.

Thesis Information: NURS 7999***Consider Thesis Early in Program!***

Completion of a thesis is an option in any graduate major (FNP, WHNP, CHCNS) within the School of Nursing, but is not required for graduation. The decision to complete a thesis must be made early in the program of study. A student interested in completion of a thesis is encouraged to discuss this desire with the MSN Director or faculty who will provide direction as to the necessary steps to be taken in order to avoid complications in the Registration process for thesis hours.

Selection of Faculty to Direct the Thesis (NURS 7999)

The thesis committee must be in accord with the College of Graduate Studies policy. Thesis committees are composed of a minimum of 3 faculty members holding Graduate Faculty status and who have earned Doctoral degrees. Any exceptions must be requested in writing to the Graduate School through the MSN Program Director.

The student is responsible for approaching a faculty member to identify if the individual is interested in chairing a thesis committee. The chair can provide guidance to the student in the selection of the remaining 2 committee members.

Thesis Procedures/Written Guidelines

The student MUST follow the School of Nursing and College of Graduate Studies requirements for thesis. See ETD at <http://cogs.georgiasouthern.edu/currentstudents.html>. The NURS 7999 Thesis Syllabus will provide added direction. The syllabus for NURS 7999 is available from the Graduate Nursing office—it is available in pdf format upon request.

Registration for Thesis Hours

The plans for thesis MUST be in the student's MSN Program of Study filed in the Graduate Nursing

Instead of Research Practicum I-NURS 6811 (1 credit) & Research Practicum II -NURS 6812 (1 credit). To complete the thesis hours, a minimum of 1 additional thesis hour will be required to complete the minimum of 3 thesis hours credits. Registration for thesis hours will follow the student's personal POS filed in the Graduate Nursing Program office. Planning for the dispersement of thesis credits throughout the MSN program of study should be completed in conjunction with the student curriculum advisor or Graduate Program Director..

Chair/Committee Selection Form

The student will provide the thesis chair a copy of the **Faculty Agreement for Participation in Thesis** form found in this Appendix. The form will be processed as directed.

Abstract for Thesis Defense

An abstract is to be submitted to the MSN Secretary at least 2 weeks prior to the date of the thesis defense. The abstract will be e-mailed to students and faculty with an invitation to attend.

Defense of Thesis

The formal defense of the thesis replaces the Comprehensive Examination requirement for graduation. The defense is open to students, faculty, staff, and friends and family of the defending student.

Deadlines

Refer to the College of Graduate Studies website at <http://cogs.georgiasouthern.edu/currentstudents.html> for the Electronic Theses Dissertation (ETD) information and for thesis defense deadlines and time lines for submission of materials and thesis approval by College of Graduate Studies.

Faculty Agreement for Participation in Thesis in Graduate Program

- 1. For details related to the committee selection process for the Thesis (NURS 7999) see the MSN Student Handbook Appendices.
- 2. Check COGS website for thesis requirements and required forms to be submitted.

Directions:

- **Student** –Have committee chair/members complete this form.
- **Committee Chair**–Send completed form to Graduate Nursing Program Director who will forward to SON Chair for signature.
- **SON Chair**- Sign and return form to Graduate Nursing Program Director.
- **Graduate Program Secretary**- Place form in graduate student's file.
- **COGS**-Forms may need to be filed with COGS; Student is to check COGS website.

Student Name _____ **Date** _____

Brief Title of Research Practicum Focus or Thesis:

The student/committee propose the following placement of the 3 thesis credits in the POS:
Fall 20__ () credit Spring 20__ () credit Summer 20__ () credit

Committee Chair Signature _____

Committee Member(s) Signatures _____

Approved by _____ **Date** _____
SON Chair

The student's file has been reviewed by the Graduate Program Director to ascertain that POS reflects appropriate inclusion of the thesis credits.

Signature _____ **Date** _____
Graduate Director

**Georgia Southern University
School of Nursing
is proud to present...**

Student name

A Candidate for the Master of Science in
Nursing, Family Nurse Practitioner Major

Thesis Defense

Date Time
Location

Title: Community Health Care Needs Assessment of Clarendon County, South Carolina

Abstract: A community health needs assessment of Clarendon county was conducted using a convenience sample. Surveys of local health care providers and local citizens were utilized to explore currently available, health care resources that the health care concerns of Clarendon citizens align closely with the leading causes of death in the area and are similar to those of other rural communities plagued by inadequate health care and high rates of poverty.

The primary areas of need identified were educational and rehabilitation services related to the chronic conditions of cardiovascular disease, and drug and alcohol abuse. Inadequacies in education and services related to family planning, nutrition, home health, and day care were also identified.

Rural citizens want and deserve access to preventive health care that allows for the maintenance of appropriate levels of wellness within the community. As the nation seeks to meet the health care objectives set forth in Healthy Communities 2000, providers are called upon to combine their efforts to provide accessible and effective continuity of care.

_____ is a Savannah native and received her BSN degree from Armstrong State College in Savannah in 1993. She has been employed as a surgical nurse at Memorial Medical Center and is currently employed at Candler Hospital as a pulmonary specialist. Her achievements and honors include participating in Emory University’s Savannah Lung Clinic, induction into Sigma Theta Tau, 1992, the Dean’s List (1991, 1992, & 1993), undergraduate and graduate class officer, and scholarship recipient for her unpublished work entitled “The Role of Advanced Practice Nurses in Health Care Reform” in 1996 from the Georgia Hospital Association.

- Committee Members:
- (FACULTY NAME), Credentials
Associate Professor and Thesis Chair (Example)
 - (FACULTY NAME), Credentials
Assistant Professor (Example)

**Student/Faculty Contractual Agreement
for Testing**

Course Number and Title: _____

Semester and Year: _____

Instructor: _____

Student: _____

I have been informed of the testing policies and the consequences for commission of academic dishonesty in this course. I understand that all tests in this course, whether on-campus or off-campus, are to be taken without the use of assistance such as notes, textbooks, calculators, internet sources, PDA's, cell phones, other persons, etc. unless otherwise directed by faculty in writing. I understand that exams may not be printed, copied or photographed. If I am found to be cheating on a test, I understand that a grade of zero will be given on the test without the opportunity of a make-up assignment. I understand that a grade of zero on the test without the opportunity of a make-up assignment or a grade of "F" for the course may be entered at the discretion of the professor. I understand that course failure in the graduate program will result in my dismissal from the program. I understand that students who are found to be cheating will be reported to Judicial Affairs per GSU Academic Dishonesty policy. Written work is to be in the student's own words. Plagiarism will be adjudicated per GSU policy.

Faculty Signature:

Student Signature:

Approved: Graduate Committee- Dec 2007