



School of Nursing

Undergraduate Nursing Student Handbook

For Junior and Senior Students admitted to the Nursing Program

2017-2018

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Welcome to the Nursing Major

Welcome to Georgia College & State University, the College of Health Sciences, and the School of Nursing. Here tomorrow's nurses are educated as if lives depended on it! Students are uniquely prepared for nursing at GCSU through liberal arts integration in the curriculum leading to students' understanding of clients as holistic individuals who are unique, unprecedented, and unrepeatable.

As a student of nursing you will be challenged to acquire the scientific knowledge base and critical thinking skills of the discipline of nursing, internalize the behaviors of a professional nurse, develop technical and decision-making skills, incorporate ethics into your practice, and develop awareness of your own and others' value systems as a context for professionalism. This will require hard work and commitment on your part but it will be a remarkable experience you will treasure for a lifetime, resulting in a career that will give you an endless sense of having made a difference in the world.

This will be an incredible journey. We are excited that you have chosen GCSU for that journey and we, the faculty, will do everything we can to support your success as we take the journey alongside you.

~ The Nursing Faculty~

Purpose of the Undergraduate Nursing Student Handbook

This handbook, prepared for undergraduate students admitted to the nursing program, provides specific information about nursing that supplements – but does not replace – the University's Undergraduate Catalog. You are expected to read this handbook, abide by the policies, and be directed by its many features to help you be successful in the nursing major. You are asked to sign the statement in the back of this handbook, acknowledging you have read and understand it, and submit that page to become a part of your permanent record in the School.

Georgia Board of Nursing Approval and ACEN Accreditation

The School of Nursing is fully approved by the Georgia Board of Nursing. This means that the educational program has been approved as one that prepares students for the NCLEX-RN --- the national licensure examination that, when passed, enables the graduate to receive a license as a registered nurse and sign R.N. in the clinical setting.

237 Coliseum Drive
Macon, Georgia 31217
478-207-2440

The baccalaureate degree program in nursing at Georgia College & State University is accredited by the Commission on Collegiate Nursing Education ,655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

404.975.5000
 F. 404.975.5020
www.acenursing.org .

ACEN distinguishes the program as one of quality.

Basic Access Information
 College of Health Sciences
 Milledgeville Campus – (478) 445-1076
 231 W. Hancock St.
 CBX 063
 Milledgeville, GA 31061

Dean, College of Health Sciences: Dr. Sandra K. Gangstead - Office located at 131 Parks Memorial ; Telephone (478) 445- 4092 - Administrative Assistant: Mrs. Kristie Meeks (478) 445- 4092	Associate Dean, College of Health Sciences Vacant
Director, School of Nursing Dr. Deborah MacMillan - Office located at 235 Parks Memorial Building; Telephone (478) 445-1795 - Administrative Assistant to the Director: Mrs. Tracy Fathi (478) 445-5122	Assistant Director, School of Nursing, Undergraduate Programs Dr. Debbie Greene - Office located at 235 Parks Memorial Building - Telephone 478 445-5152

University Office Hours

Georgia College & State University offices Monday – Friday 8:00 a.m. – 5:00 p.m.

Library/Instructional Technology Center Link

[Library and Instructional Technology Center](#)

As a nursing student, where do I find....?

Progression/Graduation Requirements	University Catalog
Specific information about nursing	Undergraduate Nursing Student Handbook
Announcements, memos, policy updates	Official Bulletin Board, 2 nd floor Parks Memorial, Bobcats email, Faculty Advisor/Mentor
Course materials, information, announcements, personal grades & communications	Desire 2 Learn, Course Faculty
Library and Instructional Technology	Library and Instructional Technology Center

Ways to communicate concerns or problems	Faculty; Elected Student Representatives
Graduation Information, Registrar & Academic Advisor	Registrar link & Degreeworks; Assigned Advisor

Mission & Vision

Mission

In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values.

Vision

The Georgia College School of Nursing aspires to be recognized as a national leader in nursing education. Georgia College nurses will serve at the forefront of the changing healthcare delivery system.

Philosophy

Georgia College's School of Nursing builds the philosophy by defining the basic concepts that comprise the discipline and science of nursing. These concepts are health, nursing, environment, education, and person.

Health

Health is the dynamic integration of the physical, psychological, spiritual, cognitive, and socio-cultural well-being of individuals, families, groups, and communities. The meaning of health varies between individuals and cultures, and is universally accepted as more than being free of disease or infirmity.

Nursing

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response to actual or potential health problems for health promotion, disease prevention, and advocacy in the care of individuals, families, communities, and populations.
(Nursing's Social Policy Statement, Second Edition, 2003, p. 6 & Nursing: Scope and Standards of Practice, 2004, p. 7)

Environment

The environment is the accumulation of physical, physiological, social, cultural, spiritual, economic, and political conditions that interact with and influence the human experience. The interaction is constant and the environment can be altered to influence health outcomes.

Education

Nursing education is an active process where the student develops and masters clinical reasoning, professional nursing skills and values that enable graduates to thrive in a health information intensive environment. The minimal level of education for entry to professional nursing practice occurs at the baccalaureate level and mastery occurs through graduate education and life-long learning.

- Clinical reasoning is a cognitive process of thinking where data is reviewed and analyzed to improve health outcomes.
- Professional nursing skills are developed through integration of theoretical knowledge and guided clinical practice.
- Professional nursing values are the consistent demonstration of altruism, autonomy, human dignity, integrity, and social justice.

Person

Person is a complex, unique, holistic individual with inherent worth and dignity. The meanings a person attaches to life experiences are influenced by the environment, developmental level, group membership, culture, and ethnicity. The person has the power to identify their own life choices.

Conceptual Definitions for the Organizing Framework

The organizing framework provides faculty and students with a way of conceptualizing and organizing knowledge, skills, values, and beliefs (Billings & Halstead, 2009). This framework facilitates the creation of courses and the organization of the courses into a cohesive curriculum that enables students to achieve the desired learning outcomes.

In 1860 Florence Nightingale first published "*Notes on Nursing*" in the United States (Nightingale, 2008). From her writings, the concepts of person, environment, nursing, and health have been drawn. These concepts are still considered to be the cornerstones of many nursing theoretical models (Billings & Halstead, 2009). The following statements are Georgia College's own unique perspectives related to these concepts as they are reflected in our curriculum.

Person: The person is conceptualized holistically as a system, whether individual, family, group, or community. Viewing persons in a holistic manner involves appreciation of the biological, psychological, sociocultural, spiritual, and developmental dimensions that make the person unique, unprecedented, and unrepeatable.

Environment/Society: The curriculum reflects concepts revealing an interaction between persons and their environment, which has the potential to impact their health. An evolving care

system has developed within the context of the socioeconomic, political, and global environment. The system constantly changes in an attempt to meet the health needs of the populations. Nursing demands a professional who is able to serve as client advocate or change agent to assure that clients have access to quality care that is satisfying and cost effective.

Nursing: The curriculum reflects selected concepts and processes to construct the meaning of professional nursing practice. At the undergraduate level, nursing is conceptualized as a profession that involves practice as a generalist while the graduate program prepares the professional nurse for practice within a prescribed nursing specialty.

The Bachelor of Science in Nursing (BSN) graduate is prepared for beginning roles caring for individual clients throughout the lifespan in a variety of settings, and for families, groups, and communities as clients and to assume a beginning leadership role in nursing. The Master of Science in Nursing (MSN) program builds on the generalist foundation of the baccalaureate nurse and extends the breadth, depth, and scope of nursing education to inform practice. MSN graduates and students completing postmaster's programs are prepared to assume leadership roles as family nurse practitioners. The Doctor of Nursing Practice (DNP) program prepares nurse leaders for evidence-based practice in both direct patient care and executive roles. This requires competence in translating research into practice, evaluating evidence, applying research in decision-making, and implementing viable clinical and organizational innovations to change practice.

Health: In order to understand health as a dynamic multidimensional state, the curriculum explores selected concepts: holistic health, outcomes management, and global health. Holistic health as a human value occurs within the text of a diverse interconnected individual, family, group, and community. Holistic health encompasses health promotion, maintenance, and restoration, achievable through collaborative communication, empowerment, advocacy, and access to health care. The outcomes from the delivery of health care are managed to improve the quality of life and reach the maximal potential of the individual, family, and community. Global health incorporates a worldview in which humankind is interconnected and cultural diversity is appreciated.

Developed 11/ 20/1995; Revisited 11/30//95; 4/2003; reaffirmed 11/2009; 5/26/2011

Program Concepts

The curriculum for undergraduate and graduate programs is designed around **ten nursing-practice concepts:** 1) communication, 2) evidence-based practice, 3) leadership, 4) ethics, 5) cultural diversity, 6) health promotion & disease prevention, 7) advocacy, 8) collaboration, 9) information science/informatics, and 10) professional role. As noted earlier, the graduate program builds upon the undergraduate program.

Program Concept Definitions

Communication is a two-way process of sending and receiving meaningful information that goes beyond the simple transfer of information to the establishment of a relationship between people (Blais & Hayes, 2011).

Evidence-based practice is a the conscientious, explicit, and judicious use of current best evidence applied to improve the quality of clinical judgment in making decisions about the care of individuals moderated by patient circumstances and preferences (Blais & Hayes, 2011; Sackett, Rosenberg, Gray, Haynes, & Richardson, 1996).

Leadership shapes and shares a vision, by inspiring, enlivening, and engaging others to participate in building consensus for goal achievement (Blais & Hayes, 2011; Kelly, 2008).

Ethics is a branch of philosophy that provides an integral part of the foundation of nursing. A code of ethics makes the primary goals, values, and obligations of the profession explicit. It is an expression of nursing's own understanding of its commitment to society. (Fowler, 2008, p. 145).

Cultural Diversity is respect, understanding, and sensitivity to the needs between and within cultural groups. Individual diversity may include but is not limited to race, ethnicity, age, religion, gender, sexual orientation, primary language, disability, veteran status, national origin, geographical background and economic status. Diversity extends beyond acceptance; it is the exploration and understanding of individual's uniqueness and differences in a safe, non-judgmental, and caring environment (Blais & Hayes, 2011) (College of Health Sciences).

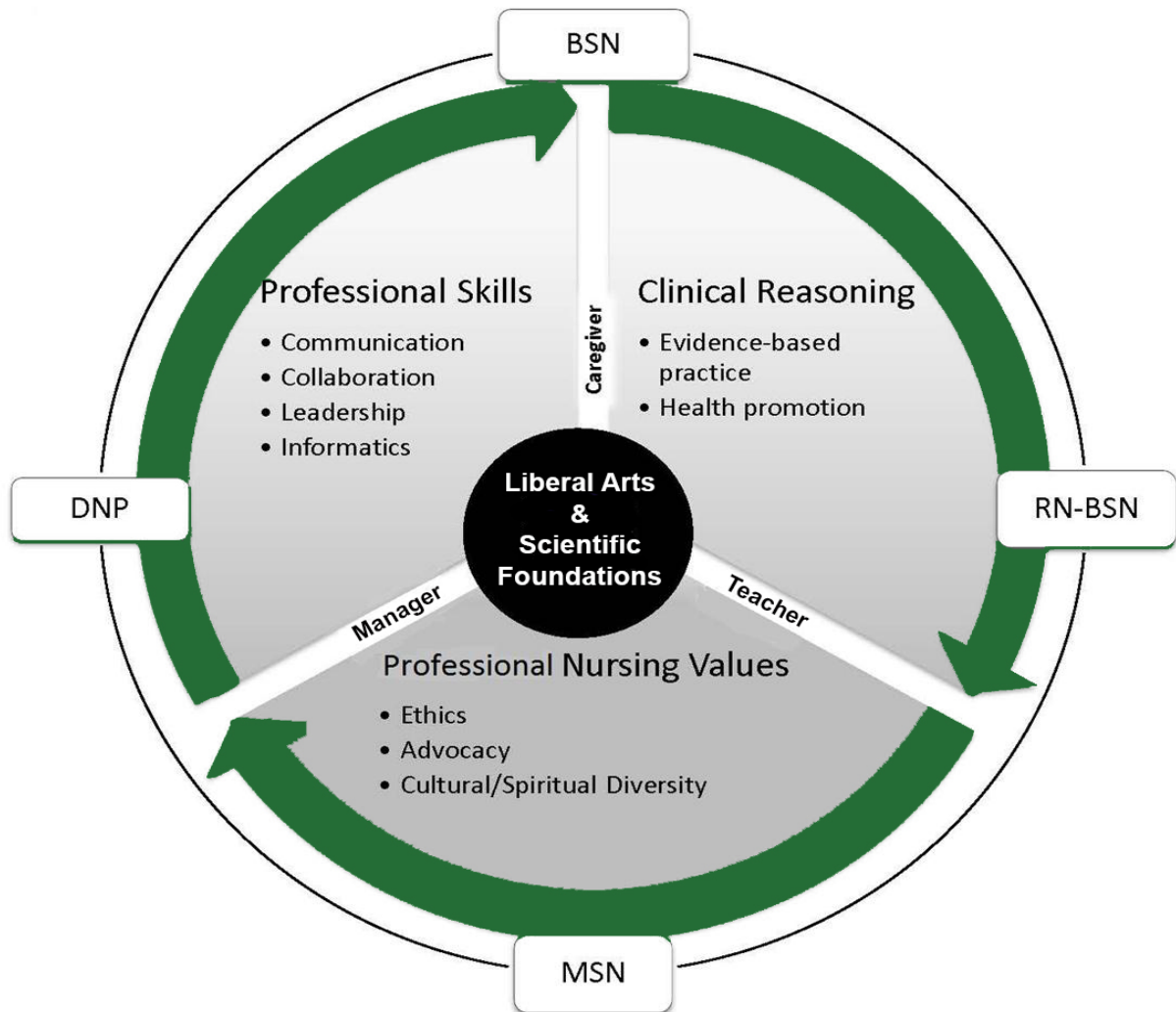
Health Promotion & Disease Prevention is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (also ANA definition of nursing) (American Nurses Association, 2010a, p. 1).

Advocacy is a practical partnership between a professional who has expertise to offer to the client who is experiencing inherent ambiguity associated with significant health concerns (Joel, 2009, p. 263).

Collaboration is a professional healthcare partnership grounded in a reciprocal and respectful recognition and acceptance of: each partner's unique expertise, power, and sphere of influence and responsibilities; the commonality of goals; the mutual safeguarding of the legitimate interest of each party, and the advantages of such a relationship (American Nurses Association, 2010b, p. 64).

Informatics is a combination of computer, information and nursing sciences that facilitates the management and processing of nursing data, information and knowledge and supports the practice of nursing (Staggers & Thompson, 2002, p. 227).

Professional Role is the role of a nurse that uses a distinct body of knowledge, university-based education, specialized practice, standards of practice, a social contract, and an ethical code (American Nurses Association, 2010b, p. 15).



Undergraduate Program Outcomes

1. **Communication** - Use effective situational communication.
2. **Evidence-based practice** - Incorporate best current evidence with clinical expertise and client/family preferences and values to maximize health outcomes.
3. **Leadership** - Apply principles of leadership, quality improvement, and client safety to monitor and improve outcomes of nursing care.
4. **Ethics** - Demonstrate professional nursing values of altruism, autonomy, human dignity, integrity and social justice.
5. **Cultural/Spiritual diversity** - Provide culturally and spiritually sensitive care to maximize health outcomes.

- 6. Health promotion & disease prevention** - Apply principles of health promotion, disease and injury prevention to maximize health outcomes for individuals, families, and communities
- 7. Advocacy** - Recognize the need for advocacy in financial and regulatory, legislative, and public policy changes that influence the health care system.
- 8. Collaboration** - Collaborate with the client/designee and health care team in providing compassionate and coordinated care across the lifespan
- 9. Health informatics** - Demonstrate competent use of informatics to support decision making, mitigate error, and improve outcomes.
- 10. Professionalism** - Apply concepts from liberal arts, social, and natural sciences, clinical reasoning, and nursing science to form the basis for professional practice.

ANA Code of Ethics for Nurses

All professional nurses are expected to provide ethical care. All students should review the American Nurses Association (ANA) Code of Ethics for Nurses at this link:

www.nursingworld.org/codeofethics

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2001

ANA Standards of Nursing Practice

The following standards guide the educational experience of students and the practice of both students and faculty in the School of Nursing at Georgia College.

www.nursingworld.org/nursingstandards

Source: American Nurses Association (2010). Nursing scope and standards of practice (2nd ed). 2010. Silver Spring, MD: Nursebooks.org

Academic Advising/Mentoring

Students are advised according to the procedure described in the Georgia College & State University Undergraduate Catalog found at <http://catalog.gcsu.edu/en/2016-2017/Undergraduate-Catalog>.

Students are advised in the advising center. Additionally, faculty mentors will be available based on the interests of the student, for example, nursing student organizations, undergraduate research, and study abroad activities.

Nursing Policies and Procedures

Curriculum #5005

Policy Statement:

The curriculum for a Bachelor of Science in Nursing Degree at Georgia College & State University consists of a two year core curriculum and a two year upper division nursing major. The two year core curriculum provides the student with a knowledge base for personal growth and professional development.

[Link to Curriculum Policy](#)

Course & Clinical Guidelines (BSN) #1102

Policy Statement:

The purpose of this policy is to provide general guidelines for students and faculty related to course and clinical experiences. This policy complements other SON policies that address related areas.

[Link to Course & Clinical Guidelines Policy](#)

Testing #1102

Policy Statement:

The purpose of this policy is to provide information and guidelines to nursing students regarding testing in the program.

[Link to Testing Policy](#)

Substance Abuse by Nursing Students #1005

Policy Statement:

Students are expected to be present for all class, lab and clinical activities in a physical and mental state which is free of impairment due to drugs and/or alcohol.

[Link to Substance Abuse by Nursing Students Policy](#)

Dress Code #1002

Policy Statement:

The Dress Code provides guidance regarding appropriate professional appearance.

[Link to Dress Code Policy](#)

Standard & Transmission Based Precautions #1003

Policy Statement:

The Georgia College School of Nursing promotes adherence to the Centers for Disease Control and Prevention standard precaution guidelines for preventing blood-borne pathogen transmission in health care settings.

[Link to Standard & Transmission-based Precautions Policy](#)

Student Signatures for Charting

Policy Statement:

The purpose of this policy is to provide guidelines for pre-licensure students when signing clinical documents in health care facilities.

[Link to Student Signatures for Charting Policy](#)

Accident & Injury Policy #1004

Policy Statement:

To provide guidance in the event of accident or injury while engaged in learning activities.

[Link to Accident & Injury Policy](#)

[Link to Accident & Injury Form](#)

Campus Laboratory Policy & Guidelines #1001

Policy Statement:

The goal of this policy is to support safety and professional practice in campus laboratory activities.

[Link to Campus Laboratory Policy & Guidelines](#)

[Link to Appendix A Lab Rules](#)

BSN Student Orientation & Onboarding Process #1101

Policy Statement:

The purpose of this policy is to guide the onboarding process for new undergraduate BSN students.

[Link to BSN Student Orientation and Onboarding Process](#)

Approval Process for Special Projects #1006

Policy Statement:

Projects that require any form of printing using Georgia College & State University name and/or logo(s) which are undertaken by either faculty group(s) or students group(s) must be approved by the School of Nursing Director and University Communications.

[Link to SON Approval Process for Special Projects](#)