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II. GEORGE WASHINGTON UNIVERSITY

A. Overview

Our university is actively engaged in Washington, DC, and the world. Our location in the heart of Washington DC places us at the core of US government, policy and law. We sit where the worlds of science, technology, media and the arts converge. Our students and faculty have the unparalleled opportunity to study and work alongside leaders and practitioners in every discipline, and to take part in the interchanges that shape our community and the world.

B. Our History

George Washington University (GW) was created in 1821 through an Act of Congress, fulfilling George Washington’s vision of an institution in the nation’s capital dedicated to educating and preparing future leaders.

Today, GW is the largest institution of higher education in the District of Columbia. We have more than 20,000 students—from all 50 states, the District and more than 130 countries—studying a rich range of disciplines: from forensic science and creative writing to international affairs and computer engineering, as well as nursing, medicine, public health, the law and public policy.

GW comprises three campuses—Foggy Bottom and Mount Vernon in Washington, DC, and the Virginia Science and Technology Campus in Ashburn, VA. In addition, there are several other graduate education centers in the metropolitan area and in Hampton Roads, VA.

C. Our Commitment

Our mission is to provide an environment where knowledge is created and acquired and where creative endeavors seek to enrich the experiences of the global society. With ten schools and colleges and nearly 100 research centers and institutes, our students receive hands-on experience as they explore nearly any avenue of personal interest.

The depth and breadth of our academic programs, the exceptional qualifications of our full-time faculty, the unmatched experiences of our adjunct faculty and the strengths of our research initiatives allow our students, our faculty and our staff to look at the world beyond the classroom. They allow us to prepare the next generation of leaders. http://www.gwu.edu/gw-overview.

D. Statement of Non-Discrimination

The George Washington University does not unlawfully discriminate against any person on any basis prohibited by federal law, the District of Columbia Human Rights Act, or other applicable law, including without limitation, race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity or expression. This policy covers all programs, services, policies, and procedures of the university, including admission to education programs and employment. Inquiries concerning this policy and federal and local laws and
III. SCHOOL OF NURSING

A. Mission

The mission of the George Washington University School of Nursing is to:
- Inspire nurses to provide high quality, compassionate health care
- Transform health care through innovative education, research, policy, and practice
- Develop entrepreneurial leaders and educators who pursue quality and advance the profession
- Improve the health and well-being of people and communities locally, nationally, and globally

In doing so, the School of Nursing builds on the University mission and core values.

B. Vision

The School of Nursing will drive innovation and improvements in health care worldwide through the education of compassionate nurses, esteemed educators and researchers, entrepreneurial leaders, and influential policy experts.

The SON mission and vision is located at http://nursing.gwu.edu/mission-vision.

C. Accreditation

The George Washington University is accredited by its regional accrediting agency, the Middle States Association of Colleges and Schools.

The baccalaureate degree in nursing, master's degree in nursing and Doctor of Nursing Practice at the George Washington University School of Nursing are accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation).

Also, the BSN program is approved by the Virginia Board of Nursing, and the MSN and DNP programs are approved by the Washington, DC Board of Nursing.

IV. MASTER OF SCIENCE IN NURSING (MSN) PROGRAM

A. MSN Program Goals

1. Promote the development of leadership skills in all graduates
2. Develop the ability to identify and solve emerging issues resulting in improved quality
3. Nurture lifelong learners, critical thinkers and reflective practitioners.
4. Collaborate with other disciplines to effectively address complex issues
B. MSN Program Expected Outcomes

1. Promote the development of leadership skills in all graduates
2. Develop the ability to identify and solve emerging issues resulting in improved quality
3. Nurture lifelong learners, critical thinkers and reflective practitioners.
4. Collaborate with other disciplines to effectively address complex issues
5. Encourage change, innovation, growth and empowerment of self and others
6. Sustain and improve each patient/client’s experience

C. MSN Program Curriculum

The Master of Science in Nursing (MSN) program prepares nurses for advanced nursing practice in the areas of clinical research administration, health care quality, nursing leadership, as nurse practitioners in either adult geriatric primary care or family practice, or as nurse-midwives. The MSN program offers distance learning with a number of on-campus experiences. The curriculum is built on a set of professional core courses (12 credits) and research courses (6 credits) taken by all MSN students. The balance of the MSN curriculum is comprised of specialty courses within the various fields of study. (The nurse-midwifery clinical midwifery courses are completed through Shenandoah University which is accredited by the Accreditation Commission for Midwifery Education).

V. MSN AND OTHER PROGRAMS

A. MSN Options

While distinct in their ultimate objectives, each MSN option focuses on interdisciplinary teamwork and effective communication across health settings and systems of care.

- MSN: Adult Gerontology Primary Care Nurse Practitioner
- MSN: Clinical Research Administration
- MSN: Concentration in Nurse-Midwifery Program
- MSN: Family Nurse Practitioner
- MSN: Health Care Quality
- MSN: Nursing Leadership and Management

B. ADN to BSN/MSN Options

The Associate Degree of Nursing (ADN) to Bachelor of Science in Nursing (BSN)/ Master of Science in Nursing (MSN) option is offered to those who have completed an ADN plus an additional 15 credits of advanced coursework and possess an active license to practice as a Registered Nurse in the State in which they work. Students also undergo a portfolio review to establish advanced standing in their field after admission that will grant up to 15 credits towards their BSN. BSN credit requirements are 36 credits hours. The MSN credit
requirements vary based on major. The following courses are required for the BSN in Nursing Advancement: NURS 4117, 4119, 6205, 6202, 6203, 6233, 6270. For complete programs of study, see:

- Adult Gerontology Primary Care Nurse Practitioner ADN-BSN/MSN
- Concentration in Nurse-Midwifery ADN-BSN/MSN
- Family Nurse Practitioner ADN-BSN/MSN
- Nurse Leadership and Coaching ADN-BSN

C. Master’s Portfolio

The Master’s Portfolio is a student project with components that will be completed during the Master of Science in Nursing Programs. The purpose of the Master’s Portfolio is to provide each student an opportunity to review and reflect upon their graduate educational experience, gather evidence of knowledge, skills, abilities, interests, and achievement, and demonstrate their potential in practice, research, education, and policy. The portfolio is designed to support professional and career development during graduate studies and post-graduation.

Portfolio development begins early in the graduate studies. Students are expected to submit a series of elements to the Master’s Portfolio in the Nursing Leadership Community. After receiving review and feedback from the course faculty, students will upload their final version of these elements to the Master’s Portfolio page in the Nurse Leadership Community on Blackboard. Students are encouraged to retain a complete copy of their portfolio on their desktop that is accessible and can be regularly updated throughout their program and career.

The expectation is that each student will submit all elements of the portfolio prior to completion of their individual master’s program. Attending to all elements of the portfolio is a requirement for graduation. A full explanation of the Master of Science in Nursing Professional Portfolio elements can be found in the Nursing Leadership Community on Blackboard.

VI. DNP PROGRAM

A. Program Description

The DNP is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research focused doctoral programs. The DNP builds on the current master’s degree by providing education in leadership, evidenced-based practice, quality improvement, systems thinking and population-based health care. Graduates of the DNP program will enhance advanced practice nursing through their ability and commitment to:

- Improve outcomes with enhanced clinical investigational competencies.
- Support evidence-based clinical practice through a greater comprehension and utilization of data.
- Provide leadership and collaboration within the health-care team.
- Develop accountability for cost-effective quality outcomes.
- Influence policy at the institutional, local, state, federal and/or international level.
• Develop clinically oriented faculty to educate entry-level nurses and foster professional development in others.
• Integrate the highest level of science into nursing practice.

The American Association of Colleges of Nursing (AACN) has recommended offering the DNP for the following reasons:

• The complex health care environment requires advanced practice nurses to acquire the highest level of scientific and practice expertise possible. Research has shown that higher levels of nursing education are associated with better patient outcomes (Aiken, 2002).
• Other factors have emerged to spur development of the DNP. In particular, the need for increased knowledge to address the increased complexity of patient care, national concerns about quality of care and patient safety, shortages of nursing personnel, shortages of doctoral prepared nursing faculty and increasing educational expectations for the preparation of other health professionals.
• The Institute of Medicine, Joint Commission on the Accreditation of Healthcare Organizations and other authorities have called for a change in health professions education to meet the needs of the health care delivery system. The DNP will help prepare advanced practice nurses for evolving practice.
• In the report, *Advancing the Nation’s Health Needs: NIH Research Training Programs*, the National Academy of Sciences called for nursing to develop a “non-research clinical doctorate” to prepare practitioners who can also serve as clinical faculty.

**B. The GW DNP Program Goals**

1. Ensure the delivery of compassionate patient care in the advanced practice nursing role.
2. Lead change in health care, policy, and practice.
3. Discern and solve emerging issues resulting in improved quality.
4. Translate research into practice.
5. Employ effective communication and collaboration skills.
6. Collaborate with other disciplines to address complex issues effectively.
7. Use patient care technology to improve and transform health care.

**C. BSN to DNP Option**

The post-BSN-DNP is designed for bachelor's prepared nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. Students will complete requirements for either adult/gerontology primary care nurse practitioner or family nurse practitioner and an additional 33 credits of doctoral course work. A MSN can be issued if those curricular requirements are met and the student has applied for graduation. Note: post-BSN to DNP students must follow all MSN FNP or AGPCNP guidelines as it relates to curriculum and clinical requirements.
D. Expected Outcomes of GW DNP Graduates

1. Provide high quality patient care.
2. Implement a process of change.
4. Promote and facilitate the critical appraisal and translation of research.
5. Design evidence-based interventions.
6. Collect and analyze clinical practice data.
7. Lead interprofessional teams in efforts for improving patient and population health outcomes.
8. Develop strategies to improve efficiency and effectiveness of health care through the use of information technology.

E. Program Curriculum

Students who enter the DNP Program at the post-master's level are required to complete 36 semester hours of doctoral work. Students who enter the program at the post-bachelor's level must complete the credit requirements for their concentration (AGPCNP or FNP) before continuing with the doctoral course work.

The following are courses that make up the post-master's program of study.

- NURS 6241: Healthcare Enterprise
- NURS 6202: Concepts in Population Health
- NURS 8401: Organizational & Interdisciplinary Concepts in Nursing
- NURS 8402: Knowledge Management in Healthcare
- NURS 8403: Translating Research into Practice
- NURS 8404: Health Services Research & Policy for Nurses
- NURS 8405: Healthcare Quality Improvement
- NURS 8498: Clinical Research Project Proposal
- NURS 8499: Clinical Research Project *
- Graduate Level Electives

* This course has an on-campus component

F. Clinical Research Project

Project description

The clinical research project integrates the practice and scholarship elements of the Doctor of Nursing Practice (DNP) degree. It is a practice-based project that should be completed in 3 semesters. It is designed to address a practice issue affecting groups of patients, health care organizations or health care systems. Students will work with clinics, inpatient units, hospitals, governmental agencies, advocacy groups or health care systems to assess, plan, implement, and evaluate a practice problem or policy issue of local, national or global significance.
Each DNP student will develop, execute and evaluate their project. The project will allow the student to utilize and apply the concepts and skills attained throughout the program. The student will identify a problem or need within their practice area. They will develop an in-depth understanding of the issue through a review of the research literature and examination of the aspects significant to the problem. The project will be developed in partnership with the targeted system or community. Students must also take into consideration and involve the system and stakeholders.

After a problem or need has been identified and confirmed, the student will design a detailed plan for addressing the issue. The design will evolve based on evaluation and synthesis of existing research. Then the student will translate the evidence into a specific plan after conducting a thorough assessment of the community, target population and setting for implementation. The student must also assess the economic, political, ethical and time considerations. Evaluation of the process and outcomes of implementation and dissemination of findings are also key components of the DNP project.

Students will complete project courses NURS 8498 and NURS 8499 (taken twice). These courses provide content, structure and resources to help facilitate all aspects of the project. Content in other courses contribute to helping students understand the larger context and concepts relevant to the project.

Students will also be working closely with a project committee. The student will collaborate closely with their Primary Advisor during all phases of the project process. The committee is responsible for guiding and evaluating the student throughout the progression of the project.

**Project Proposal Process**

The project proposal will be submitted to the Proposal Review Committee by the due date selected each year. The proposals will be reviewed by the committee based on the following criteria:

- **Feasibility:** Does it appear that the project can be completed in the proposed time frame and with the available resources?
- **Background and Significance:** Does the project address a significant problem related to health care delivery or advanced practice nursing?
- **Approach:** Does the proposal include achievable specific aims. Does the proposal include a clearly stated problem statement? Are the design, methods, and analyses adequately developed and appropriate to the aims of the project? Does the student acknowledge potential problem areas and consider alternative tactics? The investigator provides a detailed description of the proposed methodology.
- **Environment:** Are stakeholders and systems considered? Can the study be feasibly conducted in the proposed setting?
- **The proposal incorporates accurate spelling, punctuation, and formatting throughout.**

The project proposal will be completed during NURS 8498 Clinical Research Project Proposal. Students who do not complete their proposal in a satisfactory fashion will need to retake NURS 8498 until the proposal is completed.
Project Committee

After the student has passed the Project Review process, each student will select a project committee. Each committee will have two members. Both members must hold a doctoral degree. Each year a group of GW faculty will serve as primary advisors. The DNP program director will ask second year students to identify a first and second choice of faculty member from this group to be their primary advisor. The DNP program director will then make assignments based on student preferences and faculty expertise. The primary advisor serves as leader of the student’s project committee, mentors the student, assists the student in narrowing and focusing on the topic, and guides the student in the project’s development, implementation, and evaluation. The student’s academic advisor can help students identify appropriate candidates to serve as a second advisor.

If the primary advisor leaves the institution during the student’s term, the student will work with the DNP program director to determine an appropriate course of action. If a member of the project committee is unable to complete their term, the student, primary advisor and DNP program director will collaborate to select a new member.

Committee Members

The second committee member is selected by the student in collaboration with the primary advisor. Students may select a member of the School of Nursing to serve as the second member or they can select one member from outside the nursing program. The Project Committee is responsible for the following activities:

- Guiding the student in planning and development of the student’s project
- Critical review of the project proposal, and final project

Project Courses:

NURS 8498: Clinical Research Project Proposal
NURS 8499: Clinical Research Project (Taken in the fall and spring semesters)

Project Course Progression

Students are expected to meet the requirements for completing these courses in a timely manner. In the instance that unforeseen circumstances interfere with a student’s ability to complete a project course, the student will continue to register for additional semesters of NURS 8499 Clinical Research Project until the project has been completed.

Protection of Human Subjects

1. Proposals which involve human subjects are subject to the guidelines and procedures of the Institutional Review Board.
2. Should data collection involve subjects who are associated with a formal organization, it may be necessary to submit the proposal for human rights review to the designated body
for that organization. This review may be independent of, subsequent or preparatory to obtaining administrative approval for conduct of the study in that organization.

3. No data may be collected until IRB approval for the project is obtained.

Completion of Clinical Research Project and Program Completion

A scholarly written document is required at the completion of the Clinical Research project. Students are encouraged to submit the results of the clinical research project for dissemination and publication. After the written report of their findings has been approved by the student’s committee, the student will be eligible for graduation. Prior to graduation, graduating DNP students will present the findings of their project in an open forum of students and faculty of the School of Nursing.

Components of the Clinical Research Project Report

The report is to be consistent with APA style (6th edition). Format the paper in a readable typeface no smaller than 12 pt. type and double-spaced. Recommended fonts include Times New Roman or Arial. Page numbers are to be placed at the right upper corner, three quarters of an inch (3/4”) from the top and one inch (1”) from the right edge. Appendices, figures and tables must be in APA format. Alternatively, the manuscript may be submitted, with the advisor’s permission, in another style if the student is submitting the manuscript to a particular journal. The style must be consistent with the journal’s requirements.

The report should be organized and should include:

1. Title Page. This includes the name of the project, student name and academic credentials, Name of Academic Institution, and the words, “in partial fulfillment of the requirements for the Doctor of Nursing Practice Degree.”
2. Abstract. This should be between 250 and 300 words and should be the first page behind the title page. The abstract provides an overview of the project. The abstract must be in the following format:
   - Background and significance (1-2 sentences)
   - Research question (1-2 sentences) or Aim
   - Methods
   - Findings (actual findings - no interpretation)
   - Conclusion - conclusion based on findings

The body of the report will include:

1. Background and Significance
2. Literature Review
3. Problem statement
4. Project aims/Project objectives
5. Research question
6. Method
7. Findings
8. Discussion – included in this section is a discussion of your findings and the following:
   • Impact on project population/organization
   • Limitations
   • Practice Implications
   • Policy Implications
   • Recommendations for practice change

9. Conclusion

The clinical research project report should be between 25 and should not exceed 40 pages (excluding references and appendices).

Final Approval

The student will provide the written report to the primary advisor and second advisor. Upon completion and approval of the written report, the DNP student will be eligible for graduation. The student will be required to disseminate their findings in a poster format during an open forum for their committee, peers and faculty prior to graduation.

G. On Campus Experiences

Students in the DNP program will have three required on campus experiences in the post master’s portion of the program. The first will occur in the summer before beginning the upper level DNP courses and will consist of an orientation. The second time will take place summer between the first and second year. The focus of this on-campus experience is to discuss and formulate plans for the research project proposal. Students will receive feedback and assistance on proposal and project plans from program faculty. In addition, it will provide opportunities for students to interact with colleagues, faculty and guest speakers on issues related to DNP role development and leadership. The third experience will be scheduled for the time around graduation. Students will present their project findings to their peers and faculty.

Note: BSN to DNP students must attend all MSN FNP or AGPCNP on campus experiences.

VII. CERTIFICATE PROGRAMS

- Adult Gerontology Primary Care Nurse Practitioner Post Masters Certificate
- Post Masters Family Nurse Practitioner Certificate – for those with a non-NP MSN
- Family Specialty for Nurse Practitioners Certificate – Advanced Standing Track for NPs
- Health Care Quality Certificate
- Nursing Education Certificate
- Palliative Care Nurse Practitioner Certificate
VIII. SCHOOL OF NURSING BULLETIN

The School of Nursing Bulletin includes academic regulations, degree programs, course descriptions, and other useful information for all Nursing programs. It is highly recommended that all students access and read the bulletin. It can be found here http://nursing.gwu.edu/bulletin.

IX. ABOUT YOUR GW EDUCATION

A. Distance Education: How is it Different?

- Distance Education (DE) has many positive elements including flexibility of scheduling, working at your own pace within the parameters of the course timelines, working from home or the location of your choice, and the ability to fit school around other commitments such as work and family.
- Many aspects of DE are different including working away from a classroom environment; working at your own pace and having less in-person contact with classmates and instructors.
- DE takes place primarily through the written medium. Discussion boards with colleagues and a majority of assignments involve writing.
- Courses rely heavily on reading and comprehension of the written word from the texts, articles, and reference materials to understanding the instructions for assignments and weekly work.
- While other modalities are used such as live sessions with classmates and instructors, recorded lectures, videos, and media resources, the majority of course work is reliant on reading, writing and comprehension.
- Instructors serve as facilitators, moderators, and coaches who encourage participation, keep discussions focused on the topic and give feedback for improvement.
- Students are accountable to do the “work” of their education. Hence, DE calls for students who are self-motivated and organized.
- People react differently and participate differently. Participants of DE classes need to be tolerant of varying levels and styles of participation.
- Finally, DE is interconnected with technology. Having working, up-to-date equipment is essential along with the knowledge of how to use it. GW has excellent IT support services and the GW School of Nursing (SON) faculty and staff are supportive as well at helping new students learn to navigate the courses.

B. Email and Netiquette

- Be brief, concise and to the point.
- Create meaningful subject headings so that others will have a clear idea about the content of your message – this is also critical to signal that the message is legitimate in order to prevent the transmission of computer viruses.
- When sending messages include the names of the people to whom the e-mail is being sent. Always enter your name and email address, degree and program at the end. Adding a ‘signature’ to your email eliminates all confusion.
- Think carefully about what you write. Once you send it, you can’t take it back.
• Wait overnight to send emotional messages. Because email doesn’t contain facial expression or body language, a message may be interpreted as rude. Be aware that information in emails is public and can be forwarded.
• Electronic messages can be easily forwarded. Be professional and careful how you write about others.
• Change the subject line when changing the subject.
• Do not “reply all” automatically if you are really just replying to one person.
• Keep time zones in mind when sending emails. Many people have an “alert” sound when an email arrives.

C. **Communicating with Your Instructor**

• E-mail is the best method of communication, unless you are told otherwise. In each course your instructor’s information will be listed, in which instructor preferences for communication will be indicated.
• Your instructors are not always in their offices and often differences in time zones can make connecting by phone difficult.
• Students have to take the initiative to ask questions when they don’t understand the material. In a traditional class, the instructor can read your body language to discern whether students are “getting it”. Obviously, this is difficult to do on-line.

D. **Knowing Your Learning Style and Personality**

• Because distance education involves a fair amount of self-guided study, try to identify your learning strengths and weaknesses.
  If you are having trouble, ask your instructors for help! Faculty will welcome your questions.

E. **How to Do Well in this Program**

1. Be in good communication with your adviser at least once a semester or more often if you have concerns.
2. Be in good communication with the faculty or Program Director.
3. Use the Executive Coordinator for your program to answer procedural questions regarding courses. See [https://nursing.gwu.edu/administration](https://nursing.gwu.edu/administration) for Executive Coordinator contact information and program administration.
4. Be open to new ideas.
5. Be flexible.
6. Plan ahead! Don't procrastinate - the work won't go away and you will learn less by saving the hard things for last.
7. Be ready to rethink and revise your ideas repeatedly.
8. Support and rely on your fellow students as resources and serve as a resource for them.
9. Don't be afraid to be wrong - we learn through trial and error.
10. Utilize the resources of the University such as the Writing Center and Language Center to assist you in your assignments. (See separate section on University Resources).

F. **Clinical Practice Requirements and Procedures**
**Finding a provider to precept you**

The programs at the George Washington University School of Nursing that require clinical practicum experiences are online programs and reach a nation-wide body of students. As such, **students (you) bear the responsibility for locating and securing their own preceptors**, where students believe they can set up a convenient clinical schedule. It is very important that you start working on securing preceptors as soon as possible! You will find out that preceptors will not be very easy to secure. A few useful hints in locating preceptors: network with the local and state NP associations; ask for leads from family, friends and acquaintances in the medical field; reach out to your primary care provider; identify providers in your area and contact them. Additionally, at your request, the clinical program coordinator can provide you with a list of active agreements by state (there may be states where there are no active agreements between GW and any provider).

**Submitting the preceptor data form**

Once a provider has agreed to precept you, you must fill out and submit the **Preceptor Data Form**. The form can be submitted only electronically and is available at the following within the Blackboard community. The Preceptor Data Form is the only way to track and process clinical placements and it must be submitted regardless of whether there is an active affiliation agreement with the site or not. Feel free to access the link and review the information that must be provided (note: please do your best to obtain the legal name of a Clinical Site where you plan to complete the clinical practicum with your preceptor; in reference to the contact person, for private practices it may be the MD/owner, an office manager or an administrative assistant; for medical centers it usually is a clinical placement coordinator for graduate nursing students). Upon request, the executive coordinator can confirm receipt of the Preceptor Data Form you submitted. The typical turnaround for processing a Preceptor Data Form is 5-10 business days. For expedited requests, please contact the executive coordinator.

**Clinical placements**

A clinical placement confirmation means you may begin your clinical practicum. The clinical placement confirmation is communicated via email and can only be issued to a Clinical Site if two conditions are met:

1. There is an active affiliation agreement between GW and the Clinical Site where you plan to do your clinical practicum experience (clinical rotation)

2. Documented evidence of your pre-clinical requirements is complete, up-to-date and on record (students are required to submit the supporting documentation via the www.certifiedbackground.com platform); please note that a Clinical Site may also request that you submit evidence of your pre-clinical requirements and the Clinical Site may also have additional requirements in place.
To take part in clinical hours you must be registered in a clinical course.

**Clinical placements - Part I: Affiliation Agreements**

If there is already an *active affiliation agreement* between GW and the Clinical Site (and your requirements are complete), a placement confirmation will be made upon processing of the Preceptor Data Form within the 5-10 business days timeframe; if your placement is for an upcoming semester, a reminder will be sent to the Clinical Site prior to the start of the semester when you plan to complete a clinical rotation. It is student responsibility to maintain contact with the Preceptor in advance of the placement.

If there is *no active affiliation agreement* between GW and the Clinical Site you find, after you submit the Preceptor Data Form, please allow 5 - 10 business days for the form to be processed and the agreement to be generated for the site’s review and signature approval. Draft agreements are emailed to the site, and you as a student will be copied on the email. You may assist with this process by taking two sets for execution to the site, obtain signatures and then mail both originals to the attention of the executive coordinator responsible for agreements.

The Clinical site must process (review and sign) 2 original sets and these two partially executed sets must be sent to the executive coordinator for the signature approval process at GW. Once this process is complete at GW and the agreement is fully executed, an original will be returned, via FedEx, to the Clinical Site for its record-keeping.

Once GW and the site have a signed agreement on record, then the agreement will be considered complete and the placement confirmation will be communicated via email with a softcopy of the newly-completed agreement.

*Very important:* Typically, completing an agreement takes time! It could take anywhere from 1 month to 6 months to complete an agreement. The larger a site (Medical Center, public institution), the longer it takes to set up the agreement. Please start working early on finding and securing preceptors and then initiating the agreement process (if an agreement is not already in place).

**PLEASE NOTE:**
For students taking NURS 6222, there is an on campus clinical requirement.

**Clinical placements - Part II: Pre-Clinical Requirements**

In preparation for your clinical rotation, the executive coordinator will need to ascertain that your clinical requirements are complete and up to date, for compliance with contractual requirements between GW and the Clinical Site. The *Clinical Requirements Checklist* form is a good tool that helps you track completion of pre-clinical requirements, and is available on Blackboard. Many of the pre-clinical clearance items are things to which you are already accustomed as nurses and have provided to your employers, so it's often just a matter of documenting them for GW.

GW has outsourced storing and tracking the pre-clinical requirements, and provides an integrated service via Certified Profile "CP" (www.certifiedbackground.com). Students need to submit their
requirements to CP for evaluation in accordance to GW-specified standards. You will have permanent lifetime access to this storage capacity, which is included in the fee charged at the beginning of the program for running the background check, completing the drug screen and accessing the document manager. **Students will not be permitted to begin their clinical experiences until all the required documentation is submitted and considered to fulfill each specific requirement.** The deadline to complete the documentation is the start of classes. **Important:** Information on how to setup a Certified Profile account and how to order the graduate student package code are available in the SON Nurse Practitioner Community under Clinical Information → Clinical Clearance → Clinical Requirements Information

The following list includes the pre-clinical requirements:

1) Criminal background check
2) Urine Drug Test
3) Proof of current RN license
4) Proof of CPR certification (American Heart Association or American Red Cross only)
5) Proof of current personal health insurance (copy of health insurance card)
6) Physical Examination
7) Proof of immunity to Hepatitis B – positive titer result or vaccination record of three shots over a six-month period, or signed waiver
8) Proof of immunity to Measles, Mumps and Rubella (MMR) – positive titer results for each component of MMR or vaccination record of two shots at least one month apart
9) Proof of immunity to Varicella (chicken-pox) – positive titer result or vaccination record of two shots at least one month apart; please note: history of Varicella is no longer accepted
10) Proof of Immunization against Tetanus, diphtheria and acellular pertussis (Tdap) – vaccination record
11) Proof of **seasonal** Flu shot – vaccination record (not required for summer months; flu season is usually considered October - April)
12) Proof of **yearly** Tuberculosis testing – record of negative results on PPD (skin) or QFT (blood) testing; if PPD test result is positive or if you are allergic to the PPD test, negative results of a chest X-ray done within the past 5 years must be provided
13) Proof of immunity to Meningitis or signed waiver
14) Verification of OSHA Training*
15) Verification of HIPAA Training*
16) Digital photo (frontal head-shot photo taken with your smartphone is sufficient)

* HIPAA and OSHA quizzes on Blackboard – once you have access to the SON Nurse Practitioner Community on Blackboard, please go to the HIPAA/OSHA link, review the study materials and complete the quizzes. You must score at least 80% on each quiz to successfully meet this requirement (100/120 for HIPAA, 90/110 for OSHA). You may re-take the quizzes if necessary.

**G. Clinical Courses that Require a Preceptor**

The following graduate courses require clinical hours:

- NM 610: Primary Care of Women – *Concentration in Nurse-Midwifery Students*
- NM 620: Comprehensive Antepartal Care – *Concentration in Nurse-Midwifery Students*
• NM 630: Midwifery Practicum – Concentration in Nurse-Midwifery Students
• NM 640: Comprehensive Perinatal Care – Concentration in Nurse-Midwifery Students
• NM 650: Integrated Midwifery Practicum – Concentration in Nurse-Midwifery Students
• NM 660: Advanced Nurse-Midwifery Role Development – Concentration in Nurse-Midwifery Students
• NURS 4117: NPCR V: Epidemiology and Community Health Nursing (3) – ADN to BSN/MSN Students
• NURS 6224: AGPCNP I – AGPCNP MSN & Certificate Students
• NURS 6225: AGPCNP II – AGPCNP MSN & Certificate Students
• NURS 6229: AGPCNP III – AGPCNP MSN & Certificate Students
• NURS 6230: Family Nurse Practitioner 1 – FNP MSN & Certificate Students
• NURS 6231: Family Nurse Practitioner 2 – FNP MSN & Certificate Students
• NURS 6232: Family Nurse Practitioner 3 – FNP MSN & Certificate Students
• NURS 6279: Palliative Care Practicum I – Palliative Care Students
• NURS 6280: Palliative Care Practicum II – Palliative Care Students
• NURS 6227: NP Clinical Practicum – FSNP: Family Specialty For Nurse Practitioners Students

H. Non-Clinical Classes that Require a Preceptor

Nursing Leadership and Management Courses, NURS 6258 Practicum I and NURS 6259 Practicum II require a preceptor. As part of each course, a scope of work will be designed by the student and the supervising preceptor and approved by the course faculty. The NLM Practicum may require completing an affiliation agreement as well, depending on the Clinical Site (if an affiliation agreement is required, please consult section VIII.F above).

I. Hours & Types of Clinical Experiences

Adult-Gerontology Primary Care Nurse Practitioner Hours Breakdown – AGPCNP Post Masters Certificate – 30 credits (AGPCNP Certificate)

Adult Gerontology Primary Care Nurse Practitioner MSN and Post Masters Certificate students are required to do 600 hours.

Family Nurse Practitioner Hours – Post Masters Certificate students- 30 credits (FNP certificate)
Family Nurse Practitioner MSN students and Post Masters Certificate students are required to complete 700 hours.

Family Specialty Nurse Practitioner Breakdown – (FSNP) students (17 credits)
Family Specialty for Nurse Practitioner (FSNP) students are required to do 500 clinical hours. For FSNP students only, your clinical hour requirements for each category depend on your nurse practitioner or midwife specialty.

Nurse-Midwifery Concentration
Students in the Nurse-Midwifery Concentration will be doing the majority of their clinical courses through Shenandoah University in the final year of the program. The clinical courses at Shenandoah provide more than 720 hours of clinical experience in all aspects of the midwifery process within a wide variety of ambulatory and community sites, including rural and medically underserved health care settings. The nurse-midwifery curriculum is competency-based, so numbers of experiences take precedence over hours of clinical requirements.

J. **Technology Requirement for Distance Education Programs**

Part of the quality of your education as an online learner will be dependent on the functionality of your computer. We strongly recommend you ensure that you take advantage of the following recommendations and services:

As an online learner, you will need a high-speed internet connection and computer equipped with a microphone, speakers and webcam.

Refer to GW IT website for recommended minimum computer specifications: http://it.gwu.edu/

Review the GW Instructional Technology Lab's Computer Readiness for Distance Learning page to make sure you have the appropriate browser, software and plug-ins: http://itl.gwu.edu/tech-help/

The George Washington University provides a variety of services to ensure that our students can access and derive the maximum benefit from our online learning opportunities including the website http://www.gwu.edu/online-learning.

K. **GW Information Technology**

A division of Information Systems and Services, GW IT provides technology support for the GW student community. Contact GW IT at ithelp@gwu.edu.

L. **Gelman Library Distance Education Services**

GW has created a step-by-step guide through the Gelman Library System research process, tailored to the needs of off-campus students. Contact Joselyn Leventhal, Distance Education Librarian at leventhal@gwu.edu; Phone: 202-994-5680. See http://library.gwu.edu/services/offcampusservices for further information on off campus library services.

M. **Himmelfarb Health Sciences Library (Resources and Services)**

Himmelfarb Library provides an extensive collection of electronic journals, books and databases to all library patrons, both on and off-campus. Librarians are embedded in numerous SON courses and can also be contacted via the library for assistance or consultations. Additional information on specialized services for distance education students can be found on the website.
N. **GW Helpdesk**

The GW Blackboard login page provides a few Blackboard FAQs and a link to the online GW Helpdesk. The Helpdesk has an extensive array of helpful information relating to the use of technology for the GW community.

X. **ACADEMIC PROCESSES AND REGULATIONS**

A. **Advising**

Each student will be assigned a faculty member as an academic adviser. The relationship is established to assure that the student is progressing satisfactorily in the program. Students are expected to meet with the adviser (by phone, email, video conference, or in person) at least once during each semester of enrollment or at any time during which an academic problem arises that may impede the student’s progress in the program. Faculty will provide in person or virtual office hours and other opportunities for advising by appointment.

Should any other non-academic concerns (i.e. personal bereavement or medical issues) arise which hinder a student’s academic success in the program, the student should first discuss the issue with the faculty adviser. The faculty adviser may refer the student to the Program Director or to one of the University services for consultation.

B. **Requests for Accommodation**

The Office of Disability Support Services (DSS) is designated for verifying disabilities, evaluating documentation, and recommending accommodations to professors if necessary. Students with physical or learning disabilities who may require accommodations are encouraged to identify themselves to the DSS prior to or upon admission to the program.

In addition to the policies described in the GW School of Nursing Bulletin, the graduate programs support the guidelines for Americans with Disabilities Act (ADA) set forth by the National Council of State Boards of Nursing (NCSBN). These guidelines serve to guide applicants and students of nursing in understanding what functions, standards, and competencies will be required of them during their course of study and whether or not some accommodations will be necessary in order for them to be successful. The NCSBN has defined the following list of essential nursing functions necessary for the professional practice of nursing. This list of essential nursing functions is defined as:

- Physical (gross and fine motor, physical endurance, physical strength, mobility)
- Sensory (visual, tactile, olfactory, hearing)
- Cognitive (reading, arithmetic, analytical and critical thinking)
- Interactive (interpersonal, communicative)

A student acquiring or identifying a disability after admission to graduate programs should contact the Program Director and Office of Disability Support Services immediately. The Office of Disability Support Services can be contacted by phone at (202) 994-8250 or found online at [http://gwired.gwu.edu/dss/](http://gwired.gwu.edu/dss/).
C. Support for Students with Writing

GW has multiple sources of support for students who find themselves challenged by writing, comprehension or language issues. This includes the GW Writing Center which offers tutors for online students through their website below. In addition, the Center for English for Academic Purposes in the university’s Language Center has specially trained tutors for English as Second Language student who are local. Their website also contains several online resources on writing for the ESL student. Finally, the GW SON website has a comprehensive resource site for academic writing, listed below.

D. Remote Proctoring

To present the policy, procedures for on-line testing using the Remote Proctor On-Line Testing System and to outline the proctoring and examination security expectations of students in on-line exam testing situations when no proctor is physically in the room.

Examinations are administered in the School of Nursing, including Nurse Practitioner (NP) and Nurse-Midwifery fields of study, to monitor and evaluate the student learning process, to maintain standards, and to ensure program quality. The George Washington School of Nursing adheres to the George Washington University Academic Integrity Policy as described at http://www.gwu.edu/~ntegrity/code.html. Cheating on examinations is in violation of the George Washington Academic Integrity Policy and will be reported in accordance with the University’s Policy. It is also an ethical violation as outlined in the ANA Code of Ethics and ANA’s Nursing: Scopes and Standards of Practice.

Several examinations in the School of Nursing graduate options are proctored closed book examinations. These include examinations in the following courses:
NURS 6233 Genetics;  
NURS 6034 Advanced Pharmacology;  
NURS 6220 Advanced Pathophysiology;  
NURS 6222 Advanced Health Assessment and Diagnostic Reasoning;  
NURS 6224 AGNP I: Introduction to Primary Care and the Role of the AGPCNP;  
NURS 6225 AGNP II: Care and Management of the Adolescent and Adult in Primary Care;  
NURS 6229 AGNP III: Care and Management of Adults, Older Adults, and Frail Elderly;  
NURS 6230 FNP 1: Diagnosis and Management of Primary Care Health Problems across the lifespan;  
NURS 6231 FNP 2: Diagnosis and Management of Primary Care Health Problems across the Lifespan; and  
NURS 6232 FNP 3: Professional issues for Family Nurse Practitioners;  
NURS 6226, Primary Care of the Family:  
NURS 6228, Advanced Primary Care of the Family.

Students individually pay a fee ($15 or less) to take each of these exams at the time of testing.
When on-line course examinations are proctored remotely, students are required to use the **SoftwareSecure Remote Proctor System™**. No other remote proctoring system is accepted.

### E. On Campus Experiences

- Every graduate student is required to attend Orientation, which is held in the summer (usually mid-August) in Washington, DC. The date may change in the future. This onsite Orientation includes students admitted in the fall, spring, and summer. All students are required to complete a Virtual Orientation, the link to which is provided in their acceptance letters and attend the August orientation as described above.

- All nurse practitioner and nurse-midwifery students are currently required to come on campus for a test-out of health assessment skills including history taking and performing and full physical exam.

- All nurse practitioner students are required to come to campus during NURS 6222 Health Assessment

- All nurse practitioner students are required to come to campus in May during their final year in the program for a Final Skills Assessment. This component is comprised of testing with standardized patients, a comprehensive exam, and some sessions on special clinical skills.

- Nurse-midwifery students participate in two additional five-day sessions at Shenandoah University’s (SU) campus, one during the fall and one during the spring semesters of their final year.

- All Family Specialty for Nurse Practitioners (FSNP) certificate students are required to attend a Frontloading Seminar that evaluates their current skills, prepares them for their didactic work, and outlines their clinical requirements. This orientation is held in mid-August before Fall semester.

### F. Medical Health Insurance

All clinical students are required to maintain personal health insurance continuously while enrolled at the George Washington University. All clinical students must be covered by year-round hospitalization insurance. If you need health insurance, the university offers a health insurance program developed especially for GW students. For more information about the GW Student Health Insurance Plan, go to [http://gwired.gwu.edu/shs/Insurance/](http://gwired.gwu.edu/shs/Insurance/).

### G. CPR Certification Requirements

All clinical students enrolling in the MSN program are required to earn and maintain current professional level certification in cardiopulmonary resuscitation (CPR) throughout their enrollment in the School of Nursing program.
The program will ONLY accept the American Heart Association’s Basic Life Support for Healthcare Providers (a 2-year certification). Students must be trained in adult, child, and infant CPR and have automatic electronic defibrillator (AED) training.

Certification cards must be uploaded into Certified Profile. Should the expiration date of the certification fall during enrollment in the program, the student bears the responsibility to renew certification no later than the month prior to expiration.

H. Professional Attire

Students in clinical/internship experiences must adhere to the following guidelines regarding personal appearance:

- **Hygiene:** Good personal hygiene is a responsibility of each student and is respectful of patients and colleagues in the clinical environment. Students are expected to bathe regularly, to conduct proper oral hygiene, and to use deodorant to prevent offensive body odors. Scented soaps, lotions, perfumes and colognes may offend or illicit allergic responses among patients and clinical staff and should be avoided while students are engaged in clinical settings.

- **Cosmetics:** Make-up may be worn in moderation, applied lightly and in a non-threatening manner. Scented products and products containing glitters should be avoided.

- **Nails:** Artificial nails/nail tips are strictly prohibited in all clinical environments. Nails must be natural, maintained at a length no longer than the finger tip, and kept free of debris and polish.

- **Hair:** Mustaches and beards are permitted but must be clean, trimmed, and well-groomed. Hair must be neatly styled and groomed. Hair longer than collar-length must be pulled back from the face and secured neatly in a manner to prevent hair from falling in the face (tight pony tail, braid, or bun). Decorative clips, bows, bun pins, and other ornate hair accessories are not permitted in clinical settings.

- **Headgear:** Religious headwear is permitted and should be unobtrusive and securely fashioned. Other caps, hats, bandanas, and headwear are not permitted in clinical settings.

- **Jewelry:** Jewelry is a potential source of contamination in the clinical setting. Students must wear a watch with a sweeping second-hand or a digital second-indicator. Engagement rings and wedding bands may be worn when in accordance with the clinical site’s policies. Other rings are prohibited. One pierced post-style (stud) earrings in each ear lobe are permitted. All other visible body piercings are not permitted and must be removed prior to entering the clinical site. Students are not permitted to wear bracelets (with the exception of a Medic Alert bracelet), chains, necklaces, drop earrings, or rings with stones in clinical environments.

- **Accessories:** Buttons, pins, ribbons, bracelets, pendants, or other items supporting political, social, philanthropic, or athletic causes are prohibited at all times.

- **Tattoos:** Tattoos are discouraged, and must not be visible during clinical experiences. Any existing tattoo must be covered by clothing when possible.

- **Personal Items:** Refrain from carrying purses, backpacks/shoulder bags, waist packs or valuables to clinical settings, as agencies may not be able to provide storage space for students’ belongings.
Each agency has its own dress code and students are required to adhere to the dress code of the assigned agency. However, if the agency allows staff to wear jeans, shorts, mini-skirts, t-shirts, or sweatshirts, it is never acceptable for SON students to wear these items during a clinical/internship experience.

Clinical students are required to wear name badges attached to the left front shoulder of the lab coat, identifying them as students from The George Washington University (GW) School of Nursing (SON), during all clinical experiences. The SON will provide each student with one name badge.

The clinical preceptor or policies of the clinical agency will designate the specific attire to accompany your name tag. Student must also have a good quality stethoscope with a bell and a diaphragm, a watch with a sweeping second-hand or digital second indicator, and an oto-ophthalmoscope for completing physical exams and in all clinical settings. All lab coats should be clean and pressed at all times.

I. *Use of Cellular Phones/Pagers/Other electronic devices*

University office telephones are for official use only and students are not permitted to use phone or fax systems in University offices without permission.

Students are permitted to carry personal cellular phones, pagers, and/or personal data devices during didactic and laboratory experiences only in accordance with any guidelines set forth by the course instructor.

Students are encouraged to use such devices only in cases of emergency. Such devices should not be used for personal calls during clinical experiences.

The use of cellular phones/pagers and other electronic devices is prohibited during examinations even those given remotely. All devices must be turned off during exam periods. If a student anticipates an emergency situation during an examination, the faculty or instructor must be alerted and alternate means of contacting the student will be determined.

Students should exercise careful discretion in the usage of such devices for personal use. Personal cellular phones and personal data devices should be turned off or set to vibrate during on-campus requirements and clinical, and should never be allowed to ring or alarm out loud.

Students who are found to be in violation of this policy will risk reduction of grade and may be subject to additional disciplinary action at the discretion of the faculty and the Program Director.

Students must ALWAYS abide with policies set forth by clinical agencies regarding the possession and use of cellular phones/pagers/iPads and other electronic devices.

J. *Computer Usage Policy*

The GW policy “Code of Conduct for Users of Computing Systems and Services” states:
Users must apply standards of normal academic and professional ethics and considerate conduct in the use of all University computing systems and services or any other computer system accessed by virtue of their affiliation with the University. Users agree to and are bound by these and all other applicable rules and regulations related to appropriate legal and ethical use of University computing systems and services, including the Code of Student Conduct and Faculty Handbook.

All students enrolled in School of Nursing are required to have available for their use or to have ready access to computer and communication technology (personal computers, internet access, and email).

Students may NOT use any personal electronic device(s) during examinations.

Students have access to GW computer systems and library resources for educational purposes. Students may not use University computer systems for personal use. Students found to be in violation of the GW policy, rules, and regulations regarding computer usage will be referred to the appropriate authority, and such actions may result in a reduction of grade or further disciplinary actions.

K. Email

The School of Nursing will use GW email addresses for electronic communication with students. All students must establish and maintain a GW email address. Students may forward the GW email account to another personal account; however, students are expected to check and respond promptly to emails from the SON.

L. Emergency Contact Information

Students are responsible for keeping the SON, Student Services, and the GW Registrar informed of current name, address, and telephone contact information. Every student must have at least one emergency contact on file with the SON. To update this information, log into the GW Information System and complete the Emergency Contact form under the Personal Information Menu tab.

M. Liability Insurance

Due to clinical requirements involving patient contact, all students enrolled in nursing programs are required to carry liability insurance. All students currently registered for clinical education courses are covered under the University’s liability insurance while they are active students in the clinical setting. This coverage does not extend beyond clinical rotations required by the GW program and will not cover employment or volunteer exposure.

All students currently registered for clinical education courses are covered under the University's liability insurance while they are active students in the clinical setting. Additional liability insurance that extends this coverage is available to requesting clinical facilities.
N. HIPAA/Patient Confidentiality

The Health Insurance Portability and Accountability Act (HIPAA) passed by Congress in 1996, requires that health care workers be trained in the handling of protective health information (PHI). All students must complete a basic HIPAA privacy course. Information regarding this course will be provided to students upon admission during the first semester of enrollment. All clinical students must successfully complete this short course in order to participate in clinical rotations and to be permitted to register for future semesters. The program will maintain a record of completion of HIPAA training for each student enrolled in clinical curriculum.

Students are prohibited from disclosing Protected Health Information (PHI) through verbal, written, electronic, or any other means. Information contained within a patient’s medical record is strictly confidential and may not be released to anyone without written permission from the patient. Any discussion of patient issues will occur with the highest standards of confidentiality and privacy, having awareness of the environment and the potential for being overheard.

Students may never use PHI in any report, presentation or publication without the express written consent of the patient (or legally appointed guardian) and the clinical facility at which the patient was treated.

Breaches of confidentiality may be cause for failure of the clinical experience or dismissal from the program. Students violating patient confidentiality are subject to civil and criminal liability under applicable law.

O. OSHA/Bloodborne Pathogens

Universal Precautions are procedures to be followed by all staff who are caring for a patient believed to be harboring a highly contagious dangerous pathogen that is transmitted in blood, blood products, and other body fluids. Universal precautions were described in directives and guidelines issued by the Centers for Disease Control and Prevention (CDC) in 1987, and in standards published by the Occupational Safety and Health Administration (OSHA) in 1991. Revisions are published from time to time in Morbidity and Mortality Weekly Reports (MMWR).

All clinical students in School of Nursing programs will be trained in the practice of universal precautions, including the use of gloves, aprons, gowns, masks, and protective eye shields to prevent exposure to pathogens of potential portals of entry for infection (nose, mouth, mucous surfaces, conjunctive membranes, abrasions and lacerations on the skin, etc.). Students are expected to adhere to the practice of universal precautions in all laboratory and clinical settings. This information may be found in the student’s corresponding blackboard community, which is located in the HIPAA/OSHA section.

The program will maintain a record of completion of OSHA training for each student enrolled in the curriculum.

In case of a needle stick or biohazard exposure:

1. Immediately wash hands and any other affected skin area thoroughly. Flush mucus membranes with water.
2. Report the incident immediately to the faculty clinical instructor preceptor and to the appropriate site authority.
3. The faculty clinical instructor will file a report with the agency and will follow guidelines set forth by the clinical agency.
4. The faculty will also report the incident to the MSN Program Director.
5. Students may be referred for follow-up with the GW Student Health Service.
6. All expenses incurred are the responsibility of the student.
7. Students will provide GW SON with a copy of the incident report from the clinical agency or a narrative describing this situation for their student record.
XI. APPENDICES

A. Appendix I: Faculty Directory

Full-time faculty members including regular professors as well as deans who teach at least one course can be found here http://nursing.gwu.edu/faculty-directory-0.

B. Appendix II: Course Descriptions

School of Nursing course descriptions are listed at http://nursing.gwu.edu/course-descriptions.

C. Appendix III: Academic Calendar

Fall semester classes generally begin in late August and end in December, spring semester classes in mid-January and end in May, and summer classes begin in late May and end in late July. Summer courses are 10 weeks. All fall and spring courses are 15 weeks. The Academic Calendar listing exact dates of semesters, holidays, and exam periods can be found on the Registrar’s webpage at http://www.gwu.edu/academic-calendar.

D. Appendix IV: ANA Code of Nursing Ethics

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems. See http://ana.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx

The nurse’s primary commitment is to the patient, whether an individual, family, group, or community. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

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

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

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

The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

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

The Code of Ethics for Nurses was developed as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession. To learn more about the creation of the Code of Ethics, go to http://www.nursingworld.org/codeofethics.

E. Appendix V: Criminal Background Checks & Drug Screening Policy

This policy applies to all School of Nursing (SON) students whose program of study requires them to complete a clinical rotation.

Criminal Background Check (CBC)

Prospective Students

Prospective students seeking admission to the SON will be informed of this policy and its requirements will be posted on the admissions website.

New Students

Students admitted to any SON who require clinical practica will be informed of this policy and its requirements at the time of acceptance. Once admitted, students will be required to complete a criminal background check and authorize release of the results to appropriate academic and/or clinical personnel. A criminal background check will be considered a condition of acceptance and it must be completed by the end of the first month of classes.

Enrolled Students

Students currently enrolled in SON who require clinical practica will be required to complete a criminal background check and authorize release of the results to appropriate academic and/or clinical personnel before starting their next rotation. Any disruption in enrollment may require the student to undergo an additional criminal background check.

Students will be required to report any criminal convictions subsequent to completion of the initial criminal background check.
Drug Screen

Prospective Students

Prospective students seeking admission to the SON will be informed of this policy and its requirements will be posted on the admissions website.

New Students

Students admitted to any SON who require clinical practica will be informed of this policy and its requirements at the time of acceptance. Once admitted, students will be required to complete a drug screen and authorize release of the results to appropriate academic and/or clinical personnel. The drug screen check will be considered a condition of acceptance and it must be completed by the end of the first month of classes.

Enrolled Students

Students currently enrolled in the SON who require clinical practica will be required to complete a drug screen and authorize release of the results to appropriate academic and/or clinical personnel before starting their next rotation. Any disruption in enrollment may require the student to undergo an additional criminal background check.

Students may be required to undergo additional CBCs and/or DSs during their tenure as a Nursing student, as deemed necessary by the academic and/or clinical facility. The cost of all CBCs and DSs shall be the responsibility of the student. The cost of all drug screens shall be the responsibility of the student unless the clinical facility completes the screen on site as part of an internal process. Further, the student shall be deemed responsible for completing all CBCs and DSs in a timely manner.

Failure to comply with this policy will preclude participation in clinical rotations. As a result, the student may not be able to complete the requirements, may not be eligible for federal or state credentialing required for practice, and may be dismissed from the program.

Failure of either the CBC or DS may preclude participation in any further clinical rotations. As a result, the student may not be able to complete the requirements of the education program, may not be eligible for federal or state credentialing required for practice, and may be dismissed from the program. Decisions are subject to right of appeal. All information will be retained until such time as an appeal, if any, has concluded and determination regarding continued participation in the various GW programs has been made.

Results of all background checks and drug screens shall be privileged and confidential, will be maintained in a secure place and shall not be released or otherwise disclosed to any person or agency, other than (1) individuals involved in Nursing programs admissions and student services; (2) persons who have a legitimate need to know, as determined by the Senior Associate Dean of Academic Affairs; (3) upon direction of a court order; (4) any affiliated entity providing
clinical training; or, (5) with the written consent of the student. Records will be maintained on
students until graduation or end of matriculation.

F. Appendix VI: Criminal Background Check Reporting Criteria

Some criminal offenses preclude students from participating in patient care (i.e., Red Flags). In
addition, some professional licensure boards include specific offenses which constitute those
crimes for which licensure are prohibited. Several issues arising from the background check
involves what constitutes a failing report and to what extent clinical sites would refuse a student
based on the failed status. All felony cases listed below will be posted as a “FAIL”. In addition,
each clinical facility may require more or less stringent criteria for placement.

Major Offenses (Red Flags are those that indicate clear potential threat or harm to the
community and constitute an automatic failure of the CBC and dismissal from the program):

- Assault and related offenses when resulting in a felony
- Battery and related offenses when resulting in a felony
- Arson, Attempted Arson
- Child abuse, aggravated child abuse, neglect of a child, exploitation of a child
- Endangering the welfare of a child
- Theft and related offenses resulting in a felony
- Contributing to the delinquency or dependency of a child
- Fraud
- Credit Card Crimes; Credit Card Fraud, Credit Card Theft, Illegally use a Credit Card
- Hate Crimes and related offenses
- Sale, Distribute, Deliver controlled substances and related offenses when resulting in a
  felony
- Possession of a controlled substance when resulting in a felony
- Incest
- Kidnapping, False Imprisonment
- Killing of an unborn child by injury to the mother
- Lewd and Lascivious Behavior when resulting in a felony
- Murder, Maiming, Manslaughter, Attempted Murder, Attempted Maiming, Attempted
  Manslaughter
- Malicious Wounding, Unlawful Wounding
- Obscene literature
- Prohibited acts of persons in familial or custodial authority
- Prostitution, Sexual Solicitation
- Rape, Sexual Abuse, Sexual Assault, Incest
- Sexual Misconduct
- Sexual Assault, Sexual Battery and other Sexual Offenses
- Robbery and related offenses resulting in a felony
- Vehicular Homicide, Vehicular Assault, Hit and Run
- Breaking and Entering
- Weapon Crimes and related offenses
- Embezzlement
Minor Offenses (Yellow Flags - may not constitute and automatic failure of CBC) These will be reviewed independently and a decision will be made based on the nature of the crime and the nature of the position:
  • (e.g., 10 year old charge of Possession of Marijuana, DWI, etc)

G. Appendix VII: GW Statement regarding HIPAA Training

In the fall of 2002, GW initiated a multi-phase effort to assess the impact of the Health Insurance Portability and Accountability Act (HIPAA). The privacy and security components of the HIPAA legislation impact the use, transmission, and storage of protected health information (PHI).

The assessment concluded that GW is not covered by the HIPAA regulations and, therefore, is not a covered entity. HIPAA does, however, indirectly impact the University through its relationships and affiliations with a number of covered entities, particularly its affiliations with The George Washington University Hospital and Medical Faculty Associates, Inc. These impacts are most directly realized in the area of human subjects research and the required protections regarding the use of protected health information (PHI) for research purposes.

Although not a covered entity under HIPAA, GW is committed to continuing to implement privacy and security best practices in order to ensure protections to its students, faculty, and staff, served by its non-medical clinics, and University services including Student Health Services and Human Resources and Benefits. Additionally, in the Medical Center and other clinical training programs, training and exposure to HIPAA requirements orient students to ethical and professional requirements of their future internships and professional opportunities.

In its ongoing efforts to ensure the implementation of privacy and security best practices, GW has instituted these activities:
  • Design and delivery of training for medical and health science students, clinicians, Institutional Review Board members and participants, and employees who may have access to Protected Health Information
  • Design and delivery of training specific to computer and information professionals regarding information security best practices and protections
  • Development of privacy policies and procedures for functions and departments that interact with health information
  • Development of supporting security policies, procedures and protections
  • Establishment of a GW Privacy Officer and Privacy Council to address privacy issues