Nursing Undergraduate Student Handbook
2015-2016

School of Nursing
The George Washington University

Accelerated Bachelor of Science in Nursing (ABSN) Program
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INTRODUCTION

The purpose of the Nursing Undergraduate Student Handbook is to describe policies and procedures specific to Accelerated Bachelor of Science in Nursing (ABSN) program in the School of Nursing (SON) at The George Washington University (GW). This handbook is an extension of and supplement to the current or latest revisions of the GW School of Nursing Bulletin. Students enrolled in the ABSN program at GW are bound by and required to adhere to all policies and guidelines outlined in the GW Guide to Student Rights and Responsibilities (http://gwired.gwu.edu/dos/GuidetoStudentRights), the GW Code of Academic Integrity (http://www.gwu.edu/~ntegrity/code.html), and the American Nurses Association Code of Ethics for Nurses (http://nursingworld.org).

As of the 2015-2016 academic year, the SON offers a second-degree ABSN program for students who hold previous baccalaureate degrees in non-nursing fields, an RN to BSN degree advancement program for students who have completed an Associate’s Degree in Nursing and have successfully passed the NCLEX exam and a VBSN program for Veterans who have completed at least 60 college credits and required pre-requisites. All references to the ABSN are related to these programs.

This handbook will be reviewed and updated annually. The SON reserves the right to review and revise policies stated herein at any time. The most up to date version of this handbook will be posted on the ABSN web-site. Students are expected to remain current on all policies and procedures affiliated with the ABSN program. This handbook does not in any way constitute a contractual obligation on the part of GW or the SON.

INSTITUTIONAL MISSION STATEMENTS

The George Washington University

The George Washington University, an independent academic institution chartered by the Congress of the United States in 1821, dedicates itself to furthering human well-being. The University values a dynamic, student-focused community stimulated by cultural and intellectual diversity and built upon a foundation of integrity, creativity, and openness to the exploration of new ideas.

The George Washington University, centered in the national and international crossroads of Washington, D.C., commits itself to excellence in the creation, dissemination, and application of knowledge.

To promote the process of lifelong learning from both global and integrative perspectives, the University provides a stimulating intellectual environment for its diverse students and faculty. By fostering excellence in teaching, the University offers outstanding learning experiences for full-time and part-time students in undergraduate, graduate, and professional programs in Washington, D.C., the nation, and abroad. As a center for intellectual inquiry and research, the University emphasizes the linkage between basic and applied scholarship, insisting that the practical be grounded in knowledge and theory. The University acts as a catalyst for creativity in the arts, the sciences, and the professions by encouraging interaction among its students, faculty, staff, alumni, and the communities it serves.
The George Washington University draws upon the rich array of resources from the National Capital Area to enhance its educational endeavors. In return, the University, through its students, faculty, staff, and alumni, contributes talent and knowledge to improve the quality of life in metropolitan Washington, D.C.

School of Nursing

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.

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.

ACCREDITATION

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

The George Washington University School of Nursing's Baccalaureate, Master's and Doctor of Nursing Practice programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

The ABSN program has been granted full approval by the Virginia Board of Nursing (BON) and is currently in compliance with all BON regulations.

PROGRAM GOALS

The ABSN curricula is based on The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, April 2008) and will prepare graduates to be generalist nurses who are providers of direct and indirect patient care, coordinators and managers of care and members of the profession with responsibility and accountability. Graduates of the ABSN program will be prepared to:
• Practice in a variety of healthcare settings
• Promote patient safety and patient quality care
• Acquire learning skills to care for patients across the lifespan, within diverse populations and across the health-illness continuum
• Use clinical/critical reasoning to address simple to complex situations
• Use information management and application of patient care technology to better patient care outcomes
• Engage in continuous professional development

TERMINAL OBJECTIVES

Graduates of the GW SON’s ABSN Pathway will leave the program with the knowledge, skills, and practical experience needed to:

• Utilize the nursing process to support and promote health in diverse individuals, families, groups and communities in a multi-cultural world.
• Synthesize knowledge derived from the natural, behavioral sciences and the humanities with nursing theory as a basis for professional nursing practice.
• Apply theories to analyze client responses to health and illness and intervene appropriately.
• Demonstrate nursing practice that is based on ethical, legal, and professional values and standards of practice.
• Participate in identifying societal health needs, critiquing and improving the delivery and quality of health care and nursing practice.
• Demonstrate accountability for decisions, actions, and outcomes relative to nursing practice.
• Collaborate with clients and health care team to provide, facilitate, and coordinate optimal health care.
• Utilize leadership and management skills to identify and meet health care needs of individuals, families, groups, and communities.
• Utilize communication theories and techniques in developing effective relationships with clients and health care team members.
• Evaluate research findings to determine their relevance and apply findings to professional nursing practice.
• Demonstrate the efficiency and effectiveness of health care information management and application of patient care technology.
• Demonstrate continued commitment to lifelong learning to promote personal and professional growth.

Upon completion of the ABSN degree at GW, graduates will be eligible to sit for the NCLEX-RN examination for professional licensing.
CURRICULUM

The ABSN curriculum consists of 60 credits, which are to be completed through full-time study over the course of four academic semesters. The ABSN program is located on the Virginia Science and Technology Campus of GW, located in Ashburn, Virginia.

Undergraduate classroom courses are taught as technology-blended courses which can include didactic, laboratory, and/or online components. Courses indicated with an asterisk are graduate-level, web-based courses that may be applied to pursuit of an MSN at GW within 5 years following completion of the ABSN. Undergraduate classroom courses are taught as technology blended courses.

Courses indicated with a double asterisk have a clinical and/or lab component. Clinical rotations will take place in agencies throughout the DC metropolitan region, and students must provide their own transportation to clinical sites.

- Nurs 3110 Transition into the Nursing Profession (2 credits)
- Nurs 3111 Health Assessment** (3 credits)
- Nurs 3112 Nursing Practice and Clinical Reasoning I: Didactic (5 credits)
- Nurs 3113 Nursing Practice and Clinical Reasoning I: Clinical & Lab** (6 credits)
- Nurs 3114 Nursing Practice and Clinical Reasoning II: Didactic (3 credits)
- Nurs 3115 Nursing Practice and Clinical Reasoning II: Clinical & Lab** (4 credits)
- Nurs 3116 Nursing Practice and Clinical Reasoning III** (3 credits)
- Nurs 3117 Nursing Practice and Clinical Reasoning IV** (3 credits)
- Nurs 3118 Pharmacology (4 credits)
- Nurs 4116 Nursing Practice and Clinical Reasoning V** (3 credits)
- Nurs 4117 Nursing Practice and Clinical Reasoning VI** (3 credits)
- Nurs 4119 Patient Safety and Health Care Quality (3 credits)
- Nurs 4120 Capstone Experience-Transition into Practice** (6 credits)
- Nurs 6203 Nursing Leadership* (3 credits)
- Nurs 6204 Health Information and Technology* (3 credits)
- Nurs 6205 Health Policy, Quality & Political Process* (3 credits)
- Nurs 6207 Research Methods for Health Professionals I* (3 credits)

ACADEMIC INTEGRITY AND ETHICS

All students are expected to maintain a high level of honor in the pursuit of the ABSN degree. Students enrolled in the ABSN program are required to adhere to and are entitled to the benefits of the GW Guide to Student Rights and Responsibilities and the GW Code of Academic Integrity, as well as all other rules, regulations, and policies with University-wide applicability.
Incidences of dishonesty constitute legal or moral offense and may be grounds for dismissal from the ABSN program. Such violations will be handled according to procedures described in the GW Code of Academic Integrity.

DRUG/ALCOHOL POLICY

The ABSN program follows the GW Drug/Alcohol policy found in the Guide to Student Rights and Responsibilities. The ABSN program extends this policy beyond University premises to include any clinical site to which the student may be assigned. The use of drugs or alcohol during class, laboratory, or clinical experiences will not be tolerated.

Impaired or unsafe behavior is a danger to students, faculty, and patients. A student demonstrating any impaired or unsafe behaviors may be removed from the class, lab, or clinic. Any student in violation of the drug/alcohol policy is subject to the sanctions and reviews described in the Guide to Student Rights and Responsibilities.

Behaviors leading to disciplinary action under the drug/alcohol policy include, but are not limited to the following:

- Impaired ability to process information
- Impaired judgment/reasoning
- Weakness, imbalance, or uncoordinated fine/gross motor skills
- Slurred speech
- Glassy eyes and/or constricted or dilated pupils
- Irrational, combative, or abusive behavior
- Smell of alcohol or other cognition impairing substances

Violations of the drug/alcohol policy will be reported directly to the Office of Student Judicial Services and to the University Police Department in compliance with the policy described in the Guide to Student Rights and Responsibilities.

PROFESSIONAL COMPORAMENT

Nursing students are expected to adhere to a professional standard of behavior. Some behaviors may raise concerns regarding the student’s suitability to continue in the ABSN program.

Due to the unique requirements of the nursing profession, students enrolled in the ABSN program at GW also are expected to be knowledgeable of and adherent to the American Nurses Association Code of Ethics for Nurses.

As members of the health care community, nursing students are expected to behave in a manner consistent with the principles and obligations inherent in professional practice. Professional maturity, integrity, and competence are expected of students in every aspect of the clinical setting with preceptors, coworkers, and patients. Students are obliged to practice diligence, loyalty, and discretion in the patient-provider relationship.
Some behaviors or patterns, either during the didactic or clinical phase, may raise concerns as to the student’s suitability to continue in the program of study. Inappropriate behaviors for a health profession [nursing] student may include, but are not limited to, breaching patient confidentiality, using illegal drugs or abusing controlled substances, becoming sexually involved with a patient, undertaking a procedure or scope of practice beyond that of a student, disobeying or showing disrespect for others, showing a judgmental attitude toward patients, or revealing a lack of concern or compassion in practice.

Breaches of conduct are unacceptable behavior. Such violations will be handled according to procedures described in the *GW School of Nursing Bulletin* or the *GW Guide to Student Rights and Responsibilities*, based upon the determination of the SON dean or his/her designee.

**TECHNICAL and ACADEMIC STANDARDS for NURSING STUDENTS**

The George Washington University is committed to preparing knowledgeable, safe and ethical nurses and nurse practitioners who are able to think critically. These individuals must be able to perform the necessary skills to provide high quality effective and efficient care for patients in a rapidly evolving health care system across a variety of practice environments. Students are required to master the essential competencies for practice as enumerated via the relevant professional national standards. In addition, students must meet these standards, with or without reasonable accommodations, in Communication, Observation, Motor/tactile Function, Cognitive/Intellectual Function, and Behavioral and Social Attitudes.

Please see detailed information in Appendix VII.

**ACADEMIC PROGRESSION**

**Attendance**

The full Clinical Attendance policy can be found in Appendix VIII.

Students are expected to attend all classes, laboratories, and clinical rotations with punctuality. Some courses in the ABSN program consist of multiple components (didactic and clinical), and students are required to maintain punctuality and consistent attendance in all components of the course.

On occasion a student may miss class because of unavoidable or extenuating circumstances. Legitimate excusable absences include personal injury or illness (with medical substantiation), death in the immediate family, jury duty or subpoenas, and military service. Excused absences may require supporting substantiation such as military orders or a physician’s note, and prolonged absence from courses may require the student to take a leave of absence. (See Clinical Attendance Policy Appendix VIII)

Students bear the responsibility of notifying the instructor prior to any anticipated absence or immediately following the absence in the case of emergencies. Failure to report an absence is considered unexcused, and students may not be permitted to make up material missed.
Due to the importance of clinical experiences, if any student has **excused** clinical absences of 20% or more of the clinical time for that specific clinical rotation, the student will have significant difficulty accomplishing clinical objectives and obtaining a satisfactory grade. If student excused absences are 20% or greater, the possibility of assigning an “In progress” or an “Incomplete” grade for the clinical rotation exists at the discretion of clinical faculty and program director. (Refer to the full Clinical Attendance Policy Appendix VIII)

Students are expected to attend all clinical rotations with punctuality. Tardiness is disruptive to students, faculty, clinical staff, and patients. Tardiness in clinical rotations will not be tolerated. Two incidences of tardiness in a clinical setting will be counted as an unexcused absence. (Refer to the full Clinical Attendance Policy Appendix VIII)
Due to the importance of clinical experiences, if any student has **unexcused** clinical absences of 20% or more of the clinical time for that specific clinical rotation, the student will be unable to obtain a satisfactory grade which will result in failure of the clinical course. (Refer to the full Clinical Attendance Policy Appendix VIII)

If classes, laboratories, or clinical rotations are missed for any reason, the decision as to whether the work can be made up is at the discretion of the faculty and Program Director.

**Advising**

Each ABSN student will be assigned a faculty member as an academic advisor. The relationship is established to assure that the student is progressing satisfactorily in the program. Students are expected to meet with the advisor 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 office hours and 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 ABSN program, the student should first discuss the issue with the faculty advisor. The faculty advisor may refer the student to the Program Director or to one of the university services for consultation.

**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 ABSN Program supports the guidelines for 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 the ABSN program 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/)
Religious Holidays

The ABSN program adheres to the University policy regarding religious holidays. The full policy is detailed in the GW School of Nursing Bulletin and also online at http://www.gwu.edu/hr/calendar/index.html

Inclement Weather or Emergencies

In the case of inclement weather or emergency situations, the George Washington University may close or delay opening.

The GW Campus Advisories homepage (http://www.campusadvisories.gwu.edu/) is the primary source for incident-related information. If you are unable to access the internet, the GW Information Line (202-994-5050) provides recorded voice updates. Local radio station WTOP (103.5FM) may also have late-breaking information.

Because the ABSN program is located on the Virginia Science and Technology Campus, students also should call the VSTC Weather line (703-726-8333) in cases of inclement weather or emergency situations. The VSTC may have a different closing schedule than the main campus in DC.

*In cases where the delay/closure information differs between the main campus and the VSTC, the ABSN program will follow the actions of the VSTC.*

In some cases, clinical requirements may have a starting time earlier than the standard posting times for alerts on the GW information lines. A phone tree will be established so that the ABSN program can notify students in clinical learning experiences of contingency plans for severe weather and emergencies.

Grading Policies

All courses in the ABSN program counting towards the bachelor’s degree must be taken for a grade. All courses in the ABSN curriculum must be passed with a grade of C or better. In courses with clinical/laboratory components, students must pass the clinical/laboratory component of the course in order to pass the course.

Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Numeric Average</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>Grade</td>
<td>Letter</td>
<td>GPA</td>
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<tr>
<td>-------</td>
<td>--------</td>
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</tr>
<tr>
<td>73-76</td>
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</tr>
<tr>
<td>70-72</td>
<td>C-</td>
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</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td>.07</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

The numeric weighted average is converted to a letter grade and GPA according to the above scale. Only the final overall grade is numerically rounded: 0.5 and above will be rounded up to the next whole number and 0.4 and below will remain the whole number.

*Grades below B in clinical courses are considered failing within the ABSN curriculum.* Clinical courses are defined as Nurs 3113 and Nurs 3115. Other courses required a passing grade of C or better. If a student earns a final grade lower than B in any ABSN program required clinical course, or lower than C in other courses, the student’s progression in the program will be stopped. The student will be required to take a leave of absence until the course is offered again, and the student will be given one opportunity to repeat the failed course. Both grades will remain on the student’s transcript and calculated into the cumulative degree GPA.

*Dismissal:* Any student who has received one or more failing grades during a semester may be recommended for dismissal by the Program Director. This will be reviewed by the Dean of Academic Affairs. At the discretion of the Dean of Academic Affairs, the recommendation may also be reviewed by the School of Nursing Evaluation Committee before submitting the recommendation to the dean. The final decision regarding dismissal will be made by the Dean of the School of Nursing.

The grade of I (incomplete) may be assigned at the discretion of the faculty only in cases where the instructor has received acceptable explanation of a student’s inability to complete the required work for the course and the student’s performance in the course has been satisfactory. A student who has earned an incomplete will be permitted to register for the following semester and is expected to complete the work to resolve the incomplete according to the established timelines for changing the grade.

Courses taught by other programs may use different grade scales, and the expectation of a C or better is maintained for these courses as well as those offered within the ABSN program.

Students are expected to take all examinations as scheduled. Exams will be rescheduled only if circumstances warrant permission by the instructor. If a student fails to take any examination without obtaining permission from the instructor OR, in the case of an emergency, providing notification immediately following the event, the student will fail the examination.

**Standardized Testing**

NCLEX-style standardized testing will be incorporated into courses throughout the ABSN program using Kaplan’s Integrated Testing Program, which is comprised of a series of secure online tests and remediation resources designed to evaluate and repair the nursing knowledge of
students in an undergraduate program leading to RN Licensure. The cost of testing is incorporated into the course tuition and is incorporated throughout the ABSN program.

Registration/Scheduling

Upon admission to the ABSN program, the Nursing Programs Office of Admissions will activate students for GW registration.

Class schedules for ABSN students are integrated and fully dependent upon the student’s clinical rotation assignments. The Clinical Coordinator will place each student into the term’s clinical rotation once clinical contracts are finalized for the first semester and the fourth semester.

During the second and third semesters, students may select their clinical placement after being advised to do so by the Clinical Coordinator. Program Coordinators can provide students with course registration numbers (CRNs) and guidance for the registration process.

Clinical Student Placement

Students are assigned to clinical sites based upon the learning objectives of the course and site availability. Accommodations will not be made for personal scheduling conflicts or personal transportation conflicts. It is expected that students will have reliable transportation to and from the clinical site. Clinical sites used for this program are located in Virginia, Maryland and DC Metropolitan area and are not always accessible via public transportation. Students cannot participate in clinical experiences without having completed all clearance requirements including Certified Background®, CPR and annual TB screening. It is the student’s responsibility to ensure that they are compliant and have provided appropriate documentation.

Course Add/Drop/Withdrawal

All courses within the ABSN curriculum are integrated as co-requisites or prerequisites to the other courses of the program. ABSN students may not add, drop, or withdraw from these courses without the permission of the Program Director.

Leaves of Absence/Readmission

The GW School of Nursing Bulletin describes policies and procedures for formal leaves of absence.

A student who must interrupt active pursuit of the degree may petition the Dean of Academic Affairs, through the Associate Dean for Undergraduate studies, for a leave of absence for a specified period of time, generally limited to a maximum of one calendar year. If the petition is approved, the student must register for leave of absence in each semester, following regular registration procedures.
Degree candidates who discontinue their studies without being granted a leave of absence and students granted leaves who do not return to active study at the close of the period of approved absence must apply for readmission and are subject to the regulations and requirements then in force. The right to use University facilities is suspended while the leave is in effect.

Appeals

Students who believe that a grade or evaluation is unjust or inaccurate may submit a petition through the program that offers the course. If a mutually satisfactory resolution is not achieved, the student may use the following appeal procedures:

1) The student must submit a written appeal to the Dean of Academic Affairs within five (5) days of posting the grade.
2) The Dean of Academic Affairs will meet with the student to attempt to resolve the issue.
3) If the issue cannot be resolved, the Dean of Academic Affairs will form a three-person special committee “Grade Appeal Committee”. The Grade Appeal Committee will consist of three (3) members of the School of Nursing faculty.
4) The Grade Appeal Committee will conduct a hearing at which the student and the faculty member have an opportunity to state, in each other’s presence, their views on the academic evaluation at issue.
5) The Grade Appeal Committee will make a recommendation to the Dean of the School of Nursing regarding how the issue should be resolved. The Dean of the School of Nursing shall make the final decision regarding the grade appeal and will advise the student and the faculty member in writing of his or her decision.

Graduation

Students are expected to complete the ABSN curriculum in 15 months of continuous enrollment. In most cases, the ABSN degree will be conferred in January and/or May.

All students must submit an application to graduate, regardless of whether they plan to attend or participate in University commencement ceremony. Students must meet all program requirements for graduation and submit the application for graduation to the Health Sciences and Nursing Student Services Office by the published deadline(s). The application to graduate can be found on the GW Registrar’s website (http://www.gwu.edu/~regweb).

NCLEX and State Board Licensure

Upon completion of the ABSN program, students must complete and pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in order to be licensed by a State Board of Nursing to practice as a Registered Nurse.

Graduates are responsible for filing their own applications for the NCLEX-RN and to the appropriate State Board of Nursing.

To be eligible to take the NCLEX-RN, the student must:
1. Successfully complete the requirements of the ABSN program at GW.
2. Apply for graduation from The George Washington University by the specified deadline.
3. Submit an application for licensure to the Board of Nursing where you wish to be licensed (refer to the appropriate Board of Nursing website for guidelines and requirements).
4. Request an official GW transcript be sent to the appropriate Board of Nursing immediately following completion of the program. (The official transcript must show that the degree or diploma has been awarded or that all requirements for awarding the degree have been met and specify the date of conferral.)
5. Meet all of the board of nursing’s eligibility requirements to take the NCLEX examination.
6. Register for the NCLEX Examination with Pearson VUE.
7. Receive Confirmation of Registration from Pearson VUE.
8. The Board of Nursing makes the candidate eligible to take the NCLEX.
9. Receive Authorization to Test (ATT) from Pearson VUE.
10. Complete the NCLEX Examination within the timelines described in the ATT.

STUDENT POLICIES

Statement of Non-Discrimination

The George Washington University does not unlawfully discriminate against any person on the basis of race, color, religion, sex, national origin, age, handicap, veteran status, or sexual orientation. This policy covers all programs, services, policies, and procedures of the University, including admission to education programs and employment.

Employment

The ABSN program is a full-time program with courses and clinical assignments offered during daytime and evening hours. Final semester preceptorships may require day, evening, night and weekend shifts. Students are strongly discouraged from holding employment while enrolled in the program. No accommodations will be made for any scheduling conflicts that result from employment.

Health Records, Physical Examinations, and Immunizations

All student health information is managed through Certified Background https://www.certifiedbackground.com/. All ABSN students are required to complete the GW Physical Examination/Documentation of Health Requirements Form for Health Science Students in Clinical Practice (this is a substitute to the GW Student Health Service Mandatory Immunization form found on the Student Health Services website). All immunization requirements must be met prior to initial registration for courses and must be maintained throughout enrollment in the ABSN Program. The health form and supporting documentation must be submitted to Certified Background no later than July 1 for students entering the program Fall and December 15th for students entering the program in Spring.
In addition to the standard GW immunization requirements, ABSN students must provide evidence of a recent physical examination by a licensed health provider (MD, NP or PA) and evidence of a tuberculin skin test (TST) completed in the summer or fall preceding initial registration. Tuberculin Skin Tests must be completed annually and updated with the Student Health Service.

The ABSN program requires the following health records:
1. Annual physical examination
2. Tuberculosis Skin Test Screening by PPD, updated annually
   - If TST results are positive, students must provide documentation of a negative chest x-ray
   - If student has a history of positive TST, students must provide documentation of a negative chest x-ray within the last 12 months and prophylactic treatment (if required/administered)
3. Tetanus/Diphtheria/Pertussis vaccination booster is required.
4. Measles/Mumps/Rubella (MMR) verification of immunity through positive antibody titer
5. Hepatitis B verification of immunity through positive antibody titer (at least two shots in the HepB series must be completed prior to August 1 to be eligible for clinical rotations. The HepB series must be completed within CDC guidelines.)
6. Varicella (Chicken Pox) verification of immunity through positive antibody titer
7. Influenza vaccination for each annual flu season; updated annually

The ABSN program also recommends the following vaccinations:
1. Hepatitis A vaccination (may be completed with HepB as Twinrix series)
2. Meningococcal vaccination
3. Adult Polio IPV booster vaccination or documentation of OPV administration

Failure to comply with the health record and immunization requirements will prevent a student from beginning the ABSN program. Undergraduate students who have not provided proof of necessary immunization by the end of the second week of classes may be removed from classes until such time proof is given, and will be encumbered by the Student Health Service, and will not be able to register for the next semester until such proof is given.

Due to HIPAA regulations, all health records are submitted to and maintained by the GW Student Health Service. Student Health Service verifies completion of clinical rotation requirements for the program, and the program will subsequently verify compliance for the appropriate clinical agency.

At no time will the ABSN program have or release original health records to any third party. Students are encouraged to keep original documents available regarding the above-listed health/immunization requirements with them during their clinical experiences. Should a clinical agency require these documents at the beginning of a rotation, the student will be required to provide them.

Students are responsible for all costs associated with fulfilling and maintaining health/immunization requirements.
Criminal Background Checks and Drug Screenings

Following acceptance into a clinical program, new students must complete a criminal background check and urine drug screen. These services are supplied by Certified Background. Instructions for completing this are provided upon admission. Clinical sites may require that students complete their screening for criminal background and drugs in order for a student to have a clinical experience there.

Failure to comply with CBC and DS by the deadlines prior to the time of matriculation/registration will result in a hold being placed on the student’s registration and may prevent the student from beginning or continuing in the ABSN program. Students will not be permitted to begin clinical rotations without satisfactory completion of the CBC and DS.

Results of the CBC and DS are maintained by SON Student Services, are communicated to the Program Director and to appropriate clinical faculty and may be verified to clinical agencies as needed. Some clinical affiliates may require additional CBC/DS prior to participation in clinical education experiences at their facilities. Students must comply with any additional requirements presented by the clinical facility.

All expenses related to the criminal background check and drug screen are the responsibility of the student.

CPR Certification Requirements

All students enrolling in the ABSN program are required to earn and maintain current professional level certification in cardiopulmonary resuscitation (CPR) throughout their enrollment in the ABSN 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.

Original certification cards must be presented to the ABSN Program Coordinator during orientation. The ABSN program will maintain a copy of the certification card in the student file.

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. Proof of recertification must be provided to the Program Director prior to the initial date of expiration.

Use of Cellular Phones/Pagers/Personal Data Assistance (PDA) 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 (BlackBerry®, iPhones®, etc.) 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. In cases where a student must have access to their personal phone or PDA during class for emergency purposes, the faculty instructing the course must be alerted prior to the start of class and the student must discreetly excuse themselves from class in order to answer any emergency call.

*The use of cellular phones/pagers/PDAs is prohibited during examinations.*

All such 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 in class, and should never be allowed to ring or alarm during class.

*Texting and engaging in personal non-emergency conversations during class or lab is prohibited.*

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

*Students must ALWAYS abide with policies set forth by clinical agencies regarding the possession and use of cellular phones/pagers/PDAs.*

**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 the ABSN program are required to have available for their use or to have ready access to computer and communication technology (personal computers, internet access, and email).

Four of the courses in the ABSN curriculum are drawn from the MSN curriculum and are taught in a distance education format.
Personal computers and electronic devices (laptops, notebook computers, PDAs, etc.) may be used in the classroom during didactic courses only in a manner that is not disruptive to other students and in compliance with guidelines set forth by the course instructor. Students may NOT use any personal electronic device(s) during examinations unless instructed to do so by course faculty.

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.

Email

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

Emergency Contact Information

Students are responsible for keeping the ABSN Program, 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 ABSN Program.

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 ABSN 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.

Medical/Health Insurance

All students will be automatically enrolled in the GW Student Health Insurance Plan offered through Aetna. If students already carry existing health insurance that meets minimum standards, they will be required to provide proof of health insurance coverage. These changes will ensure that students will have adequate coverage during their time at GW. The costs associated with medical/health insurance coverage are the sole responsibility of the student.
GW offers health insurance coverage through United Health Student Resources. For information on the group health insurance options offered through the University, students should contact the Student Health Service (202-994-6827).

Injuries and accidents may occur during the course of the program. Accidents and injuries must be reported to the appropriate faculty member or clinical instructor and to the ABSN Program Director.

Students may be referred to or transported by emergency personnel to the GW Student Health Service (located in Foggy Bottom), to the GW Hospital Emergency Department, or to emergency facilities not associated with GW. The site of referral will be influenced by several factors, including the site at which the student was injured, the time of day, and the type of injury incurred.

If medical attention is required at any point during the program, costs incurred are the sole responsibility of the student not that of the ABSN program, the SON, or the University.

**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 during the new student orientation during the first semester of enrollment. All ABSN 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 the ABSN curriculum.

Students are prohibited from disclosing 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 ABSN program. Students violating patient confidentiality are subject to civil and criminal liability under applicable law.

**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 students in the ABSN program 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. The program will maintain a record of completion of OSHA training for each student enrolled in the ABSN 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 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 ABSN Program Coordinator.
5. Students may be referred for follow-up with the GW Student Health Service.
6. All expenses incurred are the responsibility of the student.

Dress Code and Uniform Policy
Nursing students represent The George Washington University and the School of Nursing. ABSN students are expected to be neatly dressed and groomed at all times. Appearance must conform to the highest standards of cleanliness, professionalism, and safety. Uniforms are to be worn only when commuting to and from your clinical site and the ABSN skills lab.

At orientation, students will receive their University-issued “GWorld” card. Students are required to have the “GWorld” card on them at all times while on campus.

Uniform Information:

ABSN clinical uniforms are embroidered with the GW logo and are to be purchased directly from Fenton Uniforms. The ABSN Program Coordinator can provide you with uniform ordering forms and other uniform information. No substitutions or variations will be allowed.

Please be aware that a uniform change was made beginning January 2016.

Students in Cohorts 9 and 10 will not be required to buy the new uniforms.

It is required that each student buys at least one of the following GW School of Nursing embroidered items. The suggested quantities can be found below:
For students entering the program after January 2016 (Cohort 11 onward)

<table>
<thead>
<tr>
<th>Item</th>
<th>Suggested Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy Scrub top with Emblem</td>
<td>2</td>
</tr>
<tr>
<td>Red Scrub Top with Emblem</td>
<td>1</td>
</tr>
<tr>
<td>GW Blue T-Shirt</td>
<td>1</td>
</tr>
<tr>
<td>Navy Scrub Bottom</td>
<td>1</td>
</tr>
<tr>
<td>Khaki Scrub Bottom</td>
<td>2</td>
</tr>
<tr>
<td>White Lab Coat with Emblem</td>
<td>1</td>
</tr>
</tbody>
</table>

For students entering the program before January 2016 (Cohort 9 and 10)

<table>
<thead>
<tr>
<th>Item</th>
<th>Suggested Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Polo</td>
<td>1</td>
</tr>
<tr>
<td>Yellow Polo</td>
<td>1</td>
</tr>
<tr>
<td>Red Jacket</td>
<td>1</td>
</tr>
<tr>
<td>Navy Scrub Top</td>
<td>2</td>
</tr>
<tr>
<td>Navy Scrub pants</td>
<td>2</td>
</tr>
<tr>
<td>White Lab Coat</td>
<td>1</td>
</tr>
</tbody>
</table>

Failure to dress professionally may result in removal from a clinical experience. If a student’s uniform does not meet professional standards, the student may be asked to purchase a new uniform. In such cases, expenses incurred are the responsibility of the student.

Failure to adhere to the following standards constitutes an infraction and will be treated as a breach under the policies described under Professional Comportment in this handbook.

**Didactic/Laboratory Attire:**

Students must wear publicly acceptable attire in the classroom setting. Clothing should be clean and in good repair. Skirts, shorts, and dresses, when worn, must be knee-length or longer. Clothing that exposes areas of the chest, abdomen, midriff, back, or underwear are unacceptable. Non-religious headwear and dark glasses (unless accompanied by a physician’s note) are to be removed in classrooms and in the laboratory.

Students are required to wear blue scrubs (top and bottom) in the nursing laboratory. Each student is responsible for maintaining his or her lab uniform and lab coat in a clean and professional manner. Students who are already hold an RN license are not required to purchase uniforms.

**Clinical Attire:**

Students are required to wear their name badges, identifying them as ABSN students from The George Washington University, during all clinical experiences. The SON will provide each student with one name badge. Students are responsible for the cost of replacement if the badge is lost or broken.

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Students must have a stethoscope and a watch with a sweeping second-hand or digital second-indicator in all clinical settings.

All uniforms should be clean and pressed at all times. The ABSN uniform should never be worn in settings other than clinical agencies or the nursing simulation laboratory. Sweaters or cover-ups that obscure the uniform are prohibited. Undergarments must never be visible, and female students must wear a bra. Students are responsible for maintaining the ABSN uniform in a clean and professional manner.

The ABSN uniform is to be worn in all clinical settings unless otherwise instructed by GW faculty:

- **Scrub Top**: Purchased directly from Fenton Uniforms.
- **Pants**: Purchased directly from Fenton Uniforms.
- **Lab Coat**: Purchased directly from Fenton Uniforms.
- **Hosiery**: Clean white stockings or socks are required at all times.
- **Shoes**: Clean white nursing shoes (no canvas) are required in all settings. Shoes should be polished and in good repair, with clean white laces if needed. Sneakers and other athletic shoes are prohibited in all clinical environments. Only closed-toe, closed-heel shoes are permitted in clinical settings (no sandals, flip-flops, sling-backs, Crocs etc.).

Students in clinical 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 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 ABSN students to wear these items during a clinical experience.
# APPENDIX I

## Faculty/Staff Directory

For all general inquiries, contact the appropriate faculty member or nursing@gwu.edu

### Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malinda Whitlow, DNP, RN,FNP-BC</td>
<td>Executive Director, ABSN Programs</td>
<td><a href="mailto:Mlw7b@gwu.edu">Mlw7b@gwu.edu</a></td>
</tr>
<tr>
<td>Billinda Tebbenhoff DNP, RN, PMHCNS</td>
<td>Associate Dean, Division of Undergraduate Studies</td>
<td><a href="mailto:btebbenhoff@gwu.edu">btebbenhoff@gwu.edu</a></td>
</tr>
<tr>
<td>Mary Jean Schumann, DNP, MBA, RN, CPNP, FAAN</td>
<td>Senior Associate Dean, School of Nursing</td>
<td><a href="mailto:mschuma7@gwu.edu">mschuma7@gwu.edu</a></td>
</tr>
<tr>
<td>Pam Jeffries, PhD, RN, FAAN, ANEF</td>
<td>Dean, School of Nursing</td>
<td><a href="mailto:jejohns@gwu.edu">jejohns@gwu.edu</a></td>
</tr>
</tbody>
</table>

### ABSN Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Bantell, EdD, RN</td>
<td>Assistant Professor</td>
<td><a href="mailto:marybantell@gwu.edu">marybantell@gwu.edu</a></td>
</tr>
<tr>
<td>Linda Cassar, MSN, RNC-OB</td>
<td>Clinical Educator- Instructor</td>
<td><a href="mailto:lcassar@gwu.edu">lcassar@gwu.edu</a></td>
</tr>
<tr>
<td>Betsy Choma, CPNP, MSN, RN, Clinical Educator</td>
<td></td>
<td><a href="mailto:echoma@gwu.edu">echoma@gwu.edu</a></td>
</tr>
<tr>
<td>Julia Clarke, MSN, RN, CNS</td>
<td>Clinical Instructor</td>
<td><a href="mailto:jaclarke@gwu.edu">jaclarke@gwu.edu</a></td>
</tr>
<tr>
<td>JoAnn Conroy, MSN, RN</td>
<td>Clinical Educator-Instructor</td>
<td><a href="mailto:jfc27@gwu.edu">jfc27@gwu.edu</a></td>
</tr>
<tr>
<td>Patricia Davis, DNP, MSN, RN-BC</td>
<td>Laboratory Director</td>
<td><a href="mailto:pdavis@gwu.edu">pdavis@gwu.edu</a></td>
</tr>
<tr>
<td>Karen Dawn, DNP, MSN, RN</td>
<td>Assistant Professor</td>
<td><a href="mailto:kdraw@gwu.edu">kdraw@gwu.edu</a></td>
</tr>
<tr>
<td>Majeda El-Banna, PhD, RN, MSN, Director, RN to BSN Program and Assistant Professor</td>
<td></td>
<td><a href="mailto:melbanna@gwu.edu">melbanna@gwu.edu</a></td>
</tr>
<tr>
<td>Christina Johnson, BSN, RN</td>
<td>Clinical Placement and Lab Liaison</td>
<td><a href="mailto:Cjohnson@gwu.edu">Cjohnson@gwu.edu</a></td>
</tr>
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</table>

571-553-0182

202-994-3484

202-994-3725

571-553-0226

571-553-0227
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol Lang, D.H.Sc., RN, CCRN</td>
<td>Assistant Professor</td>
<td><a href="mailto:cs.lang@gwu.edu">cs.lang@gwu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Rebecca Mance, RNC-OB, C-EFM, PHCNS, MSN</td>
<td>Clinical Educator-Instructor</td>
<td><a href="mailto:rd.mance@gwu.edu">rd.mance@gwu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Cathy Reisenberg, PhD, APRN, FNP-BC, CMSRN</td>
<td>Director, W2 Program, Assistant Professor</td>
<td><a href="mailto:reisence@email.gwu.edu">reisence@email.gwu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dina Rosenthal, RN, MSN, FNP</td>
<td>Clinical Educator-Instructor</td>
<td><a href="mailto:dina7216@email.gwu.edu">dina7216@email.gwu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Michelle Rumble, DNP, MSN, RN, MPH</td>
<td>Assistant Professor</td>
<td><a href="mailto:mm.rumble@gwu.edu">mm.rumble@gwu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Christine Seaton, MSN, RN, CCRN</td>
<td>Clinical Educator-Instructor</td>
<td><a href="mailto:cd.seaton@gwu.edu">cd.seaton@gwu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Kristin Stevens, BA, BS, MS, CPNP</td>
<td>Clinical Instructor</td>
<td><a href="mailto:Kelem03@gwu.edu">Kelem03@gwu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Whitney Hodges Shanley, MSN, RN, FNP-BC,</td>
<td>Instructor</td>
<td><a href="mailto:whodges@gwu.edu">whodges@gwu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Jacqueline Wavelet, MSN, ACNS-BC, CNL</td>
<td>Clinical Educator-Instructor</td>
<td><a href="mailto:jwavelet@gwu.edu">jwavelet@gwu.edu</a></td>
<td>703-726-8534</td>
</tr>
<tr>
<td>Gretchen Wiermsa, DNP, MSN, RN</td>
<td>Instructor</td>
<td><a href="mailto:gwiers@gwu.edu">gwiers@gwu.edu</a></td>
<td>703-726-4485</td>
</tr>
<tr>
<td>Karen Wyche, PhD</td>
<td>Research Professor</td>
<td><a href="mailto:kwyche@gwu.edu">kwyche@gwu.edu</a></td>
<td>571-553-0113</td>
</tr>
</tbody>
</table>

**Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim Fulmer</td>
<td>Executive Coordinator, ABSN Program – Fall Cohorts</td>
<td><a href="mailto:kafulmer@gwu.edu">kafulmer@gwu.edu</a></td>
<td>571-553-0222</td>
</tr>
<tr>
<td>Molli Herth</td>
<td>Administrative Manager, School of Nursing</td>
<td><a href="mailto:herthmo@gwu.edu">herthmo@gwu.edu</a></td>
<td>202-994-8350</td>
</tr>
<tr>
<td>Elizabeth Walker</td>
<td>Assistant to Dean, Dean’s Office</td>
<td><a href="mailto:walker@gwu.edu">walker@gwu.edu</a></td>
<td>202-994-3725</td>
</tr>
</tbody>
</table>
## Academic Calendar

### Spring Semester 2016

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>Monday, January 11</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (no classes)</td>
<td>Monday, January 18</td>
</tr>
<tr>
<td>President's Day (no classes)</td>
<td>Monday, February 15</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Monday, March 14 – Saturday, March 19</td>
</tr>
<tr>
<td><strong>Last Day of Classes</strong></td>
<td><strong>Monday, April 25</strong></td>
</tr>
<tr>
<td>Make-Up Day</td>
<td>Tuesday, April 26</td>
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<tr>
<td>Designated Monday</td>
<td>Wednesday, April 27</td>
</tr>
<tr>
<td>Reading Days</td>
<td>Thursday, April 28 – Friday, April 29</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>Monday, May 2 – Tuesday, May 10</td>
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<tr>
<td>Commencement Weekend</td>
<td>Friday, May 13 – Sunday, May 15</td>
</tr>
<tr>
<td><strong>Spring Degree Conferral</strong></td>
<td><strong>Sunday, May 15</strong></td>
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### Summer Semester 2016

<table>
<thead>
<tr>
<th>Session I Begins (6, 8, 10 and 14-Week Sessions)</th>
<th>Monday, May 16</th>
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</thead>
<tbody>
<tr>
<td>Memorial Day (no classes)</td>
<td>Monday, May 30</td>
</tr>
<tr>
<td>6-Week Session I Ends</td>
<td>Saturday, June 25</td>
</tr>
<tr>
<td>Independence Day Observed (no classes)</td>
<td>Monday, July 4</td>
</tr>
<tr>
<td><strong>Session II Begins (6-Week Session)</strong></td>
<td><strong>Tuesday, July 5</strong></td>
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<tr>
<td>8-Week Session I Ends</td>
<td>Saturday, July 9</td>
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<tr>
<td>10-week Session I Ends</td>
<td>Saturday, July 23</td>
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<tr>
<td>6-week session II Ends</td>
<td>Saturday, August 13</td>
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<tr>
<td>14-Week Session I Ends</td>
<td>Saturday, August 20</td>
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### Fall Semester 2016

<table>
<thead>
<tr>
<th>Event</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Monday, August 29</td>
</tr>
<tr>
<td>Labor Day (no classes)</td>
<td>Monday, September 5</td>
</tr>
<tr>
<td>Fall Break (no classes)</td>
<td>Monday, October 24 - Tuesday, October 25</td>
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<tr>
<td>Thanksgiving Break (no classes)</td>
<td>Wednesday, November 23 - Saturday, November</td>
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<tr>
<td><strong>Last Day of Classes</strong></td>
<td>Monday, December 12</td>
</tr>
<tr>
<td>Make Up/Reading Day</td>
<td>Tuesday, December 13</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>Wednesday, December 14 - Thursday, December 22</td>
</tr>
</tbody>
</table>
APPENDIX III

Course Descriptions

NURS 3110: Transition into the Nursing Profession (2 credits):
The historical development of nursing as a profession. Overview of the values and characteristics of professional nursing practice. Legal, regulatory, and, ethical issues: critical reasoning and evidence-based practice. Professional ethics and cultural competence. Students keep a journal as a self-reflection tool to facilitate the transition into professional nursing.

NURS 3111: Health Assessment (Foundations of Nursing Practice) (3 credits):
Development of the knowledge and skills necessary for conducting comprehensive and need-specific health assessments for individuals in the context of their family and community and for determining areas in which health promotion activities should be implemented or reinforced. Students use structured interviews to elicit health histories and health practices and perform physical examinations in a systematic manner. Identification of a broad range of normal variations through practice with peers in the laboratory setting. Foundational skills of nursing practice in the laboratory setting, including physical mobility, safety, infection control, drug calculation, medication administration, and other health technologies.

NURS 3112: Nursing Practice and Clinical Reasoning I: Adult and Aging Acute and Chronic Illness (5 credits):
Students are introduced to the values, knowledge and competencies that are the foundation for safe, evidence-based professional holistic nursing care of adults with common medical and surgical needs. The student will explore the pathophysiology of common diseases and the essentials of the nursing process. It focuses on the expected outcomes and effects of nursing interventions with adults experiencing selected health conditions at multiple levels of care (health promotion, acute care, and community including the home and ambulatory settings).

NURS 3113: Clinical and Nursings Skills Lab: Adult Med-Surg I (6 credits):
Students are introduced to the values, knowledge, skills and competencies that are the foundation for safe, evidence-based professional holistic nursing care of adults with common medical and surgical needs. In the clinical and lab environments students will use critical thinking, and effective communication skills to deliver safe, evidence-based care.

NURS 3114: Nursing Practice and Clinical Reasoning II: Advanced Adult Med-Surg II (3 credits):
This course builds on the basic concepts introduced in NURS 3112 incorporating complex, multi-system disease processes requiring more developed critical thinking. Students continue to build their knowledge, skills and competencies to appropriately and effectively assess and manage clients/patients in a hospital environment. The students will provide safe, evidence-based professional, holistic nursing care related to the management of clients with advanced medical and surgical needs.
NURS 3115: Clinical and Nursing Skills Lab: Advanced Adult Med-Surg II (4 credits): This course builds on the basic concepts introduced in NURS 3113 incorporating complex, multi-system disease processes requiring more developed critical thinking. Students continue to build their knowledge, skills and competencies to appropriately and effectively assess and manage clients/patients in a hospital environment. The students will provide safe, evidence-based professional, holistic nursing care related to the management of clients with advanced medical and surgical needs.

NURS 3116: Nursing Practice and Clinical Reasonings III: Psychiatric Mental Health (3 credits): The psychiatric mental-health course presents theoretical principles, concepts, and skills needed to provide safe and effective nursing interventions to clients across the lifespan who are experiencing psychiatric and mental-health conditions. Students are provided opportunities to apply scientific principles and use the nursing process to assess, plan, and evaluate nursing interventions in the care of clients and develop therapeutic communication skills, critical reasoning, analytical and perform nursing skills to promote the highest level of wellness of each client through learning experiences in the acute and/or community-based psychiatric health care settings.


NURS 3118: Pharmacology (4 credits): This course examines the basic principles of pharmacology and medication administration, and applies scientific framework, biomedical factor, and physiological factors of disease processes to drug mechanisms. The course will explore body-system units and apply the nursing process to major disorders and drug class to promote safe medication administration. The student will examine human disease mechanisms, biologic processes, alternative drug therapy, and important nursing consid- erations.

NURS 4116: Nursing Practice and Clinical Reasonings V: Children and Families (3 credits): Focus on families with usual childhood issues and with children who require acute and chronic care. Working with persons of diverse backgrounds, nursing colleagues, and other members of the interdisciplinary team, students prioritize and provide nursing care in hospital and community-based settings. Didactic and clinical experience.

NURS 4117: Nursing Practice and Clinical Reasonings VI: Epidemiology and Community Health (3 credits): Introduction to principles of epidemiology and the roles and responsibilities of nurses in population-based health systems. Emphasis on vulnerable populations locally, nationally, and globally. Epidemiologic, de-mographic, economic, and environmental health factors used to identify community-oriented strategies aimed at primary, secondary, and tertiary levels of prevention. Didactic and clinical experience.

NURS 4119: Patient Safety and Health Care Quality (3 credits): The processes and skills needed to provide safe, high-quality nursing care. Critical competencies for quality and safety
nursing care: patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics.

**NURS 4120: Capstone Experience (Transition into Practice)** (6 credits): Final clinical experience will have intense medical surgical practice providing complex nursing care to culturally diverse and vulnerable populations. Specialty clinical experiences available in selected institutions.

**NURS 6203: Nursing Leadership** (3 credits): Through a self-reflection process, students learn evidence-based leadership skills as a core competency in nursing to improve quality in patient care and strengthen nursing as a profession. Emphasis on theories of leadership, skills building through mentoring and communication, team building techniques, etc.

**NURS 6204: Health Information and Technology** (3 credits): This course provides students an opportunity to build a foundation of insight and knowledge about key issues and concepts related to the utilization of technology and information management to support the provision of high quality health care and outcomes.

**NURS 6205: Health Policy, Quality & Political Process** (3 credits): This course will provide students with an understanding of the health policy process ad analysis relevant to the three main thrusts of policy; cost, quality and access. Students will consider the political, social, economic, and population factors that influence this process. The U.S. health care system will be focused on and comparisons will be made to health systems in other countries as appropriate. The course will integrate quality science and informatics in the context of interdisciplinary, coordinated and ethical health care delivery. Students will have the opportunity to analyze and make recommendations on current health policy issues.

**NURS 6207: Research Methods for Health Professionals I** (3 credits): This course provides an overview of the role of evidence-based knowledge and research in everyday professional work. Students will be intro-duced to several bodies of literature to better understand 1) an interdisciplinary perspective on health, and 2) multiple frameworks available to support research questions. As the basis for life-long learning, students will learn to critique articles and base decisions on available evidence. Students will practice and develop personal strategies for staying current with the literature and how to become educated consumers of research. Students will identify a research topic and complete a literature review.
APPENDIX IV

The ANA Code of 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.

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.
APPENDIX V

The George Washington University Medical Center
Statement regarding HIPAA Training (http://inside.gwumc.edu/hipaa/index.htm)

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
APPENDIX VI
George Washington University School of Nursing
Technical and Academic Standards for Nursing Students

The George Washington University is committed to preparing knowledgeable, safe and ethical nurses and nurse practitioners who are able to think critically. These individuals must be able to perform the necessary skills to provide high quality effective and efficient care for patients in a rapidly evolving health care system across a variety of practice environments. Students are required to master the essential competencies for practice as enumerated via the relevant professional national standards. In addition, students must meet these standards, with or without reasonable accommodations, in Communication, Observation, Motor/tactile Function, Cognitive/Intellectual Function, and Behavioral and Social Attitudes.

**Communication** includes the ability to speak, hear, read, write and document sufficiently to achieve an accurate and adequate exchange of information with other healthcare professionals, patients and their support network. The student must:
- Have the ability to receive and process auditory information, and speak and write clearly in English in all communications with patients, their families, and other healthcare professionals.
- Be able to communicate effectively through written, phone and electronic media.
- Be able to communicate sensitively with patients and their families.
- Be able to read sufficiently to comprehend complex medical literature, and convey this information in easy to understand terms.
- Possess the ability to perceive forms of non-verbal interpersonal communications including facial expressions, body language, and affect.

**Observation** includes the ability to perceive, using senses and mental abilities, information presented in both educational and clinical settings. Educational information will be presented through lectures, small groups and one-on-one interactions, as well as in written and audiovisual materials. The student must:
- Possess sufficient sensory (visual, auditory, tactile, olfactory) and mental abilities to accurately perceive information provided in the educational settings. This includes written and audiovisual materials, diagnostic images, microscopic images and physical examination.
- Be able to accurately observe (using visual, auditory, tactile, and/or olfactory senses) a patient’s medical condition, including patient affect, up close and at a distance, with and without medical instrumentation. This includes but is not limited to direct physical examination, radiography, electrocardiograms, sonograms, monitors and other graphic images.
- Be able to accurately perceive pain, pressure, temperature, position, vibration and movement relevant to the patient’s condition.

**Motor/Tactile Function** includes the ability to physically move in close proximity at multiple heights around the patient in order to fully employ tactile and other sensory capacities accurately. The student must:
- Possess sufficient motor function to directly perform palpation, percussion, auscultation, and other diagnostic and therapeutic maneuvers.
• Be able to execute movements reasonably required to provide general and emergency medical care to patients. These skills require coordination of fine and gross motor skills, equilibrium and functional sensation.
• Possess the capability to manipulate equipment and instruments for the performance of basic examination and laboratory tests and procedures.
• Be able to move oneself from one setting to another and negotiate the patient care environment in a timely fashion that is safe for both patient and student.
• Be able to lift a minimum of 10 pounds, sufficient to assess a newborn, lift or provide range of motion to a patient’s extremity, or ascertain patient’s motor reflexes.
• Possess sufficient physical stamina to perform the rigorous course of didactic and clinical study. This includes long periods of sitting, standing and moving which are required for classroom, laboratory, and clinical experiences. Programs requiring lengthy numbers of clinical hours expect students to provide 8-12 hour stretches of time working with patients with minimal periods of inactivity.

**Cognitive/Intellectual Function** includes the capacity to seek and process information sensitively, accurately and efficiently from patients, their families and other health providers. The student must:

• Be able to retain and recall through short and long term memory the details of patients’ history, physical and presenting complaint.
• Possess the ability to process and synthesize patient information in an accurate and timely way to assess, diagnose, identify and initiate next steps in the patient’s treatment and management.
• Demonstrate cognitive and problem solving skills in an efficient and timely manner in order to meet the Program Competencies. Problem solving is one of the critical skills demanded of nurses and advanced practice registered nurses. It includes the following abilities:
  - Comprehension of visual-spatial relationships.
  - Reading and understanding the medical literature and the patient’s chart.
  - Learning, measuring, calculating, retrieving, prioritizing, analyzing, organizing, assimilating, integrating, and synthesizing technically detailed and complex information and applying this information appropriately.

**Behavioral and Social Attributes** includes sufficient awareness, insight and emotional self-control to place the needs of the patients and their families first. The student must:

• Possess emotional stability for full utilization of her/his intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to both didactic studies and patient care.
• Be able to develop mature, sensitive, and effective relationships with patients and their family members, staff and colleagues.
• Demonstrate being able to work collaboratively and effectively as a small group member, as a health team member and as a team leader.
• Possess sufficient interpersonal skills to relate positively with people across society, including all ethnic backgrounds, economic levels, sexual orientation, and belief systems.
• Possess compassion and concern for others; interest in and motivation for service, and integrity.
• Be able to put the patient, their family and the health care team ahead of their own needs, values and beliefs to meet the patient’s beliefs, values, and preferences.
• Be able to function effectively under mentally and emotionally stressful situations.
• Demonstrate ability to adapt to changing environments, to display flexibility, and function in the face of uncertainties inherent in the clinical problems of many patients.
• Behave in an ethical and moral manner that is consistent with professional values, rather than allowing their own needs and beliefs to restrict the patient’s options.
• Be able to accept constructive criticism and appropriately respond through modification of her/his behavior.

**Accommodations for disability:** A reasonable accommodation is an accommodation that will help a student meet these standards without changing SON essential curriculum or standards. Students with disabilities who believe they can meet these technical standards with reasonable accommodations are encouraged to contact the GW Office of Disability Services without delay. Inability to meet the technical standards throughout program enrollment will necessitate further review which may delay or terminate progression and/or enrollment in the program.

Any accommodation needed by a student during matriculation must be addressed specifically by the student with the GW Office of Disability Services. Only the GW Office of Disability Services can recommend accommodations or state the specific accommodations that faculty members will provide. Coursework undertaken prior to the student’s application and approval for special accommodation is not subject to special accommodation. Such accommodations are not applied retroactive to completion of that process.

**Related documents:**

- **Office of Disability Support:** [www.disabilitysupport.gwu.edu](http://www.disabilitysupport.gwu.edu)

- **GW Guide to Student Rights and Responsibilities**
  https://studentconduct.gwu.edu/guide-student-rights-responsibilities

- **GW School of Nursing Bulletin:** [http://nursing.gwu.edu/bulletin](http://nursing.gwu.edu/bulletin)

  The George Washington University School of Nursing
Clinical Attendance Policy  
Appendix VII

EFFECTIVE: Spring 2012  
SUBJECT: Clinical Make-Up

I. Statement of Purpose

II. Policy
   A. Tardiness  
   B. Excused Clinical Absence  
   C. Unexcused Clinical Absence

III. Examples of legitimate absences

IV. Monitoring of Absences

V. Simulation Laboratory Make-Up

VI. Appendices
   A. Clinical Performance Improvement Contract  
   B. Clinical Make-Up Algorithm

I. Statement of Purpose

As mature, adult learners, each student understands that nursing is an applied science and as such clinical experiences are essential and part of the educational experience. During clinical experiences, nursing students apply the knowledge and skills obtained from the didactic portion of courses to actual patient care. Successful completion of the clinical component of the curriculum is a mandatory requirement for advancement within the program and graduation. Failure to complete the required clinical hours may seriously jeopardize the student’s ability to meet course objectives and may result in failure of the course. Therefore, absences and tardiness in clinical practice are closely monitored by faculty and should occur only in rare circumstances. Clinical hours missed due to facility administrative closure or inclement weather will be made up at the determination of the program director.

If the student’s absence is due to injury or illness and is prolonged, documentation of medical clearance from a healthcare professional may be required to return to the clinical site. All documentation should be submitted to the respective course clinical coordinator, prior to the next class or clinical day, whichever comes first. If proper documentation is not submitted, the student may not participate in the clinical setting. Clinical faculty supervise and evaluate students during clinical practice to ensure that students successfully complete this requirement. Faculty reserves the right to place students on a clinical
performance improvement contract and may require additional clinical time as needed per the following situations:

II. Policy

A. Tardiness

1. If a student will be tardy beyond five minutes to a clinical experience, it is the student’s responsibility to notify the clinical faculty prior to the beginning of the clinical day.
2. Two tardy occurrences will be considered one unexcused absence and thus will result in a clinical performance improvement contract and a meeting with the ABSN director (see unexcused clinical absence below).
3. In the event that a student has had tardy occurrences resulting in an unexcused absence, the student will be required to successfully make up no less than 4 hours of clinical time. The form of make-up is at the discretion of the course clinical coordinator.
4. In the event that a student has had tardy occurrences resulting in an unexcused absence, the decision as to whether the clinical hours can be made up and the means of how the hours will be made up is at the discretion of the clinical faculty and program director.

B. Excused Clinical Absences

1. If a student will be absent from clinical, it is the student’s responsibility to notify the clinical faculty prior to the beginning of the clinical day. Failure to do this, when applicable, will result in an unexcused absence and a clinical performance improvement contract.
2. Prolonged excused absences may require supporting substantiation such as military orders or a health care provider note. Failure to submit supporting substantiation for extensive excused absences may result in an unexcused absence.
3. If a student is absent from clinical, the preference is for the student to make up the missed clinical site experience or to have a simulated clinical experience. The decision as to whether the clinical hours can be made up is at the discretion of the clinical faculty and program director.
4. It is the student’s responsibility to attend the scheduled clinical make-up day(s).
5. Due to the importance of clinical experiences, if any student has excused clinical absences of 20% or more of the clinical time for that specific clinical rotation, the student will have significant difficulty accomplishing clinical objectives and obtaining a satisfactory grade. If student excused absences are 20% or greater, the possibility of assigning an “In progress” or an “Incomplete” grade for the clinical rotation exists at the discretion of clinical faculty and program director.

C. Unexcused Clinical Absences

1. If a student will be absent from clinical, it is the student’s responsibility to notify the clinical faculty prior to the beginning of the clinical day. Failure to do this will result in an unexcused absence.
2. One unexcused absence from clinical will result in a clinical performance improvement contract and a mandatory meeting with the ABSN director where the student will be placed on probationary status.

3. Due to the importance of clinical experiences, if any student has clinical absences of 20% or more of the clinical time for that specific clinical rotation, the student will be unable to obtain a satisfactory grade which will result in failure of the clinical course.

4. If a student is absent from clinical, the decision as to whether the clinical hours can be made up is at the discretion of the clinical faculty and program director.

5. It is the student’s responsibility to attend the scheduled clinical make-up day(s).

III. Examples of Legitimate Absences

Legitimate excusable absences include, but are not limited to the following:

- personal injury or illness (with medical substantiation)
- death in the immediate family
- jury duty
- court subpoenas
- military service

IV. Monitoring of Absences

It is the responsibility of each clinical faculty to monitor the absences of their students. When tardy occurrences and/or absences are encountered in the clinical setting the following procedure will be followed:

1. The clinical faculty will notify the respective course clinical coordinator regarding the specific students who have had tardy occurrences and/or absences.
2. Clinical contracts will be written by the clinical faculty, as described above for those students who qualify.
3. In the event that students transition from one clinical site to another in the same semester and for the same course (example: 3113- long term care to acute care), the respective course clinical coordinator will track the tardy occurrences and/or absences in an effort to ensure that make up times can be scheduled and faculty will be apprised of clinical status.
4. It is the responsibility of the respective course clinical coordinator to schedule students who require make-up with the lab.
5. The laboratory staff will be responsible for the logistics of managing the simulated clinical experience. The clinical faculty will manage the evaluation of students.

V. Simulation Laboratory Make-Up

The clinical simulation laboratory is dedicated to supporting the vision, mission, and philosophy of the George Washington University School of Nursing. It provides a hands-on learning experience in an environment that is safe and realistic, producing nurses with enhanced critical thinking abilities, communication skills and collaboration experience.
In the event that a student is not meeting the objectives for his/her clinical rotation and clinical make up is necessary, the simulation laboratory may serve as an opportunity for the student to meet the clinical objectives.
Appendix A

Clinical Performance Improvement Contract

Any student not performing at a satisfactory level in the clinical setting will meet with the clinical instructor and a Clinical Performance Improvement Contract will be developed. This contract must be completed by the clinical instructor in collaboration with the student. The purpose of this contract is to; (1) inform the student of the specific objectives that need improvement; and (2) provide the student with a strategy for success. The student is responsible for achieving the Clinical Performance Improvement Contract objectives and/or recommendations by the dates required. A copy of this form will be given to the ABSN director and another copy will be placed in the students file.

Student Name: ___________________________  Date ___________________________

Clinical Faculty: _________________________  Course: _________________________

A. Description of unsatisfactory performance (include learning objective(s) as necessary):
________________________________________
________________________________________
________________________________________

B. Student Comments:
________________________________________
________________________________________
________________________________________

C. Student plan for improvement (include timeframe for meeting objectives):
________________________________________
________________________________________
________________________________________

Student Signature: ___________________________

Clinical Faculty Signature: _________________________

D. Review of progress toward meeting identified learning objectives(s)/ recommendations:
________________________________________
________________________________________
________________________________________

________________________________________
E. Evaluation – Satisfactory/Unsatisfactory:


Student Signature: ___________________________       Date of Review: ________

Clinical Faculty Signature: ___________________________       Date of Review: ________
Appendix B

Clinical Make-Up Algorithm

Absent Occurrence

- Failure to notify clinical faculty prior to clinical day (when applicable)
- Lack of support documentation

Unexcused Absence

- Notifies clinical faculty prior to clinical day (when applicable)
- Has support documentation

Excused Absence

Unexcused Absence

Clinical Simulation Make-Up

Clinical Performance Improvement Contract

Clinical Performance Improvement Contract

Meeting with ABSN Director

Meeting with ABSN Director

Absences of 20% or more of clinical time

Make up per course clinical coordinator

FAILURE OF THE COURSE

Meeting with ABSN Director

“In progress” or “Incomplete” grade

2 Tardy Occurrences

Unexcused Absence

Clinical Performance Improvement Contract

Excused Absence

Clinical Performance Improvement Contract

Meeting with ABSN Director

Meeting with ABSN Director
Appendix VIII
Accelerated BSN Program
Return to Program Competency Policy

Students in the ABSN program who have a break greater than one semester between clinical courses will be required to successfully complete a clinical re-entry competency before rejoining the program. The student must demonstrate safe clinical practice in a high-stakes competency based on their last successful medical surgical course.

Components of the Re-entry Competency
1. Nursing calculations test based on last successfully completed medical surgical course. Grading criteria: score 85% or greater.
2. Clinical simulation: Provide patient care in a simulated environment based on last successfully completed medical surgical course (NURS 3113 or 3115). Grading criteria: Pass/Fail

The student will have only one attempt to pass the nursing calculation test and the clinical simulation portions of the competency. Both parts must be passed to continue in the program. Failure to demonstrate competency in either section will result in dismissal from the program.

Procedure
• Students who have a greater than one semester break in clinical progression will be notified by their advisor of the required re-entry competency. They will be given re-entry competency criteria at the time of notification.
• Student will be given a 30 day notification of testing time and date by lab director or designee.
• Student may request time to practice in the lab (independently or with a peer) within the 30 days prior to the evaluation. Student must request and schedule lab practice time by contacting lab director.

Re-Entry Competency
• Two faculty members will be assigned to conduct the re-entry competency evaluation.
• The student will have 45 minutes to complete the nursing calculations test.
• The student will have a 15 minute break.
• The student will have 15 minutes to prepare to provide patient care utilizing provided supplies: resources books, calculators and patient record.

• The students will provide care for the assigned patient for a maximum of 60 minutes.
• The student's performance will be videotaped.
• The student and faculty evaluators will review the student’s performance. Faculty evaluators will inform student of the competency evaluation outcomes.
• Failure to achieve an 85% on the nursing calculations test and a passing score on the skills competency will result in dismissal from the program.
• The Executive Director of the ABSN program and the student's advisor will be notified of the re-entry competency outcome.