Student Handbook

2025-2026

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EMORY

NELL HODGSON
WOODRUFF
SCHOOL OF
NURSING

NONDISCRIMINATION STATEMENT

Emory University is an inquiry-driven, ethically engaged, and diverse community dedicated to the ideals of free academic discourse in teaching, scholarship, and community service. Emory University abides by the values of academic freedom and is built on the assumption that contention among different views is positive and necessary for the expansion of knowledge, both for the University itself and as a training ground for society-at-large. Emory is committed to the widest possible scope for the free circulation of ideas.

The University is committed to maintaining an environment that is free of unlawful harassment and discrimination. Pursuant to the University's commitment to a fair and open campus environment and in accordance with federal law, Emory cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran's status, or any factor that is a prohibited consideration under applicable law. Emory University welcomes and promotes an open and genuinely diverse environment. http://policies.emory.edu/1.3. Engaging in conduct that would be prohibited under Policy 1.3 – Equal Opportunity and Discriminatory Harassment Policy. Conduct that falls under Policy 1.3 will be addressed under the process and procedures set forth in that Policy.

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Welcome from the Dean

Office of Dean

Welcome to the Nell Hodgson Woodruff School of Nursing, and congratulations on taking the next step in your nursing career! Our health care system is undergoing unprecedented changes, and the needs and opportunities for nurses have never been greater. With an aging and increasingly complex patient population, the nation is looking to nursing to play a greater role in leadership, care coordination, quality improvement, and team-based care. Having a nursing workforce prepared to meet the challenges of today's evolving health care environment begins with a commitment to continuous learning, and I am delighted that you have chosen our school as your partner in this journey.

Emory's School of Nursing is an internationally renowned institution with a more than 100-year history of preparing nurse leaders, scholars, and innovators who are ready to lead change and advance health care for all. Our programs emphasize evidence-based nursing, critical thinking, ethical practice, and social responsibility and develop highly skilled nurses who are engaged in shaping policy and solving real-world health care challenges.

I am proud that our graduate program is ranked No. 1, our undergraduate program is ranked No. 1, and our DNP program is ranked No. 6 by U.S. News and World Report. In addition to excellence in education, we also place a strong emphasis on research and are a top five funded nursing school for National Institutes of Health (NIH) research funding. Students across all programs can engage in critical research that improves health care delivery and patient health.

Students will experience some of these programs in our Emory Nursing Learning Center, our state-of-the-art space simulation and skills lab that includes an innovation hub, classrooms, a home lab, and places to eat, study, and gather. This space is designed to enrich your learning experience, serve as a catalyst for innovative thinking, and prepare you to become nursing leaders and scholars.
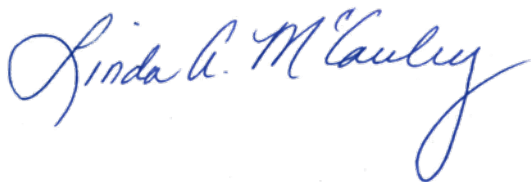
While our programs and facilities are among the very best, the School of Nursing's greatest strength is its people. Our faculty are nationally and internationally recognized experts who provide insight and mentoring in a range of specialties. Faculty work with our dedicated staff to support student success through every step in their School of Nursing journey. You will become an integral part of our

community.

Whether you are an undergraduate student who wishes to continue your studies or a seasoned professional who is looking to develop additional skills, credentials, or degrees, I invite you to explore all that the Nell Hodgson Woodruff School of Nursing has to offer. Our world-class programs are designed to fit your learning needs and career goals. Learn more about our community and programs through this handbook and our website.

We look forward to having you join our community.

With gratitude,

Linda A. McCauley, PhD, RN, FAAN, FRCN
Dean and Professor
Nell Hodgson Woodruff School of Nursing
Emory University

Purpose of the Student Handbook

This Student Handbook is designed for use by students, faculty, and staff. It is revised and published annually electronically. The School of Nursing reserves the right to revise the Student Handbook information at its discretion and to make reasonable changes in requirements to enhance programs or improve the quality of education.

Significant changes will be communicated electronically to students with updates noted in the Student Handbook. It is the student's responsibility to review the Student Handbook annually, and when changes are made. For Emory University related policies and procedures, the student should refer to the [Emory University website](#).

Our Mission

At the Nell Hodgson Woodruff School of Nursing, we strive to:
- Educate visionary nurse leaders and scholars
- Generate and apply knowledge
- Transform nursing, health, and systems of health care within the local and global community

Our Vision

To promote optimal health and wellness for all by creating, changing, and leading through innovative teaching, discovery, nursing practice, and social action in our local and global communities.

Our Values

- **Excellence:** We achieve outcomes that are significant and distinctive with persistent commitment to high quality.
- **Collaboration:** We embrace community, partnerships, mentoring, and diverse perspectives.
- **Social Responsibility:** We treat all with respect and dignity. We engage with others to positively influence health and social justice.
- **Innovation:** We create, use, evaluate, and disseminate cutting-edge approaches to advance our mission and vision.
- **Leadership:** We shape nursing, health care, and the NHWSN through vision, courage, and optimism.

Our Philosophy

At the School of Nursing, we believe that nursing occupies a unique and privileged position of influence and trust in efforts to improve human health. Our core values – excellence, collaboration, social responsibility, innovation, and leadership – provide us with the foundation to shape the future of caring and health. Students, faculty, and staff are collaborative partners in this effort. Their uniqueness and diversity enable the creation of a dynamic and creative learning

environment that fosters professional development of integrity, commitment, and respect. Diversity, equity, and inclusion are vital components to the School of Nursing.

Respect Statement

The Nell Hodgson Woodruff School of Nursing is a learning community enriched by diversity. We are committed to inclusiveness recognizing that open exchange is necessary as we learn from each other and respect different perspectives on an issue. We are committed to:

Promote Respect
We will respect the dignity and rights of students, faculty, and staff regardless of position, rank or authority.

Initiate Dialogue
We will initiate thoughtful dialogue and express differences of opinion in a courteous manner, without fear of reprisal or insult.

Cultivate Reflection
We will listen respectfully while others share ideas, allow speakers to complete their thoughts and be open to considering new approaches.

Foster Equity
We will foster a safe and equitable academic environment that acknowledges the contributions and experiences of persons from unique identities and backgrounds.

Maintain Accountability
We will hold ourselves accountable for our ethical conduct and reject intolerance, harassment, or violence towards others.

Our Commitments

The Nell Hodgson Woodruff School of Nursing will:
- Prepare the next generation of highly competent, inquisitive, and caring nurses.
- Solve critical health issues for patients, families, and communities through discovery of new knowledge and innovations.
- Develop visionary leaders to shape the future of nursing and healthcare.
- Engage fully in ethical dialogue and abide by standards of honesty, civility, transparency, and fairness.
- Advance interprofessional collaboration and education.
- Foster a vibrant academic community that embraces wellness, cultural sensitivity, diversity, and inclusivity.
- Take bold action to cultivate systems of health care where nurses can practice to the full extent of their education and training to improve patient outcomes and advance health.
- Pursue actions that sustain the environment of the local and global community.

NHWSN Program Outcomes

Approved by Curriculum Committee November 2023

The Nell Hodgson Woodruff School of Nursing (NHWSN) aligns with the American Association of Colleges of Nursing's (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021). These *Essentials* introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The competencies accompanying each domain are designed to be applicable across four spheres of care, across the lifespan, and with diverse patient populations. The *Essentials* also feature eight concepts that are central to professional nursing practice and are integrated within and across the domains and competencies. These *Essentials* represent a new direction in nursing education focused on entry-level and advanced-level competencies and sub-competencies. The entry-level professional nurse is prepared for generalist practice across the lifespan in the following four spheres of care: disease prevention/promotion of health and well-being; chronic disease care; regenerative or restorative care; and hospice/palliative/support care (AACN, 2021). Advanced-level nursing education at the NHWSN prepares visionary leaders to shape the future of nursing and health care of persons and populations through discovery and leading implementation of person-centered and population-focused care within the interprofessional team.

The influence of the social determinants of health (SDOH) is explicitly embedded into our curriculum and program outcomes. SDOH are defined as cultural, social, environmental, and political influences, which affect individuals across their lifespan. SDOH influences are key to developing person-centered and population-focused plans of care.

The graduates of our pre- and post-licensure programs will display the following program outcomes on completion of their entry- level nursing education or advanced-level nursing education program.

AACN Domain: Definition reflects NHWSN Values	Entry-Level Professional Nursing Education: End of Program Outcomes	Advanced-Level Professional Nursing Education: End of Program Outcomes
Domain 1: Knowledge for Nursing Practice: "Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice."	1.Integrate established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines to guide the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.	1.Synthesize and translate evolving knowledge from within nursing and across disciplines to drive clinical judgment, based on a foundation of liberal arts, natural and social sciences to apply evolving interdisciplinary knowledge to foster clinical judgment and innovation in nursing practice.
Domain 2: Person-Centered Care: "Focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, just, respectful, compassionate, coordinated, evidence-based and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice	2.Prioritize person-centered care focused on the individual within multiple complicated contexts, including family and/or important others.	2.Provide and evaluate person-centered care that addresses the unique needs and values of individual, familial and cultural contexts grounded in a robust scientific foundation that informs nursing practice across all specialties and functional areas.

regardless of specialty or functional area."		
Domain 3: Population Health: "Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes."	3. Implement best evidence to support the health of populations across spheres of care, incorporating social determinants of health, and respect for individuals with an emphasis on support strategies and policies to assure equitable population health outcomes.	3. Develop and implement interventions and policies at a systems level with an emphasis on diversity, equity, and inclusion in collaboration with key stakeholders for the improvement of equitable health promotion and illness prevention for the improvement of equitable population health outcomes.
Domain 4: Scholarship for Nursing Discipline: "The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care."	4. Synthesize nursing knowledge to improve health and transform health care.	4. Generate and disseminate knowledge within nursing and across the interprofessional team to improve health and transform health care.
Domain 5: Quality and Safety: "Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance."	5. Employ established and emerging principles of safety and improvement science to promote equitable, quality healthcare delivery on an individual and organizational level with consideration to cost effectiveness in healthcare.	5. Synthesize and apply established and emerging principles of safety, evidence-based practice, and improvement science to promote quality healthcare delivery, including equitable outcomes, on an individual and organizational level with consideration to cost effectiveness in healthcare.

Domain 6: Interprofessional Partnerships: "Intentional collaboration across professions and with care team members, individuals, families, and communities and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes."	6. Collaborate across professions and with care team members, individuals, families, and communities and other partners to optimize care, enhance the healthcare experience, and strengthen outcomes.	6. Lead intentional inter-professional collaboration, optimizing person-centered care through effective teamwork, engagement, and stakeholder involvement, including patient, families and communities.
Domain 7: Systems-Based Practice: "Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations."	7. Coordinate resources within complex systems of health care to provide safe, quality, equitable care to diverse populations.	7. Design, lead, and evaluate efforts to proactively coordinate resources to ensure accessible, safe, high quality, efficient and equitable health care within complex systems.
Domain 8: Informatics and Healthcare Technologies: "Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory	8. Prioritize information and communication technologies to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice.	8. Leverage and evaluate healthcare data utilizing technologies to facilitate safe, high quality, evidence-based healthcare services that are in compliance with professional and regulatory standards in decision making.

standards."		
Domain 9: Professionalism: "Formation and cultivation of a sustainable professional identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics, and values."	9. Form and cultivate a sustainable professional identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics, and values.	9. Embody and model a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's core characteristics, ethics, and values in advanced practice and leadership
Domain 10: Personal, Professional, and Leadership Development: "Participation in activities and self-reflection that foster personal health, resilience, and well-being, and career-long learning, and support the acquisition of nursing expertise and assertion of leadership."	10. Participate in activities and self-reflection that foster personal health, resilience, and well-being, and career-long learning, and support the acquisition of nursing expertise and assertion of leadership.	10. Actively engage in activities that advocate for personal and organizational health, resilience, and well-being. Pursue opportunities for continued intellectual growth, nursing proficiency, mentorship, and leadership.

Directory

A complete list of School of Nursing faculty and staff can be found here:
https://www.nursing.emory.edu/faculty-and-staff-directory.

Religious Accommodations and Holidays

Emory University seeks to create a campus climate that is welcoming and inclusive of religious, philosophical, and non-religious diversity. Emory seeks to provide reasonable accommodation for the sincerely held religious beliefs and practices of students, unless such accommodation would impose an undue hardship. The list of religious and non-religious holidays below is not a designation of religious observances recognized by the University; nor is it meant to be all-inclusive. They are observances recognized by sizeable religious demographic groups within the Emory community. The list is merely an aid for planning purposes.

To request religious accommodation, students must notify their professors of their desire to observe a specified religious holiday at the beginning of the semester or when they become aware of any religious observances that conflict with their classes/clinicals by submitting a School of Nursing (SON) Religious Accommodation Form. Any student who is unable to attend classes or to participate in any examination, presentation, assignment, simulation, or clinical experience on a given day because of the observance of a major religious holiday, shall be excused and provided with the opportunity to make-up any work that has been missed for this reason without penalty.

For any religious accommodation request that extends beyond the observance of a religious holiday, the student must meet with the Office of Spiritual and Religious Life (OSRL) (religiouslife@emory.edu, 404.727.6226) to discuss the religious accommodation request so that OSRL may provide a recommendation to the Office of Education for consideration. Please note that a long- term religious accommodation may affect clinical scheduling and extend the length of your program of study.

Students can access the Religious Accommodation form in each Canvas Course by going to the Getting Help Page. Upon completing the form, the course faculty will be notified of the accommodation request and will contact the student with next steps. Religious accommodation may not apply to all courses in one semester. Students are asked to submit a Religious Accommodation form for each course the accommodation applies to. Due to various religious calendar cycles, students are asked to submit a Religious Accommodation form as applicable each semester.

Emory University Office of Spiritual and Religious Life published a multifaith calendar to assist with planning for religious holidays as well as a list of select major religious observances in the academic year that impact large populations in the campus community. The list is not comprehensive, but it can be a basis for planning: https://religiouslife.emory.edu/about_us/holidays.html

RELIGIOUS HOLIDAYS – 2025-2026

Holiday	Religion	Day
Rosh Hashanah	**Judaism**	**Eve September 22 through September 24, 2025 after nightfall**
Yom Kippur	**Judaism**	**Eve October 1 through October 2, 2025 after nightfall**
Sukkot, first two days	Judaism	Eve October 6 through October 8, 2025 after nightfall
Shemini Atzeret/Simchat Torah	Judaism	Eve October 13 through October 15, 2025 after nightfall
Diwali	Hinduism	October 21, 2025
Hanukkah	Judaism	Eve December 14, 2025 through day December 22, 2025
Christmas	Christianity	December 25, 2025
Christmas	Orthodox Christianity	January 7, 2026
Ramadan	**Islam**	**Eve February 17 through day March 18, 2026**
Ash Wednesday	Christianity	February 18, 2026
Great Lent Begins	Orthodox Christianity	February 23, 2026
Purim	Judaism	Eve March 2 through day March 3, 2026
Holi	Hinduism	March 4, 2026
Eid al-Fitr	**Islam**	**Eve March 19 through day March 20, 2026 or Eve March 20 through day March 21, 2026**
Passover, first two days	**Judaism**	**Eve April 1 through April 3, 2026 after nightfall**
Good Friday	Christianity	April 3, 2026
Easter	Christianity	April 5, 2026
Passover, last two days	Judaism	Eve April 7 through April 9, 2026 after nightfall
Holy Friday	Orthodox Christianity	April 10, 2026
Orthodox Easter	Orthodox Christianity	April 12, 2026
Shavuot	Judaism	Eve May 21 through May 23, 2026 after nightfall
Eid al-Adha	Islam	Eve May 26 through day May 27, 2026

Muslim holidays are based on a lunar calendar, and the actual dates are determined by direct observation of the moon as announced by the mosque. Christian holidays also begin on the eve of the dates listed.

Beginning Your Journey

Obtaining Your EmoryCard

https://www.onecard.emory.edu/emorycard/

One of the first and most important activities you will have as a new student will be obtaining your official University ID. As a new student to Emory, you are encouraged to take advantage of the online photo submission option. To have your official University ID card ready for pick up upon your arrival to campus, we ask that you submit a professional color photo to https://www.onecard.emory.edu/emorycard/get-card/start-here.html

Photos for the EmoryCard are to be close-up, showing a full front view of your face and shoulders according to the requirements shown on the Photo Submission Guidelines. The card must provide the best photo possible for official University business. With certain exceptions for religious accommodations, you are not permitted to wear hats, sunglasses, or any other article that may obstruct the face or hair. Student photos are to be used for official University business as well as for identification at clinical sites. By submitting a photo online for your official University ID, you agree that the photo may be used by Emory University Student Records and/or the University Health Service.

All nursing students will be required to have proxy access on the EmoryCard to access restricted areas at the hospitals during clinical rotations; your ID with proxy access will cost $25 and an additional name badge that must be worn during clinical placement is $3. For all students who upload their picture to the EmoryCard website by the designated deadline, your EmoryCard will be available for pick-up at Orientation.

Please note: If you have already obtained an Emory ID Card, you will only be required to purchase the $3 name badge for hospital access. You should not be required to submit a new photo, but if you are unidentifiable from your picture, you may be asked to submit a new photo.

For more information, or if you have questions about this policy, call 404.727.6095 or email emorycard@emory.edu. The EmoryCard Office is located on the first floor of the Boisfeuillet Jones Center.

EmoryCard Services

The EmoryCard is a debit and access identification card. You can use the EmoryCard at campus dining facilities and health services, in copy machines at campus libraries, and to access the Woodruff Physical Education Center, campus libraries, and computer labs.

Accessing Your Email

Email is the primary medium for official communication with students at Emory University. You have been assigned an official Emory email address by the University. Students are expected to maintain their accounts and check their email regularly so that new mail is properly received and read. Certain communications may be time sensitive.

Students cannot forward their official Emory email to another address. Emory email is encrypted and secure and must be read at email.emory.edu or via an email program that works with this service. Please refer to http://it.emory.edu/ for the full Emory University Information Technology Conditions of Use.

Personal Computer Specifications

The computer requirements and suggested computer configurations can be found by clicking the link: http://www.nursing.emory.edu/technology/computer-requirements.html

Accessing Canvas

Canvas is Emory's online course delivery system. Canvas users must have both an Emory NetID and password. Students who have forgotten their passwords may contact the Help Desk at 404.727.7777 or http://canvas-support.emory.edu/ for assistance. Directions for logging into Canvas and navigating are also located at http://canvas-support.emory.edu/

Address and Telephone Changes

It is important that your current address and telephone number are listed accurately with Emory's student information system, OPUS. It is your responsibility to keep this information updated through your OPUS account at www.opus.emory.edu.

Weather

In the event of closing or delayed opening due to inclement weather, you may call the Closing Info Hotline at 404.727.1234 or go to http://www.emory.edu for Emergency and Special Announcements. Weather-related University closing or opening delays are also broadcast on local Atlanta radio and television stations.

Bookstore

The Emory University Barnes and Noble Bookstore, located in the Oxford Road Building, stocks new and used textbooks for Emory courses, as well as a broad selection of study aids, general and scholarly trade titles, School and office supplies, Emory-imprinted clothing and gifts, and other items.

Health Insurance

All Emory University students must obtain and maintain health insurance coverage for the duration of the program. Students are automatically enrolled into the Emory University Student Health Insurance Plan (EUSHIP). If you desire to be enrolled in EUSHIP, no further action is required. If you wish to waive enrollment and use your own insurance plan, access the waiver form in OPUS and refer to the health tile. **The deadline to waive ANNUALLY is August 1st**. For further information, including customer service guidance, refer to the student health insurance web page. For more information about the Aetna administered plan, refer to the Aetna Student Health website.

Note: Clinical agencies are not required to provide free treatment to students in the event of a needlestick or blood/body fluid exposure. Students should use their health insurance to cover the cost of treatment, and any uncovered costs will be reimbursed by the School of Nursing.

Resources for Students Who Are Parents

Lactation Room: This room is restricted use for lactation purposes only. Lactation rooms can be found at both locations within the School of Nursing. On main campus, the lactation room is located on the plaza level in the locker room alcove. At the Emory Nursing Learning Center, lactation rooms are available on the 2nd and 4th Floors. Refrigerators, microwaves, and privacy signs are available in each area. If assistance is needed onsite or to report a concern, please check with the reception desk on the main level.

Please contact Adam Malm in the Dean's Office with any questions regarding access or space needs.

Adam Malm, Senior Assistant Dean for Operations, Administration, and & Facilities
adam.malm@emory.edu

Verification of Licensure

Every student pursuing a post-licensure degree in the School of Nursing and involved in clinical experiences in the state of Georgia must hold a current Georgia RN or multi-state license. Students pursuing a post-licensure degree involved in clinical experiences in other states must hold a current RN license in that state. Students must submit a copy of their license and a picture ID via the clinical requirement credentialing system prior to enrolling. Licenses must be resubmitted when renewed. Students holding a compact license may practice in Georgia and all other states that are part of the Compact.

Post-licensure students with expired licenses will not be allowed to participate in clinical training or enroll in courses. Students are required to report any change in the status of licensure (any encumbrances) immediately to their   Placement Coordinator and Specialty Director

RN Licensure Requirements for MN Pathway to MSN/DNP Programs

MN Pathway students matriculating to the MSN or DNP program must have a valid Registered Nursing license in the state they are planning to complete their clinical experience in or compact state license. A student who has not passed the NCLEX-RN examination by October 1st of their first semester in the MSN or DNP program of study may not enroll in subsequent semesters until they have passed the NCLEX-RN examination.

Parking

Parking on the Emory Campus requires the display of a valid permit. Only permits issued by Emory Transportation and Parking Services are valid. Permits are the property of Emory University. Permits are non-transferrable and are for use by the permit holder only. Parking deck assignments are made by Emory University Transportation & Parking Services department - the School of Nursing has no authority over parking deck assignments. *Students are not guaranteed parking at any specific parking deck.*

Any permit purchased requires submission of vehicle information for all vehicles that will be used with the permit. Vehicle information includes the make, model, color, style, and state issued license plate number. Failure to maintain current vehicle information with Parking Services will result in a fine. Permits can be requested in person at the Parking Office or online at http://transportation.emory.edu/. Students are responsible for ensuring their parking permit is valid.

Parking at 250 E. Ponce in Decatur – Emory Nursing Learning Center

You must be registered to park through Emory and have a valid hang permit. You must use your Emory ID to enter and exit this parking deck. This parking deck is managed by Collaborate Real Estate and is not affiliated with Emory University. Emory University students may ONLY park in Emory designated areas on the upper level or the unmarked overflow spaces on lowest level - T. Parking is not allowed in Reserve, Handicap, or Visitor spaces.

Collaborative Real Estate reserves the right to tow or boot any vehicle illegally or improperly parked in Reserve, Handicap, or Visitor spaces at the owner's risk and expense without prior written notice (GA. Code 44-1-12).

You acknowledge and agree that Collaborative Real Estate and the owner of the 250 E Ponce de Leon Ave. assume no responsibility for any loss or damage of any automobile, contents, or any part thereof by fire, theft, vandalism or otherwise. You park at the Facility at your own risk. No bailment is created, and you will lock my vehicle and retain my keys.

Always use your card to enter and exit the property, even if the gates are up. Please note the card system will not allow two sequential-like transactions. Once used for entry, the card must be used for exit before it can be used to enter again.

You agree to abide by any and all regulations pertaining to the use of the Facility by Collaborative Real Estate and further agree to park any vehicles in the designated area.

Transportation

Students are responsible for their transportation to clinical sites. Many clinical sites are located across the metro area and require travel outside of the Emory network. Travel and parking costs are not reimbursed. Those without personal transportation are not guaranteed priority clinical placement. There are free shuttle services that serve the Emory University Hospital, Emory University Hospital–Midtown and Grady Memorial Hospital. The schedule can be found at http://transportation.emory.edu or by calling 404.727.PARK (7275).

Cliff routes and schedules can be found on the Emory Website at http://transportation.emory.edu/shuttles/index.html.

Public transportation between the NHWSN and the ENLC is available.
The CCTMA shuttle 22 runs a loop from in front of the Nursing School at 1520 Clifton to the Decatur Marta station. The ENLC is two blocks from multiple stops including the Decatur Marta station.
https://transportation.emory.edu/shuttles/cctma

SafeRide, Late Night Shuttle, and Walking Escorts

https://transportation.emory.edu/saferide

The ultimate goal of the SafeRide service is to connect you safely to your final destination on Emory University's campus. The program provides a safe escort to an employee or student who feels unsafe travelling to areas of campus that are not directly served by shuttle service or for those times when the shuttle service is not in operation.

Use the Passio Go App's OnDemand (https://passiotech.com/mobile-app/#download-sec) feature for the overnight SafeRide shuttle service or contact dispatch by phone at 404.727.7555 for shuttle service and walking escorts. Download the application at: https://transportation.emory.edu/saferide for all smart devices.

The system allows you to reserve a ride from the safety of your dorm room, office, library, etc., and will provide real-time vehicle tracking. You'll receive an alert when the bus is 3-5 minutes away from picking you up. The SafeRide may be a shuttle, golf cart, vehicle or walking escort to your destination. SafeRide operates from 9:00PM – 5:00AM. Late night shuttle Thursday-Sunday from 11:00PM to 3:00AM.

If you are traveling on campus after dark, you should always do so in groups of two or more people. If you need to walk alone and want an escort, you should call for a SafeRide escort.

Security Escorts to and from Parking Decks

We encourage students to request a security escort to and from the parking decks. Each campus also provides motorist assistance. Contact information for security escorts at each site are:

- Emory Main Campus: 404.727.7555
- Emory Midtown: 404.686.2597
- Grady: 404.616.4025
- Veterans Hospital: 404.728.7641 or 404.321.6111 (ext. 4911)
- Children's Healthcare of Atlanta, Egleston – Call the Emory Main Campus escort if your car is parked on Emory's campus or call 404.785.6142 if your car is parked in the ED parking at Egleston.
- Children's Healthcare of Atlanta, Hughes Spalding, Call Grady Escort: 404.616.4025

Emergency "blue light" phones located throughout campus link callers directly to the Emory Police Department in order to report emergencies and request security escorts. Although parking decks have restricted access, the possibility still exists for break-ins. Please remove all valuables from your vehicle and either store them in locked storage spaces provided at each site or leave them at home.

Emory University Office of Critical Event Preparedness and Response (CEPAR) coordinates campus-wide activities related to unusual events. CEPAR uses www.emory.edu website bulletins, cell phone text messages, emails and other means to notify community members about precautions and plans.

Emory University-Affiliated Hospitals Public Safety Departments

Officers are on duty 24 hours each day. Students are encouraged to notify the Public Safety Departments concerning any activity which may compromise an individual student's safety and/or the safety of any other students, physicians, residents, hospital employees, patients, or visitors.

- Emory University Hospital: 404.712.5598
- Emory University Midtown Hospital: 404.686.2597
- Grady Hospital: 404.616.4024
- Veterans Hospital: 404.728.7641 (ext. 7641)

Other important numbers to have include the following:
- Emory Police Department: 404.727.6111
- DeKalb County Police: 404.371.2000

Students are encouraged to download Emory Safe, Emory University's personal safety mobile app.

In an emergency, call 911!

Campus Map

The Emory University campus map can be viewed on the web at http://map.emory.edu.
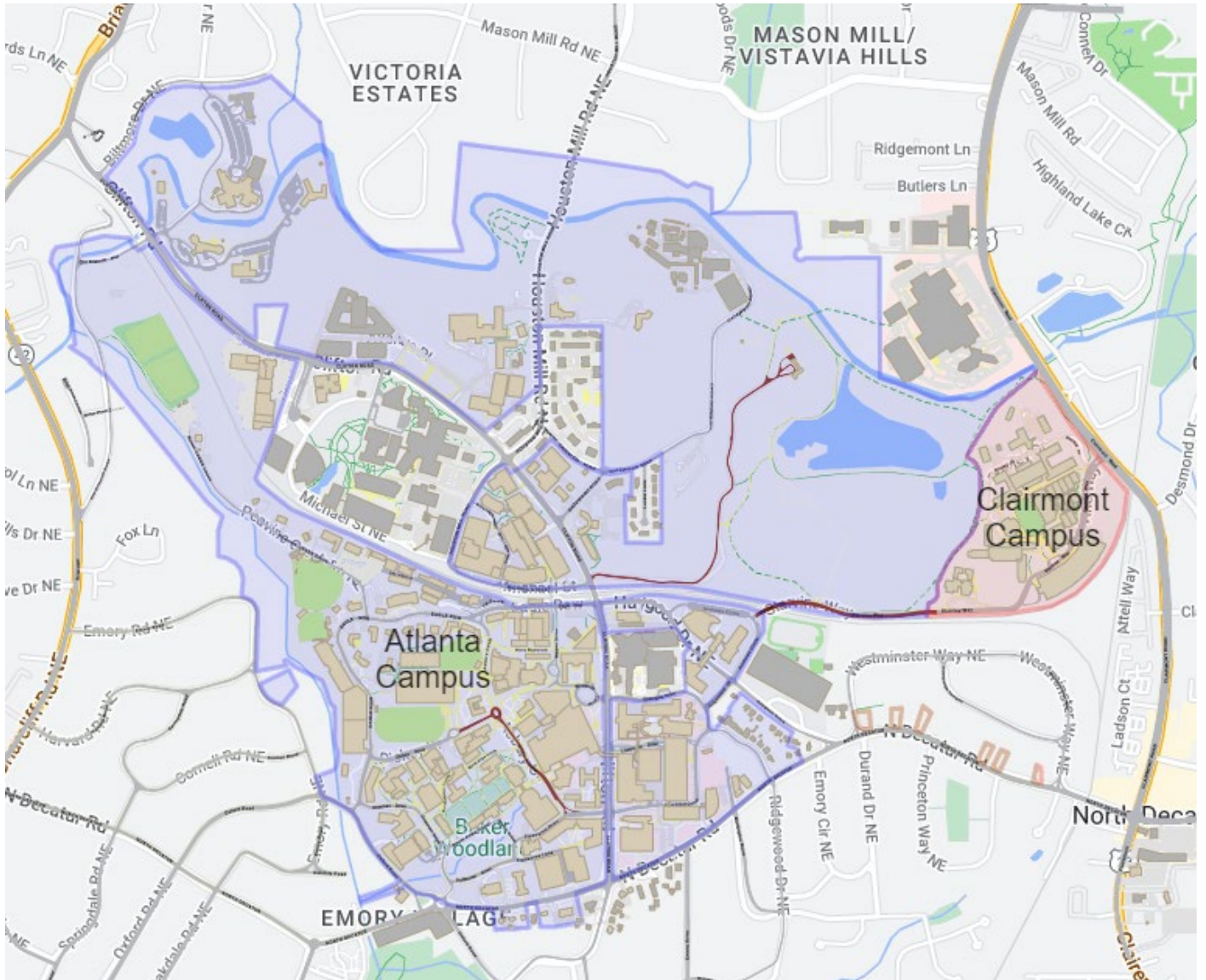
Emory Nursing Learning Center is located at 250 East Ponce de Leon Avenue in Decatur, GA

University Resources

Student Health Services
www.studenthealth.emory.edu

Visit this website for information about the following student resources:
- Student Health Services
- Office of Health Promotion
- Student Health Nutrition Services
- Recreation and Wellness
- Emergency and After Hours
- Counseling and Psychological Services (CAPS)

Office of Diversity, Equity, and Inclusion (OEI)

Emory University's School of Nursing is committed to ensuring that all University goods, services, facilities, and programs are meaningfully accessible to eligible persons with disability in accordance with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local laws.

The Office of Diversity, Equity, and Inclusion (ODEI) ensures Emory University's compliance with Equal Opportunity/Affirmative Action, Title IX, the Vietnam Era Veterans' Readjustment Assistance Act, and the Americans with Disabilities Act federal regulations. ODEI also monitors and executes the University's Equal Opportunity Policy. ODEI is committed to promoting a fair and accessible campus environment for the Emory University community through collaboration with our university partners. In this role, they serve as the central clearing house for all accommodations requests from qualified individuals who meet the eligibility requirements and complete the registration process in its entirety.

Students are responsible for initiating the accommodation process by self-disclosing their disability, health, and/or chronic medical condition directly to ODEI. All requests and documents are managed and maintained at the highest level of integrity. In addition, ODEI may be contacted via phone 404.727.9867 office or via the general email oei@emory.edu or a dedicated/confidential email address at oadisab@emory.edu. The Office is located at 1946 Starvine Way, Suite 310, Decatur, GA 30033.

Department of Accessibility Services (DAS)

Emory provides all persons an equal opportunity to participate in and benefit from programs and services afforded to others. The Department of Accessibility Services (DAS), part of the Office of Equity and Inclusion, assists qualified students, faculty, and staff with obtaining a

variety of services and ensures that all matters of equal access, reasonable accommodation, and compliance are properly addressed. Qualified students must register with DAS and make a request for services. Confidentiality is honored and maintained. The Office is located at 1946 Starvine Way, Suite 310, Decatur, GA 30033. DAS may be contacted via phone at 404.727.9877 or for student-related emails: accessibility@emory.edu, oas_testing@emory.edu, and oas_notetaking@emory.edu.

Student Responsibility for Accessing DAS Services

If you have a documented disability and have anticipated barriers related to the format or requirements of a course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and need accommodation, contact the Department of Accessibility Services (DAS) to learn more about steps for requesting accommodations. *DAS website:* http://accessibility.emory.edu/about/index.html

Students who have an accommodation should contact the course faculty and provide written documentation from the DAS no later than the first week of the semester, or as soon as DAS documentation is obtained, to communicate specific needs for the course. All discussions with DAS and faculty concerning the nature of your disability remain confidential.

Counseling and Psychological Services

https://counseling.emory.edu/index.html provides free, confidential counseling for enrolled pre-licensure, post-licensure, and professional Emory students. CAPS is staffed by licensed professional psychologists and clinical social workers who provide individual, group, and couples counseling to assist Emory students in negotiating emotional and interpersonal difficulties and provide support as they attend Emory University. CAPS is located at 1462 Clifton Road. Students should call 404.727.7450 to schedule an appointment. Urgent care walk-in consultations are available Monday-Friday from 8:30 a.m. to 5 p.m.

Emergency and Crisis Response

LIFE THREATENING EMERGENCIES DAY OR NIGHT:
- Call 911 (from on or off campus)
- Emory Police Department: 404.727.6111
- Emory University Hospital Emergency Room: 1364 Clifton Road, 404.712.7100
- Emory Emergency Medical Services (EMS): 404.727.6111

CRISIS SITUATIONS:
- Student Intervention Services (SIS) Team: 404.430.1120
- Counseling & Psychological Services: 404.727.7450
- HelpLine (peer counseling, 8:30 pm-1:00 am) at 404.727.4357 (HELP)

- Student Health Services: 404.727.7551
- Student Health Services' on-call physician: 404.727.7551 and press "0"
- Emory Healthcare psychiatrist-on-call: 404.778.5000 (available after hours or weekends)
- Respect Program (sexual assault/interpersonal violence): 404.727.1514 (press 1) or 404.727.1514
- Georgia Crisis & Access Line: 1.800.715.4225
- Suicide Hotline: 1.800.784.2433
- Crisis Text Line: 741.741

http://www.emory.edu/home/emergency/

Note: "Emergency/After-Hours" resources can also be accessed from any page on the website -- look for the red print in the top right corner.

Student Organizations

Emory University Organizations

A complete listing of all Emory University organizations can be found at: http://lead.emory.edu/involvement/student_orgs.html.

Sign in using your Emory ID and password. On the horizontal header, select "Organizations" and you will be directed to a full and searchable list of all Emory University organizations. Emory University has over 700 organizations.

Organizations Relevant to Nursing

Organizations that may be of particular interest to nursing students are described below. http://www.nursing.emory.edu/student-life/clubs-organization/index.html

EMORY STUDENT NURSES' ASSOCIATION (ESNA)

The Emory Student Nurses' Association (ESNA) is a professional pre-licensure student nursing organization active in many aspects of professional development, education, community health service, and public awareness in the Emory community. ESNA participates at the state and national levels as the local representative body of the Georgia Association of Nursing Students and the National Student Nurses' Association. The School of Nursing supports student participation in this professional organization. BSN and DABSN students are enrolled automatically as members of ESNA and the National Student Nurses' Association (NSNA).

GRADUATE NURSING COUNCIL (GNC)

The Graduate Nursing Council (GNC) is the leadership organization recognized by Emory University for MN, MSN, and DNP nursing students. GNC is the voice of students in all MN, MSN and DNP programs for change and advocacy, representing graduate nursing students in the

University Senate, Graduate Student Government Association, and Student Government Association.

Emory University is committed to providing student awareness and camaraderie amongst the entire Emory community. GNC is responsible for providing enriching extracurricular and co-curricular activities for MN, MSN, and DNP students, using the budget allocated by the University from the student activity fees. This group sponsors academic lunch-and-learn sessions and social events throughout the year. Membership is encouraged and open to all nursing graduate students. More information about EGHNA can be found here.

EMORY LATINX NURSES ASSOCIATION (ELNA)

The Georgia Chapter of the National Association of Hispanic Nurses (NAHN) is a group that is committed to advancing health and health knowledge of the Latinx community of Georgia. This new organization is looking to grow. The purpose statement is "we celebrate the culture, caring, and spirit of Latinx nurses who are the leading voices of health in our communities." In collaboration with the Georgia Latinx community, we hope to:

- Promote the nursing profession in Latinx communities and diversity in the nursing workforce,
- Raise awareness about Latinx health issues and navigation of the healthcare system, and
- Establish ourselves as leaders in nursing education in the Latinx community.

More information can be found at: www.ganahn.org, or email: info@ganahn.org, follow GANAHN on Twitter at @GANAHN_Chapter.

NATIONAL BLACK NURSES' ASSOCIATION – EMORY CHAPTER

The Emory Black Nurses Student Organization (EBNSO) is a student-led group that works to improve the health status of all people, with a focus on underserved minority populations. EBNSO is committed to providing healthcare education, partnering with various community groups, and advocating beyond the local level to conquer healthcare inequality. EBNSO feeds into the Emory Black Nurses Association (EBNA), the only Professional Nursing Organization committed to improving healthcare conditions for nurses and persons of color. EBNSO hosts community events, guest speakers, and many other activities for students both on campus and off campus.

NURSING STUDENT GOVERNMENT

The School of Nursing Student Government advocates for the educational process of all represented members and ensures the highest quality of nursing education, scholarship, leadership, and social responsibility. Student officers are elected.

Student Governance Class Officers and Responsibilities
Class officers are nominated and elected by the students of each nursing class. Students must remain in good academic standing to hold office in student nurse organizations or to serve on committees. In addition, the students must adhere to the University Code of Conduct and

School of Nursing Honor Code. The primary responsibility of the class officers is to facilitate communication with program leadership on their class's behalf. Other responsibilities of each office may vary and are determined primarily by the situations that arise during the school year and the desires of the students to have class activities.

STUDENT REPRESENTATION ON SCHOOL AND UNIVERSITY COMMITTEES

Student representatives can serve on several School of Nursing committees and the Honor Council. Students will be notified of openings on committees in accordance with the School of Nursing Bylaws, e.g., Curriculum Committee, Program Evaluation Committee, etc. Students may also serve on selected University committees, including the University Senate.
Student appointments to committees are made by the Dean or the Dean's designee.

NURSING ALUMNI ASSOCIATION BOARD

The Nurses' Alumni Association Board (NAA) functions as an advisory board with working committees in matters relating to the activities, services, communication, and policies of the Nurses' Alumni Association. The mission of the NAA Board is to represent the alumni body, serve as ambassadors, and collaborate with the school to lead efforts through engagement and philanthropy with students and alumni. In addition to alumni members, a faculty representative and two student representatives – pre-licensure and post-licensure serve as ex officio members of the NAA Board to ensure faculty and student representation.

Educational Resources

Academic and Student Services

The School of Nursing offers a comprehensive range of educational resources to promote students' academic success. These resources include peer tutoring, advanced academic support, learning strategies consultations, writing assistance, skill-building workshops, career advisement, and financial literacy education. Tutoring is available through peer-led sessions and/or through advanced academic services offered by Nursing Excellence, Scholarship, and Technology (NEST), which provides individual sessions, group supplemental instruction, and consultation with faculty experts. In partnership with Emory's Counseling and Psychological Services (CAPS), students have access to programs and confidential virtual or in-person services with a SON embedded therapist. Additional resources focused on well-being and self-care are regularly offered to support students' overall health and academic experience. To learn more about academic and student services, please use the following website link: https://www.nursing.emory.edu/pages/student-services

Nursing Classrooms

All Nursing School classrooms are smart rooms. Each one has a computer data projector, microphone and speakers, cable TV, inputs for laptops, wired and wireless network connections, and a whiteboard with markers. All classrooms have access to Emory Unplugged (secure) and Emory Guest (non-secure) Wi-Fi networks. All classrooms have the Echo 360 lecture capture and video cameras and microphones for conferencing. A few classrooms have special equipment for lighting and sound control. Some but not all classrooms have document cameras, telephones, and/or assisted-listening devices. Smaller seminar rooms have computers with wireless keyboards and flat panel displays. These seminar spaces are designed for small group work and meetings. Some seminar spaces include webcams for videoconferencing. All classroom computers have a standard software installation that includes Microsoft Office, Skype, Firefox, Google Chrome, and McAfee Antivirus. Instructional Technology must install additional software.

Students can access classroom computers using their Emory NetID and password. Guests can use classroom computers by using the Guest account. Guest account information is posted in each classroom on the monitor.

Simulation Program at the Emory Nursing Learning Center

In Fall 2022, the NHWSN expanded its footprint and renovated 70,000 square feet in Decatur, GA to become the Emory Nursing Learning Center (ENLC). The ENLC is a state-of-the-art simulation and skills program providing experiential and immersive learning for students and the Emory Nursing Experience, a program for continuing professional education in partnership with Emory Healthcare Nursing.

For a map of the space:

The Emory Nursing Learning Center

The Emory Nursing Learning Center (ENLC) includes a large student commons area for collaborative learning and events with a large kitchen, comfortable seating and access to an outside courtyard on the first floor.

The Simulation Program at the ENLC includes five skills labs including "The Vault," five high fidelity rooms (each with a control room) including an operating room, and labor and delivery suite, twelve exam rooms, and seven briefing rooms on the terrace level. Cameras and sound equipment in each room allow each experience to be recorded. Faculty can watch the patient interaction live via a web-based program or can watch the recording after the fact. There is a skills lab, home lab (with control room), telehealth office, and one briefing room on the 2nd floor.   A variety of task trainers and life-size human patient simulators (medium and high fidelity) are used to provide students with a range of educational experiences designed to meet course learning objectives. Human patient simulators represent a range of gender, ethnicity, and age and have varying levels of technological capabilities to enhance the student learning experience.

In addition, students have opportunities to work with simulated patients, skilled professionals who are trained to present clinical scenarios in a standardized fashion to each learner, thus earning the title of "standardized patient." They present the history in a certain manner, simulate abnormal physical findings, and provide feedback to learners about bedside manner, professionalism, and communication skills.

You can learn more about the Simulation Program, including who to contact with simulation-related inquiries at https://www.nursing.emory.edu/pages/simulation-center.

Children in the Academic and Clinical Environments

To ensure a safe, productive, and professional learning environment for all students, faculty, staff, and visitors, the following policy applies regarding children in academic and clinical settings:

1. **Children in Classrooms and Learning Spaces**
   Children are not permitted in classrooms, laboratories, simulation areas, clinical settings, or any other designated instructional spaces. These environments are not appropriate for children due to safety concerns, the need for focused learning, and adherence to accreditation and clinical site requirements.

2. **Unattended Children on Premises**
   Children may not be left unattended at **1520 Clifton Road** or at the **Emory Nursing Learning Center (ENLC)** at any time. These facilities are not equipped or staffed to ensure the supervision and safety of unattended minors. This policy is designed to protect the well-being of children and maintain a secure environment for all.

3. **Student Responsibility**
   Students are responsible for arranging appropriate childcare during scheduled academic and clinical activities. We recognize the challenges of balancing academic and family responsibilities, and students are encouraged to consult with program leadership or student support services for guidance or resources as needed.

4. **Noncompliance**
   Violation of this policy may result in the student being asked to leave the academic or clinical setting for the day and may lead to further review under the School of Nursing's professional conduct guidelines.

This policy supports a safe, respectful, and professional educational environment for all members of the School of Nursing community.

Library Services

Emory's Woodruff Health Sciences Center Library (WHSC Library) offers a broad range of services and resources that support nursing education, biomedical research, and clinical care. Comprehensive print and electronic collections of books and journals may be accessed 24/7 via the internet and discoverE, the online University library catalog. The WHSC Library is located at 1462 Clifton Road, NE, Atlanta, GA 30322 on the Emory campus and is open 7 days a week. Branch libraries are located in Emory Hospital, Emory University Hospital Midtown, Emory Saint Joseph's Hospital, and on the Grady Hospital campus.

The WHSC Library has computers, wireless internet, comfortable seating areas, and study carrels with power outlets. A quiet study area is located on the upper level. Study rooms for individuals or groups are also available; bring your Emory card to the Information Desk to request a key. Printers, copiers, and scanners are available. Laptops may be checked out for in-house, short-term use.

The library provides access to many biomedical research resources, eJournals, eBooks and clinical point of care tools including PubMed, DynaMed Plus, Joanna Briggs EBP Database, AccessMedicine, CINAHL, and Web of Science. The Specialized Software Lab has computers installed with SPSS, R, ArcGIS, MatLab, NVivo, and MAXQDA for quantitative, qualitative, and mixed methods data analysis.

To access resources from any on or off-campus location always start at the WHSC Library website: http://health.library.emory.edu. When/if prompted, enter your Emory network ID

and password. Once in a database, click on this button **Find It Emory** for full text options. If full text is not immediately available, you can order anything you need (free of charge) through interlibrary loan (ILL) by clicking the link, "Request through ILLiad." Article ILLs are usually filled within 24-hours as a PDF and are sent to your Emory email.

Click here to access mobile resources. The library provides reference services and conducts classes on methods of identifying, locating, and evaluating sources of biomedical information.

ADDITIONAL SERVICES THE LIBRARY PROVIDES INCLUDE:
- Development of literature review strategies for thesis topics or projects,
- Identification of specialized information resources or databases for research, and
- Assistance with bibliographic management software (e.g. EndNote, Zotero, Mendeley).

CONTACT INFORMATION:
- Sharon Leslie, the Nursing Informationist (aka librarian), has office hours at the School of Nursing and is available for one-on-one consultations. Contact her at sharon.leslie@emory.edu or 404.727.0285.
- Use the "Ask a Librarian" online form to contact an Informationist and ask a research or resource question: http://health.library.emory.edu/about/contact/ask.html
- Information Desk: 404.727.8727.

WHSCL HOURS:
- Monday through Thursday: 7:30am – midnight (Summer hours until 10:00pm)
- Friday: 7:30am – 7:00pm
- Saturday: 10:00am – 7:00pm
- Sunday: noon – midnight (Summer hours until 10:00pm)

Refer to the website for changes in hours.

Computer Services at Emory

COMPUTER SERVICE DESK—UNIVERSITY TECHNOLOGY SERVICES
Emory employees and students can call the Service Desk to receive technical help on or off campus. There is limited support outside of normal business hours. Call 404.727.7777 for assistance.

COMPUTING CENTER AT COX HALL
This computer lab for students is located on the 2nd floor of Cox Hall. The Computing Center combines flexible space with integrated technologies to encourage collaboration and facilitate faculty/student interactions. Creative lighting, large computer workstations, LED display screens, reservable classrooms, and comfortable seating all combine to form a modern, relaxed atmosphere perfect for group study or just a cup of coffee.

FACULTY AND STUDENT COMPUTING SUPPORT

There are a wide variety of computing services available to School of Nursing faculty and students. Library and Information Technology Support (LITS) is the primary support unit of Emory University for computing services. For a list of resources available to students and faculty, go to http://it.emory.edu/catalog/index.html

PRINTING & PHOTOCOPYING

Student printing and photocopying machines are located on the plaza-level, first and second floors of the School of Nursing. Emory University and the School of Nursing use the EmoryCard to pay for printing. Your Emory Student ID card is your EmoryCard. Money can be added to your account by going to the website: http://studentfinancials.emory.edu/

Copy and printing centers are also located in various libraries and computer labs on the campus, including the Woodruff Health Sciences Library. All facilities on campus use the EmoryCard for copy and print charges. Other types of printing and copying, including printing of large format posters, are available at Emory Document Services in the Dobbs University Center.

SOFTWARE

All students have access to University-licensed software, available either in campus computer labs, for download on personal devices, or both. A full list can be found on the Academic Technology Services site.

OPUS: ONLINE PATHWAY TO UNIVERSITY STUDENTS

OPUS is Emory's online student information system. Students use OPUS to check their class schedules, access their grades, and review their student financial accounts. All OPUS users must have an Emory NetID and password. Students who have forgotten either a NetID or password may call the Help Desk at 404.727.7777.

CANVAS

Canvas is Emory's online course delivery system. Many courses at Emory are set up on Canvas using information from the registrar's system to enroll the correct students. Faculty determine the degree to which they use Canvas in their courses. Canvas may contain basic information about a class, such as the course syllabus, or it may contain all the materials necessary to teach and test students. All users must have both an Emory NetID and password. Students who have forgotten their passwords may contact the Help Desk at 404.727.7777 or classes@emory.edu for assistance.

Financial Aid

Degree-seeking students who apply for financial assistance in the School of Nursing at Emory University are considered for various types of financial resources, including grants, scholarships, and low-interest loans. Students must be enrolled for at least six (6) semester hours to be considered for need-based financial aid. Pre-licensure students must be enrolled for at least twelve (12) semester hours to be considered for School of Nursing merit-based awards and to be full-time. Post-licensure students must be enrolled for at least nine (9) semester hours to be considered full time in the School of Nursing. A student's merit-based aid will be cancelled if the

student enrolls for less than twelve (12) semester hours- Pre-licensure or nine (9) semester hours- graduate.

Each year students must complete a new FAFSA if they wish to be considered for need-based financial aid for the upcoming year. The [FAFSA form](#) can be completed online. The FAFSA should be submitted by May 1 to the respective processing center to ensure the University receives the results from the processing agency in a timely manner. Financial aid is available for the summer semester based upon the amount taken out for the previous fall and spring semesters. Need-based awards will be determined based on the data for the current academic year, i.e., summer of 2025 will be based on academic year 2024–2025 information.

The [Emory University Office of Financial Aid](#), is located on the third floor of the Boisfeuillet Jones Center. The Emory University Office of Financial Aid is happy to assist both applicants and current students with any questions concerning need-based aid, student loans, and financial aid packages.

Financial aid advisers for the health professions are assigned by the first letter of the student's last name and can be reached by calling **404.727.6039**. Visit the website for more information: https://studentaid.emory.edu/graduate/manage/contact.html

Scholarships

[Scholarships](#) are awarded each year by the School of Nursing based on a student's scholastic achievement. To be considered for scholarships, a completed application must be submitted before the priority admission deadline.

ROBERT W. WOODRUFF SCHOLARSHIP
The Robert W. Woodruff Scholarship is awarded to students who have been accepted to the fall start MN program and who demonstrate strong current or potential commitment to improving the quality of health care. Candidates should have interest in improving health care delivery in areas such as quality and safety, bioethics, health policy, or health care economics/finance. Qualified applicants demonstrate outstanding academic achievement, motivation for the study of nursing, impressive skills in communication, significant leadership and creativity in School or community activities, and a clear potential for enriching the lives of their contemporaries at Emory University. Scholars will be enrolled in a seminar course each semester of enrollment for the Woodruff Scholarship.

FULD SERVICE LEARNING FELLOWSHIP
The Fuld Service Learning Fellowship provides scholarship funding to candidates who have been accepted to the Accelerated MN Pathway to MSN program and who have a special commitment to leadership and social responsibility as a component of professional nursing practice. Candidates must have a prior history of leadership and social responsibility activities and have definitive plans to work with underserved populations in the US or abroad. Fellows will be enrolled in a seminar course each semester of pre-licensure enrollment for the Fuld Fellowship.

FULD PALLIATIVE CARE FELLOWSHIP

The Fuld Palliative Care Fellowship provides scholarship funding to candidates who have been accepted to the Accelerated MN Pathway to MSN program and who have a special commitment to leadership and palliative care as a component of professional nursing practice. Candidates must have a prior history of leadership and palliative care activities and have definitive plans to work in a palliative care environment. Fellows will be enrolled in a seminar course each semester of pre-licensure enrollment for the Fuld Palliative Care Fellowship.

COVERDELL RETURNED PEACE CORPS VOLUNTEER FELLOWSHIP

The Paul D. Coverdell Fellows Program Fellowship provides Returned Peace Corps Volunteers (RPCVs) with financial support and opportunities to apply their Peace Corps experience and continue service to underserved communities. Candidates must have satisfactorily completed their service as indicated by the Peace Corps. RPCVs should indicate their eligibility on their application. Fellows are selected as merit scholars for their demonstrated leadership and ongoing commitment to service.

OTHER NAMED SCHOLARSHIPS/SPECIAL FUNDS

The following named scholarships and endowments are awarded on the basis of need and/or criteria predictive of success in the practice of nursing: Anita Benteen Mitchell, Ann Layfield, Arthur D. Hubert III, Arthur Krotz, B. J. Johnson, Barbara and Jane Holland, Beth Malkin Utz Endowment, Charles and Janice Barton, Cynthia Mallory, D. Ellis and Harriet Williams, Elizabeth Mabry, Elizabeth Sager Sharp, Ellen Fleming Bowden, Helen O'Shea, Hilda Glenn, Ida Belle King, Irene K. Woodruff, Joseph B. Whitehead, Josephine Malone, Kay Kittrell Chitty, Leila and Lester Rumble, Lettie Pate Whitehead, Linda Van Norde Benoski, Mabel Hamrick, Martha, Jean Haughton, Mary A. Herndon, Nursing Associates, Olive Galloway, Ron K. Bates, Rose Dilday, Ruth D. Williams, Sally Lehr, Tull, Warren and Ione Glasgow, and William Randolph Hearst.

GRANTS, TRAINEESHIPS, AND LOANS

Many grants, traineeships, and loans are appropriated each year through a variety of government agencies. Students should contact the Emory University Office of Financial Aid for applications and eligibility requirements.

LOAN FUNDS

Loan funds are available at low interest rates, from both federal and private sources including Emory University loans. Information is available from the Emory University Office of Financial Aid.

NURSE FACULTY LOAN PROGRAM (NFLP)

The Nurse Faculty Loan Program (NFLP) is a HRSA grant designed to increase the number of qualified nursing faculty and APRN preceptors. NFLP funding is available to DNP and PhD students. All recipients must agree to be employed as full-time nurse faculty or preceptors upon graduation. Up to 85% of the NFLP loan can be forgiven if the graduate meets the program requirements.

GEORGIA TUITION GRANT

Georgia residents may apply for aid through the Georgia Tuition Equalization Grant Program for

Private College Students. Applications are available for first degree, pre-licensure students after January 1 from the Emory University Office of Financial Aid.

DIRECT STUDENT LOANS
Georgia residents may apply for these loans, the amount of which depends on the student's field of study and the amount of funds appropriated. A portion of these loans may be repayable by approved service in Georgia (one year of service for each year for which the loan was received), or the loans may be repaid by cash with interest.

Advising

Academic advising is a process to promote the exchange of information between a student and faculty member and is designed to help students reach their educational and career goals. Advising is a shared responsibility between an adviser and the student. Ultimately, the student is responsible for making decisions about his/her life goals by creating a plan to reach those goals. Academic advisers can assist in this process by helping the student understand options, determine resources and, when necessary, identify alternatives.

Students are responsible for maintaining regular communication with their advisers to ensure they are progressing on track for graduation and to discuss any issues or concerns during their program. We recommend students schedule an appointment with their adviser(s) every semester.

PRE-LICENSURE
Before the program starts, pre-licensure students meet their program director. The program director will serve as the advisor for pre-licensure students. Program directors will mentor students during their program regarding educational and service opportunities, development of their portfolio, clinical placement, preparation for NCLEX, and career planning. Students are responsible for maintaining regular communication with their program director to ensure they are progressing on track for graduation as well as to discuss any issues or concerns during their program. The University Degree Tracker system is available to students to track their progress to graduation.

MSN / POST GRAD CERTIFICATE (PGC)
The specialty director will serve as the academic adviser within their specialty area at the beginning of the program. Post-graduate certificate students will be assigned to the specialty director who serves as their adviser and will conduct a gap-analysis to identify needed courses/experiences.

CARDIOVASCULAR PERFUSION (CVP)
All students will be assigned a faculty advisor from the CV Perfusion program. The advisor's role is to review the student's academic and clinical progression. Students or faculty may request meetings at any point to discuss pertinent issues. Such issues may include, but are not limited to: academic progress, clinical progress, research opportunities or progress, and personal issues of concern.

POST BSN DNP / POST MN DNP

Post BSN / Post MN DNP students are assigned two (2) academic advisers: the MSN/DNP Director and their Specialty Director. For students in the DNP Nurse Anesthesia program, a nurse anesthesia faculty adviser will be assigned.

POST MSN DNP

On admission, post MSN DNP students will be assigned an academic advisor: the MSN/DNP Director.

Registration

Students are automatically registered for their first semester courses. Students will self-register for courses beginning their second semester (DNP and PhD students will be registered each semester by the Program Manager). The University has a University Course Atlas system that allows students to view all courses offered at Emory. A shopping cart feature is available prior to opening enrollment. The class schedule is available in OPUS. Tentative dates for registration can be found on the academic calendar posted on the School of Nursing website. To facilitate the registration process, different days/times will be set for each program, traditional BSN, MN, DABSN, and MSN. Email will be sent to students via the ListServ with specific instructions for registration. During assigned times, students may log onto OPUS (www.opus.emory.edu) and register. The Office of Clinical Placements will manage placements for clinical and simulation/laboratory sessions.

The first line of contact for an enrollment issue is the program administrator (pre-licensure, MSN, Cardiovascular Perfusion, DNP, and CRNA). Further registration assistance is available by email to nursingregistrar@emory.edu

For enrollment in additional courses outside the School of Nursing, visit the Emory Registrar's website at http://www.registrar.emory.edu/class-search.

PRE-LICENSURE STUDENT REGISTRATION

The Director of Registration will set registration appointment dates during which pre-licensure students will self-register for classes each semester. Students will register via the OPUS portal, selecting classes in the prescribed curriculum and may register for an elective course during the open registration period.

To ensure the student registers for the correct course for their program, section numbers will be as follows:

- Students in the **Traditional BSN program** will select courses with sections at the **100 level**. For example, NRSG 314 Clinical Practicum I would have sections designated as NRSG 314:**100**, 314:**101**, 314:**102,** etc.

- Students in the **MN Spring Start program** will select courses with sections at the **300 level**.

- Students in **MN Pathway program** will select courses with sections at the **400 level**.

- Students in the **MN Program** will select courses at the **500 level.**

- Students in the **DABSN program** will select courses with **"D"** after the course number for 300 and 400 level courses (may not select 700 level courses with a D designation). "D" denotes a distance education program. For example, NRSG 352D Health Assessment, 355D Acute and Chronic Care I, etc.

Once an elective course section is filled, registration is not possible, and the student must select another section/course in which to enroll.

After the registration period closes, students will have an opportunity during the Drop/Add/Swap period to alter their course selections based on seat availability. This may include the student registering for an additional elective.

REGISTRATION FOR MN PATHWAY STUDENTS

Students matriculating to the MSN program will be registered by the School Registrar or Program Manager for their first semester of study. Subsequently, to facilitate the self-registration process, approximately one week before the opening of pre-registration, students should make an appointment with their specialty director to discuss their schedule and obtain approval. After meeting with their advisers, students may log onto OPUS and register. Students who experience difficulties with registration should contact the appropriate program administrator.

Students enrolled in a dual degree program such as MSN/MPH or MSN/MAB are required to meet with advisers in both programs before registering for classes.

POST-LICENSURE STUDENT REGISTRATION

Students are automatically registered for their first semester courses. Subsequently in their second semester, MSN students will begin the self-registration process after meeting with their faculty advisers. DNP and CRNA students will be registered each semester by their Program Manager or Education Program Coordinator. To avoid registration delays, graduate students should make an appointment with their specialty program director prior to registration to identify courses for the next semester. For courses with variable credit, students should verify with their faculty adviser program director the correct number of credit hours for enrollment.

Failure to register for the correct number of credit hours may delay graduation and result in additional tuition fees. A student experiencing registration issues should contact the appropriate specialty/program administrator first and, if unresolved, send an email to nursingregistrar@emory.edu

CARDIOVASCULAR PERFUSION

CVP program administrator will register Cardiovascular Perfusion students.

PhD

PhD program administrator will register PhD students.

ALL STUDENTS

For enrollment in a course with a corequisite, students must first register for the corequisite course.

Registrar

About Us

The **Nell Hodgson Woodruff School of Nursing Registrar** is responsible for:

- Assisting students with class registration
- Receiving and processing academic forms. Refer to School website for blank/fillable forms.
- Grade processing
- Verification of program requirements for graduation

Questions related to the School of Nursing Registrar functions should be addressed to: nursingregistrar@emory.edu

PLEASE NOTE: For new incoming (prospective) students must contact School of Nursing Admissions at nursingquestions@emory.edu for support.

The *Emory University Office of the Registrar* is responsible for a variety of duties to assist students during their time at Emory. Students should reach out directly to the University Office of the Registrar for Included below are links to various offices to assist you in reaching out directly to the University Office of the Registrar for answers to questions in the areas listed below. The homepage of the *University Office of the Registrar* is: https://registrar.emory.edu/index.html

University Office of the Registrar Offices for Support

- Canvas
- Change of information – address, email, phone, etc.
- Degree Tracker
- Diploma
- Financial Aid Office
- Name Change
- Official Transcripts
- OPUS
- Verifications, loans deferments, etc.

OPUS Schedule and Billing

After registration is complete, students will be able to view their schedule and tuition bills for the upcoming semester in OPUS (www.opus.emory.edu).

The Office of Student Financial Services provides information on payment plans and additional tuition information, http://studentfinancials.emory.edu. Students should review both their schedule and bill carefully and report any issues immediately to the Director of Registration via email to nursingregistrar@emory.edu

Academic Expectations

Active Learning, Engagement, and Attendance for BSN/MN Students

Nell Hodgson Woodruff School of Nursing is committed to engaging nursing students in the educational process through active learning strategies. Active learning serves to create a student-centric learning environment by engaging students in interactive learning experiences that promote independent thinking and decision-making. Active learning is that process whereby students engage in activities, such as reading, writing, discussion, or problem-solving that promote analysis, synthesis, and evaluation of class content. Active learning requires participating in class, collaborating with each other, analyzing an argument, or applying a concept to a real-world situation.

Consequently, when defining strategies used in preparing the entry-level professional registered nurse, it is essential to implement varied teaching learning strategies that are creative and that promote the achievement of the core competencies and the development of independent responsibility, active inquiry, and clinical reasoning. Furthermore, economic and market forces, as well as beliefs about sound educational practice require faculty to consider the adoption of alternative teaching/learning strategies that draw upon educator-made materials as well as other resources that are available within the professional community. Finally, the changing demographics in higher education challenge educators to assure maximum learning while respecting the different learning styles and needs of students.

To provide diverse immersive learning opportunities for all students that are consistent with course objectives and specialty aspects of care, students are _**expected to attend all classes for which a student is registered**_. These requirements and the objectives and the anticipated outcomes of the course shall be clearly outlined by the instructor at the beginning of each course.

A student who is not on the official class roster (signaling they are not registered for the course or may have an outstanding balance) cannot attend or participate in the class, regardless of if the student is taking the course for credit or audit. Any student who is not on the class roster has until the listed deadline on the academic calendar to "add a class" to register. Students cannot attend a class while attempting to resolve the issue that is preventing registration.

Syllabus

The course syllabus communicates course expectations set by the faculty and is a key to success in a course. Students should read the syllabus closely as it may contain more detailed standards than those listed in this Student Handbook. Such variations may include additional requirements for attendance, testing, and other classroom assignments.

Pre-licensure Student Classroom, Lab, and Clinical Attendance and Makeup Policy

Students must notify course coordinators and clinical/simulation instructors of absence, in advance. The student should consult the syllabus for implications for course grade related to classroom absences. A student absent for two or more class days because of illness or other extenuating circumstances should notify the Program Director. An absence of two or more days requires documentation of when a student can return to classes, simulation/laboratory, and clinical and may require withdrawal from the University for the semester. The student should refer to the Leave of Absence Policy for extended absence.

Attendance Policy for Clinical and Simulation Experiences

Mandatory Attendance

Clinical and simulation experiences are foundational elements of nursing education. They provide students with the opportunity to apply theoretical knowledge in real-world settings, enhancing their clinical judgment, technical skills, and ability to deliver safe and effective patient care. These experiences also offer a controlled and safe environment for practicing skills, encourage critical thinking and decision-making, and foster interprofessional collaboration. Additionally, they expose students to diverse patient populations, help them internalize professional values and ethics, and build emotional resilience and technological proficiency. As such, attendance at **ALL** clinical and simulation experiences is mandatory to ensure students develop the comprehensive skill set necessary for effective nursing practice.

Notification of Absence

In the event that a student is unable to attend a scheduled clinical or simulation experience, they must notify their clinical instructor and course coordinator as soon as possible, and no later than 30 minutes before the start of the session. Notification should be made via email and the preferred method of contact specified by the instructor, which may include voicemail and/or text message.

BSN Students: Please reference Emory University Authorized Activity Policy for Undergraduate Students Policy 8.19

Pre-licensure Make-Up Policy - Clinical and Simulation

For **labs, simulations, and clinicals,** where attendance is crucial for demonstrating mastery of key skills, the policy allows for **one absence**. Students who miss a clinical or lab/simulation experience will be required to make up the missed time to meet the course objectives and clinical hour requirements. A make-up session will be scheduled based on the availability of clinical sites and instructors. **Make-up sessions must be completed within the semester they occurred.**

To cover the additional resources required to arrange and conduct make-up sessions for unexcused absences, a fee of $250 will be charged for each missed clinical or simulation experience. The fee must be paid before the student can participate in the make-up session. For excused absences such as hospitalizations and medical or other emergencies or extenuating circumstances, students may be

required to submit documentation to the Associate Dean for Education.

Consequences of Non-Compliance

Failure to attend **ALL** scheduled clinical or simulation experiences, or to pay the required make-up fee, may adversely impact academic progression, including but not limited to:

- Receiving a grade of "Incomplete" for the course, and a revised plan of study.
- Potential failure of the course if clinical hour requirements are not met by the end of the semester.
- Additional administrative actions as deemed necessary.

By implementing this policy, the Nell Hodgson Woodruff School of Nursing ensures that all students meet their educational requirements and are adequately prepared for their professional roles in nursing.

Interprofessional Education - Achieving Collaborative Team Solutions

IPE-ACTS (Interprofessional Education - Achieving Collaborative Team Solutions) is a required interprofessional training program designed for first-year students in the WHSC health professional schools. For the SON, the following students are required to participate:

- BSN – 1st semester
- MN – 1st semester
- MN Pathway - 2nd semester
- MN Spring Start – 3rd semester

The semester listed is based on their classification Fall 2025. **The date for IPE-ACTS is Friday January 30, 2026.**

IPE-ACTS provides health professional students with didactic, online instruction in the Interprofessional Education Collaborative (IPEC) competencies, an interactive team-based learning experience, and the opportunity to address a critical health challenge that Atlanta communities or the Emory Healthcare System face.

Students will register for the **PUBH 501 course** during fall semester 2025 and will participate in the course during spring semester 2026. The PUBH 501 course will be comprised of online modules and an interactive team-based health challenge competition. This is a Satisfactory/Unsatisfactory, 0-credit course. Students who attend and submit all deliverables will receive a Satisfactory grade on their transcripts, and students who do not attend and/or fail to submit all deliverables will receive an Unsatisfactory grade on their transcripts. More detailed information is available here.

Absence or Accommodations for Religious Reasons

Students should notify faculty in writing at the beginning of the semester or when they become aware of religious observances that conflict with their classes by submitting a Religious

Accommodation form. Students will remain responsible for all assigned work and clinical/simulation time. *Refer to Handbook section for Religious Holidays (page 18).*

Clinical Attendance on Holidays

Clinical education is an essential component of nursing education and requires flexibility to meet program objectives and healthcare site scheduling needs.

Students may be scheduled to attend clinical experiences on **university-recognized holidays**, **with the exception of the designated Winter Break**, during which clinicals will not be held.

- **Holiday Clinical Assignments**
  Clinical experiences may be scheduled on holidays such as Labor Day, Martin Luther King Jr. Day, Memorial Day, Independence Day, or other university-observed holidays, depending on the requirements of the clinical site and course. Students are expected to attend all assigned clinicals, regardless of holiday status, unless otherwise notified by faculty.
- **Winter Break Exception**
  No clinical experiences will be scheduled during the university's official Winter Break, as defined by the academic calendar.

DABSN Holidays and Breaks

DABSN Academic Calendar may not align with the University and SON calendar for breaks and end of semester course completion. Please adhere to the program semester schedule. Students may be required to attend on campus intensives and clinical learning experiences outside the University or SON Calendar.

Professional Codes of Conduct

Students are held to the codes of conduct set by professional nursing organizations, including the American Nurses' Association, the National Council of State Boards of Nursing, and the Georgia Board of Nursing and/or the State Board of Nursing in which the student is licensed or practicing. The School of Nursing/s Code of Conduct is aligned with these organizations. Additional information and links to guides are included below.

ANA CODE OF ETHICS

The ANA Code of Ethics is a foundational document to guide nurses in their nursing responsibilities with consideration to quality nursing care and ethical obligations to the profession.

American Nurses Association. (2025). Code of Ethics for Nurses. Washington, D.C.: American Nurses Association.

TO ACCESS THE ANA CODE OF ETHICS
https://codeofethics.ana.org/home#

NATIONAL COUNCIL FOR STATE BOARDS OF NURSING:
https://www.ncsbn.org/index.htm

GEORGIA BOARD OF NURSING:
https://rules.sos.ga.gov/gac/410-10

Professional behavior is required at all times while at Emory University and at clinical agencies. Students enrolled in the School of Nursing are expected to maintain a level of professionalism in their personal appearance, dress, conduct, and speech. Students are also expected to arrive on time for classroom, clinical, or simulation experiences. Behavior or language, which is offensive, inappropriate, or crude, and continual tardiness is considered unprofessional and therefore is considered unbefitting to the status of an Emory student. Students who engage in disruptive behavior of any type may be asked to leave the classroom/simulation/laboratory/clinical setting and be subject to the School's Code of Professional Conduct.

Dissemination of Recorded Course Materials

Course presentations and class activities, including clinical debriefings and discussions, whether conducted online or in-person, are intended solely for educational purposes within the enrolled course. These learning strategies are designed to stimulate meaningful discussion, process experiences, and promote critical thinking and clinical reasoning.

Students are reminded that the sharing of sensitive or personal information during class sessions or clinical debriefings must be treated with the highest degree of confidentiality. Respect for the privacy and dignity of peers, patients, faculty, and clinical experiences is essential and expected.

If sessions are recorded and/or transcripts are generated through captioning services, students are **strictly prohibited** from sharing, copying, or otherwise distributing any portion of the content to individuals not enrolled in the course. This includes but is not limited to uploading materials to external platforms, sharing screenshots or excerpts, or using recordings for purposes beyond the course.

Disclosure of such materials or breach of confidentiality in any form is **not permitted without explicit authorization** from the course faculty member or instructor. Any violation of this policy constitutes a serious breach of academic integrity and professional standards and will be addressed in accordance with the **Code of Student Conduct** and applicable program policies.

Computer and Cell Phone Policy

Technology in the learning environment should be used for learning and not social or work-related purposes.
- Computers may be used for note-taking purposes in the classroom.
- Cell phones may be used for recording purposes in the classroom.
- Cell phones, pagers, and other devices must remain silent or on vibrate when in the

classroom, simulation/laboratory or clinical setting.
Cell phone use is <u>strictly prohibited in the clinical environment</u> for any activities other than to look up information related to patient care management; or for nurse practitioner, nurse midwife, or nurse anesthesia students, to have direct communication with the faculty, preceptor, and/or supervisor.

- Healthcare agencies may impose additional restrictions of cell phone usage within the clinical setting.

If you anticipate being contacted via your cell phone during a specific class, please speak with the course faculty before class starts.

Checking Email

Communication will be through Emory email. Students are responsible for checking email at least once a day for updates or changes. Numerous messages will be routed to the entire student body using the son-students@listserv.cc.emory.edu mailing list. This might include messages related to health and safety, community wide SON events, employment opportunities and job fairs, safety and emergency resources, and so forth. Please follow the instructions outlined below to add the son-students@listserv.cc.emory.edu email account to your safe senders list.

How to Whitelist an Email in Outlook
· Go to https://outlook.office.com/mail/options/mail/junkEmail
· Click "Add" under "Safe senders and domains."
· Enter the email address that you want whitelisted - son-students@listserv.cc.emory.edu
· Choose "Save."

Contacting Faculty for Appointments

Faculty email addresses can be found on the School of Nursing website under the Faculty and Staff Directory: http://www.nursing.emory.edu/directory/index.html. The syllabi will also provide information on contacting faculty and scheduling faculty appointments.

Lines of Communication

The School of Nursing is committed to creating an environment that promotes students' learning experiences. Open, respectful dialogue between students and faculty is critical to the enrichment of the learning experience. Please refer to the Respect Statement in this handbook.

To facilitate open communication between students and faculty, the School of Nursing has outlined a line of communication process. To resolve academic and professional issues that may arise in the classroom or online class, simulation, laboratory, or clinical practicum, the student should address issues or concerns promptly and according to the established lines of communication outlined below. Dialog with the next person in the line of communication is necessary **only after the prior contact does not lead to resolution**. The lines of communication

provide additional guidance for a student who may be having academic or other issues during the semester.

EXAMPLE OF USE OF THE LINES OF COMMUNICATION
If a student is experiencing academic difficulty, they should first speak with the course/clinical faculty regarding their performance. Disputes about course grades or course performance are to be addressed with the faculty in that course. If you believe you are receiving insufficient or unclear feedback you are responsible for discussing the situation with your course faculty.

LINES OF COMMUNICATION
Communicate with the:
1. Course or Clinical faculty
2. Course Coordinator
3. Program Director (pre-licensure) or Specialty Director (post-licensure)
4. MSN/DNP Director (if applicable)
5. Associate Dean for Education
6. Associate Dean for Clinical Practice Operations
7. Associate Dean for Equity and Inclusion, Admissions, and Student Affairs
8. Dean of the School of Nursing

Civility Policy

The School of Nursing's community thrives on and is strengthened by respect for all people and diverse perspectives. Any form of incivility, defined as disruptive, ill-mannered, or offensive behavior contrary to the well-being of our community, is unacceptable. This includes all forms of disrespect or disregard for instruction, the faculty, the staff, or a fellow student.

Examples of uncivil behaviors include but are not limited to:
- Use of electronic devices, such as mobile phones, laptop computers, and tablets in clinical or classroom settings for reasons not related to current learning activities,
- Arriving late to classes, clinical rotations, or other agreed upon commitments,
- Use of disrespectful or unprofessional language or behavior when interacting with faculty, staff, peers, patients, or others, including via email. Profanity and other disrespectful language will not be tolerated and will result in a Professional Code of Conduct violation and Honor Council review.
- Participation in distracting, private conversations during learning activities.

Faculty have a range of options at their discretion to address cases of incivility, including the deduction of course points; asking an offending student(s) to leave the classroom, simulation/laboratory, or clinical site; and reporting the incident as a Professional Code of Conduct violation.

Student Responsibility for Course/Program Evaluation

Your feedback is important to us. To remain an accredited program and to support our efforts

to give you and those who come after you **the best nursing education** possible, we are committed to rapid cycle change for continuous improvement of our programs, faculty, staff, and School.

We recognize you will receive many requests to evaluate our courses, programs, faculty, and School during your time in the School of Nursing. For example, each course will provide an evaluation of the course and the faculty teaching the course; and for clinical courses, you will be asked to evaluate the clinical site and faculty/preceptor (for precepted experiences). You will also have an End of Program Survey to complete and at approximately one (1) year, an Alumni Survey.

Please take your responsibility for evaluation to improve our programs seriously. Constructive feedback drives change. **We want to know**. As our student, you can provide informed and useful feedback. If there is a particular issue, please do not hesitate to identify it and pose a possible solution. Evaluations are electronic and we have appropriate safeguards for student confidentiality.

While the faculty are blinded to who has completed the survey, they will monitor the percentage completion rate. **Our goal is an 80% completion rate on all Faculty, Course, and Clinical Evaluation Surveys**. We need your help to reach our goal. ***We do listen to you!***

Data from student evaluations are provided to faculty as aggregate data. Survey data is used to make decisions about courses, faculty teaching in courses, retention and promotion decisions for faculty, and program improvement.

PLEASE RECOGNIZE THE IMPORTANCE OF YOUR ROLE IN PROVIDING FEEDBACK WHEN COMPLETING YOUR EVALUATION.

Academics

The Pre-licensure Program has five (5) entry options: 1) Traditional BSN, 2) Masters in Nursing (MN), 3) MN Spring Start 4) MN Pathway, and 5) Distance Accelerated BSN (DABSN).

The Post-licensure Program has eleven (11) advanced practice specialty tracks. A specialty area prepares the student for an Advanced Practice Registered Nurse (APRN) role, i.e., nurse practitioner or certified registered nurse anesthetist. Information about the specialty areas can be found in the Nursing Catalog under "Specialty Areas." Graduates will earn either a Master of Science in Nursing (MSN) degree or a Doctor of Nursing Practice(DNP) degree.

The DNP program is offered at the Post BSN, Post MN, and Post MSN entry level. Post BSN and Post MN students select a specialty area during the application process and are admitted to their specialty area. Students should review admission requirements for the specialty area they choose.

The Cardiovascular Perfusion program graduates earn a Master in Cardiovascular Perfusion Science (MCPS) degree. Students should review the admission requirements for a complete list of prerequisites.

Changing APRN Specialty

MSN and Post BSN/Post MN DNP students are admitted into a program of study by APRN specialty track. Any student in the program wishing to change their specialty must first consult with both the current specialty director and the proposed specialty director. Approval to change will be based on qualifications and availability in the "new" specialty program. With approval, the change will be official once a *Request to Change Graduate Specialty form* is signed, then confirmed by the MSN/DNP Director, and returned to the Office of Enrollment and Student Affairs. A change in the specialty area may delay program completion.

The *Request to Change a Specialty Form* is available online via the Registrar Resources page.

Minimum Enrollment in Classes

The School of Nursing reserves the right to cancel any course in an area of concentration for which there is insufficient enrollment. "Sufficient enrollment" is dependent on the nature of the individual course. Final decisions about course offerings are made by the Associate Dean for Education and the Sr. Assistant Dean for Operations and Registration.

Drop/Add Procedures

Starting with the first day of class for the semester, students can adjust their schedules using the drop/add procedure. The open window for these changes is approximately five (5) working days (10 working days for traditional BSN Program) for full semester courses. Refer to academic calendar posted on the website that lists the drop/add/swap dates and dates for dual session courses. Students must have the approval of their adviser before making any schedule changes.

Dual degree students must have the approval of their advisers from both Schools. Registration changes can be submitted through the Registrar's Office.

DABSN PROGRAM DROP/ADD PROCEDURES

The drop/add procedure for the DABSN program differs from other programs based on the structure of the program. The drop/add deadline for each course is the Friday (by 11:59 PM EST) before the course begins. If a student begins any part of the course after the drop/add period, the student is responsible for the full course tuition. A student in the DABSN program that drops a course will be withdrawn from the program. The student may petition to reenter the program with permission from the DABSN Program Director and space availability.

Transfer Credit

An admitted student requesting consideration for transfer credit must make the request before starting the first semester of a program. The *Request for Transfer Credit Form* can be found on the Registrar Resources page.

For a current student requesting transfer credit consideration, the *Request for Transfer Credit* must be submitted the semester prior to the semester the required course is offered. If a student is enrolled in the required course, the student is subject to the Drop/Add Policy and subsequent financial consequences. Upon receipt of the course syllabus and an official transcript (only if taken after the admission packet was completed), the request will be submitted to the appropriate program director/faculty for review and equivalency determination. With faculty and administrative approval, credit will be applied toward the degree program. A request for transfer credit requires a non-refundable application fee. Please contact the Office of Registration for questions related to transfer credit nursingregistrar@emory.edu

Courses are non-transferable if they cannot be used in the approved Plan of Study or do not meet the standard of an NHWSN transfer course as determined by course faculty. Transfer credit will not be awarded if the course was used to satisfy requirements for a previous degree. The grade(s) earned from transfer credits will not be included in the GPA calculation.

PROGRAM MAXIMUMS FOR TRANSFER CREDIT ARE AS FOLLOWS:
- BSN candidates*: 12 semester hours of baccalaureate credit
- MN candidates: 9 semester hours of post-baccalaureate credit
- MSN candidates: 9 semester hours of post-baccalaureate credit
- DNP candidates: 9 semester hours of post-baccalaureate credit

The DABSN program does not accept transfer credits to fulfill program requirements.

MINIMUM DEGREE REQUIREMENTS FOR MSN PROGRAM

The Nell Hodgson Woodruff School of Nursing sets minimum requirements for a master's degree. The fulfillment of course work alone does not lead to a master's degree. Satisfactory

completion of at least 36 credit hours of MSN work is required as follows:
- At least 17 hours must be in lecture or seminar work
- Course work must be on a 500, 600, or 700 level, and
- A grade of B or better must be earned in all clinical coursework taken.

MINIMUM DEGREE REQUIREMENTS FOR THE DNP PROGRAM
The Nell Hodgson Woodruff School of Nursing sets minimum requirements for a DNP degree. Satisfactory completion of at least 29 credit hours of DNP course work is required as follows:
- A minimum of 29 hours must be completed at Emory
- Transfer credit may be awarded up to 9 semester hours.

Course Waivers
Course waivers are given only when students demonstrate sufficient experience in a subject and can justify that the course would not enhance their knowledge. It is the current student's responsibility to justify their experience in the subject area. Examples of documentation are testing, portfolio, certification, and other documentation. The *Request for Course Waiver* can be found on the Registrar resource page under the Information for Current Students tab at https://www.nursing.emory.edu/resources/audience-guide-for-students

Note: A course waiver requires a student to satisfy waived credits with elective credits to meet degree requirements.

Special Standing Students
Special standing allows students to enroll as "non-degree seeking" in School of Nursing courses for the purpose of personal enrichment or professional development. Generally, core curriculum courses may be taken in special-standing status, but no clinical courses may be taken. For MSN and DNP students, no more than nine (9) semester hours may be taken as a special-standing student. These nine (9) semester hours may be transferred into an appropriate program if the student applies for and gains admission to the School of Nursing. A list of courses that are available to special standing students is found on the School's website. Other courses may be available, and the student should contact the course faculty for permission. Being granted special-standing status does not guarantee full degree-seeking admission to the School of Nursing. To apply for special standing please visit: https://apply.nursing.emory.edu/apply. A non-refundable fee to the Office of Enrollment and Student Affairs. Special Standing Status will be subject to the availability of the requested course(s) and approval by the Office of Education.

Conditions under which all special standing students attend the school of nursing:
1. Students may register only for those courses that are not filled by degree candidates and should have alternate course selections as possibilities in case degree candidates fill a specific class.
2. Registration will be restricted to courses approved by the degree granting institution and in accordance with School of Nursing load limitations and prerequisite

requirements.

3. Acceptance as a student in no way obligates the School of Nursing to accept such a student as a degree candidate. If a student applies as a degree candidate at a later date, they must do so through the regular channels by the application date outlined in the catalog and <u>will not</u> be given any special consideration.

4. Students are subject to the same rules, regulations, practices, and policies of Emory University and the School of Nursing as are degree candidates.

Transient Status

Transient status applies to a student who is regularly enrolled in another college or university yet wants to take courses at the School of Nursing. A transient student must submit a *Request for Transient Status form* each semester they choose to enroll, an application fee, and have all course work authorized by the student's primary institution. Transient status will be subject to requested course(s) availability and Office of Enrollment and Student Affairs approval. The *Request for Transient Status* form is located on the website at
http://www.nursing.emory.edu/audience-guides/students-audience-guide.html

Conditions in which all transient students attend the school of nursing:

1. Students may register only for those courses that are not filled by degree candidates and should have alternate course selections as possibilities in case degree candidates fill a specific class.

2. Registration will be restricted to courses approved by the degree granting institution and in accordance with School of Nursing load limitations and prerequisite requirements.

3. Acceptance as a transient student in no way obligates the School of Nursing to accept such a student as a degree candidate. If a transient student applies as a degree candidate later, they must do so through the regular channels by the application date outlined in the catalog and will not be given special consideration.

4. Students are subject to the same rules, regulations, practices, and policies of Emory University and the School of Nursing as are degree candidates.

A student who wishes to continue as a transient student for any subsequent semester must notify the Office of Admission and Student Services in writing no later than thirty (30) days prior to the beginning of the semester. A Transient Status Application must be completed for each semester a student wishes to enroll. Failure to notify the Office of Admission and Student Services and enrolling through the regular registration process will result in automatic cancellation of registration and a delay in enrollment until the next semester.

BSN Honors Program

The Nell Hodgson Woodruff School of Nursing Honors Program provides a challenging academic experience for intellectually motivated and inquisitive students. The Honors Program is open to first-degree traditional BSN students and is a four (4) semester sequence that culminates in a thesis. Honors students are paired with a faculty mentor from the Honors Program as well as

with an expert nursing faculty in their area of interest.

Students in the BSN Honors Program have the opportunity to explore issues that are relevant to nursing and society at an in-depth level and to enhance their leadership skills. Honors Program participants build a dynamic network through cohort and mentoring relationships, increased opportunities to explore nursing, and exposure to a diverse range of health professionals. Participants in the Honors Program conduct research or a project, write a thesis, and present their work. The thesis may include, but is not limited to, a research project, policy analysis, or other scholarly project. Graduates completing the Honors Program are recognized with the distinctions of Honors, High Honors, and Highest Honors.

The four (4) course sequence is as follows:
1. NRSG 331 Honors Seminar – introduction to areas of inquiry significant to the discipline of nursing through interaction with scholars and researchers.
2. NRSG 332 Scholarly Inquiry - focuses on developing skills in scholarship, critical thinking, divergent modes of inquiry, and the communication of ideas.
3. NRSG 453 Honors Thesis I– thesis advisement
4. NRSG 454 Honors Thesis II - thesis advisement

Academic Policies

Academic Standards and Policies

Approved by Faculty, May 2006; Revised August 2024

The Academic Standards and Policies of the Nell Hodgson Woodruff School of Nursing reflect the level of intellectual rigor required by both the University and the profession of Nursing. As a professional school, the School of Nursing must maintain the highest standards to ensure that the graduates of the program exhibit the level of knowledge, clinical skill, and integrity expected by the public and the profession.

On the Use of Artificial Intelligence

Content generated by artificial intelligence programs must be cited and properly acknowledged, and students should only use this content in instances when the professor of the course has authorized it. Editing content generated through artificial intelligence programs is not considered to be work "written entirely in the words of the student" and must, therefore, be cited.

The use of artificial intelligence (AI) tools such as ChatGPT, Genesis, Copilot, or any other AI-generated content platforms is **strictly prohibited** for the creation of assignments, papers, examinations, homework, or creative work **unless expressly authorized in writing or orally by the course faculty**. This includes using AI to draft, edit, or brainstorm content.

Content generated by artificial intelligence programs must be cited and properly acknowledged when their use is permitted. Students may only use AI-generated content when **explicitly authorized** by course faculty. Editing content generated through artificial intelligence programs is **not** considered work "written entirely in the words of the student" and must therefore be cited.

Using an AI program to generate any content for any assignment (including, but not limited to examinations, papers, homework, and creative work) constitutes **plagiarism** and is a violation of the **Honor Code**, unless:

- The student acknowledges the extent to which an AI program contributed to their work, **and**
- The assignment permits the use of outside resources, including AI tools.

The use of an AI tool when outside resources are not allowed or when its use is explicitly prohibited may also constitute **seeking unauthorized assistance** or violates other provisions of the Honor Code. Students are responsible for clarifying expectations with faculty **prior to using any AI tools**. Misuse of AI will be considered an academic integrity violation and subject to disciplinary action.

Grading Scale

The symbols: **A, A-, B+, B, B-, C+, C, C-, D+, D, F, W, WF, S, U, WU, I, IF/IU and AUD** are used in the School of Nursing for pre-licensure and post-licensure students.

Students enrolled in the PhD program will follow the Laney Graduate School grading scale. The responsibility for assigning grades rests exclusively with the faculty of a course.

Grading Policies for Pre-licensure and Post-licensure Courses

Quality Points	Letter Grade	Numerical Grade
4.0	A	93–100
3.7	A-	90–92
3.3	B+	87–89
3.0	B	83–86
2.7	B-	80–82
2.3	C+	77–79
2.0	C	73–76
1.7	C-	70–72
1.3	D+	67-69
1.0	D	63-66
0.0	F	Below 63

Final grades will be rounded to the nearest whole number if the 10th space number is 5 or higher. For example, 69.3 = 69% (D+); and 69.5 = 70% (C-). Grades are reported to the Registrar at the end of each semester.

Graded or Satisfactory/Unsatisfactory Course Options

Some courses in the School of Nursing can be taken as a graded or Satisfactory/Unsatisfactory (S/U) option. The student may select either option during registration. If a student chooses to change the grading option, this decision must be made by the end of the first week of class during the Drop/Add period. After the first week of class, the grading option will not be changed. The course faculty will define what constitutes earning a grade of S/U.

Calculating the Grade Point Average (GPA)

COURSE GPA = Credit Hours X Grade Numerical Equivalent
SEMESTER (TERM) GPA = (Course I GPA + Course 2 GPA + Course 3 GPA) / Total Semester Credit Hours
CUMULATIVE GPA = Total Quality Points / Total Credit Hours

The GPA is calculated by multiplying the course credits for each course by the numerical equivalent for the grade received in the course, adding the total number and dividing by the total number of credits taken. Averages are tabulated for each semester and on a cumulative basis.

Dean's List

The Dean's List is an academic notation that recognizes the high academic scholarship demonstrated by a student. The Dean's List citation will appear on the Emory unofficial

transcript each semester based on the criteria outlined below, for the fall, spring, and summer semesters. The semester GPA will determine eligibility. Student names will be published on the Dean's List website.

To achieve the Dean's List designation each semester the following criteria apply:

PRE-LICENSURE: Full-time students taking **12 or more credit hours** (graded A through F) earning a 3.75 or above GPA.

POST-LICENSURE: Full-time student taking **9 or more credit hours** (graded A through F) earning a GPA greater than 3.75.

MASTER of CARDIOVASCULAR PERFUSION SCIENCE: Full-time students taking **12 or more credit hours** (graded A through F) with semester GPA 3.75 or above.

Additionally, a pre-licensure student may not receive a grade lower than a C or an unsatisfactory rating (U) during the semester. An MSN or DNP student may not receive a grade lower than a B and a CRNA student may not receive a grade lower than a B- or an unsatisfactory rating (U) during the semester. All course work for the semester must be completed in that term; no grade(s) of "I"-Incomplete.

A student receiving a violation of the Code of Academic Conduct or the Code of Professional Conduct, or the Emory University Sexual Misconduct Policy (Policy (http://www.policies.emory.edu/8.2) is not eligible for the Dean's List in the academic year in which the violation occurred. The Dean's List citation will be removed from the transcript if the finding occurs after this honor has been posted or if the violation occurs during the summer term following the academic year in which this honor was awarded.

Examinations

Tests and exams are used to evaluate student learning. Faculty are responsible for choosing the types of questions presented, method of testing, frequency of testing, and the strategies used for test review. Students should consult their course syllabi regarding evaluation methods.

In preparation of students for NCLEX and APRN Certification examinations, testing will be progressively more challenging. Test construction may vary by semester with a greater proportion of test items being at the application and analysis level to ready the student for national exams. A student with questions regarding testing procedures should consult their course faculty.

Professional conduct is expected during exams. The testing environment will be structured by the course faculty to maintain the integrity of testing. Cheating is a violation of academic integrity and will be dealt with in a disciplinary manner by the course faculty and program

director. Please see the program test policies for further details.

Online Examination, Testing, Quiz Guidelines

To assure test integrity and an optimal testing experience, all students must follow these guidelines:

1. Students must be present in the United States for all online quizzes, tests and examinations.
2. All quizzes, tests, and examinations are individual effort, with no books, notes, or other resources unless otherwise indicated by course faculty.
3. Position your camera and chair so your face is always well lit and clearly visible.
4. The student's face must be in the camera frame for the entirety of the quiz, test, or examination.
5. It is recommended that students sit in a chair with the computer/laptop on a table to ensure the student's face remains in the camera frame.
6. Eyes and face should remain forward to avoid the perception of looking at resources.
7. Students must plan to take their test in a private and quiet space with good lighting. No other people, noise, etc. should be in the testing area.
8. No other devices should be present in the testing environment.
9. Avoid wearing masks, headphones/earphones, watches and hats/caps.
   a. If you have a head covering that is part of your usual/cultural attire, please wear similar when you have your initial identification picture taken and when taking quizzes, tests and examinations to help the online program confirm your identification.
10. No eating or drinking during testing.
11. Do not remove yourself from the computer screen during the test.
12. Missed quizzes, tests, or exams, without prior faculty notification and approval may result in a zero, with no opportunity to make up the test.
13. For technical concerns, you may contact your course faculty.
    a. If unable to contact them in a timely fashion, or if they are unable to help, the next step is to submit a help ticket to son-help@emory.edu
    b. We encourage students to complete testing before 5pm on weekdays in order to have maximum technology support available.

Examination Absence

Absences must be approved by the course faculty prior to the examination date and time. Leaving a message on voice mail or via email does not constitute pre-approval.

Unauthorized absence from examinations during a course may result in a zero being entered for the examination. Exceptions may be made in extreme cases of personal illness/injury, death in the family, or other emergencies as determined by the course faculty.

At the discretion of the course faculty, make-up exams may be in a different format, i.e., short answer or essay. Missed examinations must be made up within one (1) week or a timeframe specified by the faculty. Exceptions to the make-up policy may be determined by the course faculty.

Auditing a Course

Students may audit courses with permission of the faculty course coordinator and their academic adviser. The faculty adviser in collaboration with the program director determines requirements (criteria) for the audit. Full tuition is required, and no academic credit is awarded for audited courses.

Directed Study

The School of Nursing offers post-licensure students the opportunity to pursue study outside regular course offerings by allowing them, along with a faculty member, to design their own directed study course. Students interested in this option should first discuss the matter with their academic adviser. With the adviser's assistance, the student must identify a faculty member to supervise the Directed Study and to obtain appropriate approval by using the *Approval for Directed Study form* available on the nursing website insert link. This form must be completed and returned to the Office of Education by the faculty member supervising the Directed Study. This agreement serves as a contract between the faculty member and the student for completion of the course. Once a Directed Study has been approved, the student may self- register for either 695R (Clinical Directed Study) or 697R (Directed Study). Students may earn up to three (3) credit hours for each Directed Study course in which they enroll. Faculty are responsible for ensuring the Directed Study grade is entered online in OPUS at the end of the semester.

Incomplete Grade Policy

The option of a grade of incomplete ("I") is available to a student who, due to extraordinary personal or professional circumstances, is unable to complete course requirements within the final 2 weeks of the semester for a full semester course or the end of week 6 for 8-week or half semester courses. Note: Failing in a course is not a reason for a student to request a grade of incomplete.

The 2-week timeframe for a full semester course is defined by the date 2 weeks preceding the University *End of Term* date in each semester. For example, if the end of term date is 12/17 the 2-week period begins 12/3. The end of week 6 for an 8 week or ½ semester course is defined as the Friday of week 6 in a course. Assigning a grade of incomplete must be pre-approved by the faculty course coordinator and program director/specialty director before the date on which final grades are due. Refer to the Academic Calendar for final grade dates. A grade of incomplete cannot be assigned if the student is failing a course. The determination of a course grade will be based on the points accumulated at the time of the student request to receive an incomplete grade. The course faculty will determine the grade as follows, if a course grade is based on 4 tests worth 25 points each but only 3 tests were available to the student at the point of requesting the incomplete, academic standing will be determined based on the performance of the 3 available tests. For example, in a pre-licensure course requiring the student earn a C- or greater (≥ 70%), the calculated average of the three (3) available test scores must be 70% or above. A student with an average score on the three (3) available tests of less than 70% may choose one of two pathways.

1. To complete the course earning the grade based on all course requirements. Assignments not submitted or quizzes/tests not completed will result in a grade of zero for each missing item.

2. Withdrawing from the course whereby the transcript would reflect a withdrawal failing (WF) notation on the transcript. A 'WF' receives zero quality points and is calculated in the cumulative and semester GPA. This constitutes a course failure.

A student with an approved grade of incomplete is required to meet with the course coordinator to develop a plan with clear timelines for completion of all course work. An electronic copy of the signed, completed form and course completion plan will be sent to the student and retained in the student record by the Office of the Registrar. Course coordinators will not be able to submit a grade of "I" for a student without having submitted a completed *Request for Incomplete Grade Form* and plan for course completion.

An incomplete grade in a course that is a prerequisite to a course in the next semester may result in a change of progression and delayed graduation. Arrangements must be made to replace the "I" grade within one (1) calendar year or a lesser time period. An incomplete grade that is carried for more than one (1) calendar year will automatically be changed to an "F." For example, if the incomplete (I) grade is assigned during fall 2024, the "I" must be converted to a letter grade by the end of fall 2025 otherwise, it will be recorded as an "IF."

All incomplete grades must be resolved for degree conferral. Incomplete grades unresolved by the expected degree conferral date will necessitate the student applying for graduation the next applicable term. Approved: Progression Committee 12.6.2021

Clinical Evaluation and Grading

Clinical performance and professional conduct/competency during each pre-licensure clinical rotation are evaluated on an ongoing and summative basis. The *Clinical Performance Evaluation Tool* is used to assist the student/faculty in determining the student's level of achievement in meeting course objectives as well as core clinical competencies. Clinical performance will be rated as: S or U.

If the student is not meeting expected competencies at any point during a clinical rotation, the student, clinical instructor/faculty, and/or program director or designee will meet to review the specified issues/concerns and to develop a written plan. Refer to *Goal Setting Plan for Student Improvement* for additional details.

Competency is defined as: the consistent performance of the desired behaviors and seeking appropriate guidance/assistance as needed. Achievement of behaviors listed will be determined through observation of performance and evaluation of written work by faculty and/or preceptors. The final clinical grade will be determined by the faculty.

THE PRE-LICENSURE CLINICAL PERFORMANCE EVALUATION TOOL DESCRIBES
- Conduct and competencies that <u>must be</u> demonstrated in the clinical course. Competency reflects incorporation of prior learning and self-assessment while performing the desired behaviors.
- Clinical behaviors identified as essential competencies <u>must be met and demonstrated</u> consistently throughout future clinical courses.

CLINICAL EVALUATION PROCEDURE
- The student's clinical performance, conduct, and competency are evaluated at the end of each clinical rotation by the faculty with input from preceptors and/or nursing staff.
- A midpoint clinical evaluation may occur at the discretion of the faculty or student. A joint conference may be requested by the faculty or student at any time during the rotation.
- Evaluation conferences between the faculty and student will be scheduled at a mutually agreed upon time to review clinical evaluation data.
- The student is expected to complete a clinical self-evaluation prior to the evaluation conference. The faculty acknowledge that other behaviors can be used to show achievement of outcomes.
- All missed and/or make-up clinical experiences must be completed, and competency evaluated prior to beginning the next clinical rotation.

CLINICAL PERFORMANCE THAT THREATENS PATIENT SAFETY
If in the judgment of the faculty, the student's clinical performance constitutes a threat to patient safety, the student will be removed from the clinical area. The student may be subject to dismissal from the program.

CLINICAL EVALUATION OUTCOME
S: SATISFACTORY (PASS)
The student meets the performance expectations for level outcomes (BSN/MN/MSN/PGC/DNP/CVP) and core clinical competencies demonstrating the ability to apply theories and concepts to clinical practice situations with minimal guidance and demonstrating safe competent nursing practice. The student will receive a clinical grade of Satisfactory (S) when criteria listed in every competency are met.

U: UNSATISFACTORY (FAIL)
The student has not demonstrated the ability to apply theories and concepts to clinical practice situations commensurate with the expected level of function as described by the clinical outcome objectives (BSN/MN/MSN/PGC/DNP/CVP) and/or core clinical competencies. Clinical failure occurs when the student fails to demonstrate competent safe practice.

Students earn an Unsatisfactory (U) if, by the terms of a remediation contract/ Goal Setting Plan for Student Improvement, competency remains unmet at the end of the rotation.

Students may automatically earn an Unsatisfactory (U) for clinical behaviors that compromise the

quality and safety of patients or violate professionalism regardless of whether level objectives and/or clinical competencies have been met.

Students who earn an Unsatisfactory (U) clinical evaluation may continue to attend classes but cannot attend clinical. A student who earns a rating of Unsatisfactory (U) is not eligible for a grade of "I" incomplete. A student is eligible to repeat the failed course. Pre-licensure students will, in conjunction with the course coordinator/program director or designee, develop a clinical contract using the Clinical Goal Setting Plan for Student Improvement prior to beginning the rotation. Refer to Goal Setting Plan for Student Improvement.

A student demonstrating progress towards meeting the expected level outcomes (BSN/MN/MSN/PGC/DNP/CVP) and core clinical competencies but requiring further opportunity to demonstrate competence will be given a grade of "I."

CLINICAL GRADING for PRE-LICENSURE CURRICULUM

An "Incomplete (I)" is allowed at the end of a specialty clinical rotation (e.g. Pediatrics, Maternity) when the rotation ends part-way through the semester, but not at the end of a course/semester. If a student's Goal Setting Plan for Student Improvement is still being fulfilled when the clinical site/rotation is changing, the student will be permitted to continue to the next clinical site while completing the terms of the Goal Setting Plan for Student Improvement. The student is responsible for setting an appointment time with the clinical faculty for both rotations and the program director to discuss the Goal Setting Plan for Student Improvement before the second clinical rotation begins.

By the end of the semester the student must successfully fulfill the terms of the Goal Setting Plan for Student Improvement to earn a Satisfactory (S) grade for the clinical course. The student will not be permitted to progress to the next clinical course if the clinical performance is rated as incomplete(I) or Unsatisfactory.

Incomplete (I) as it relates to remediation is not a final course grade but a designation during the semester to provide the student with additional time during the semester to demonstrate competence. At the end of the semester, a grade of S or U will be assigned.

Technical Standards for Nursing Applicants and Enrolled Students

When considering nursing studies, the student must evaluate their abilities and skills. To succeed in a nursing degree or post graduate certificate program, a student must possess certain abilities and skills, deemed essential functions for the care of patients. These abilities and skills, as determined by Emory University nursing faculty, are as follows:

OBSERVATION

Applicants and students enrolled in the nursing program must be able to observe demonstrations and simulations required by the nursing curriculum established by the faculty

and be able to participate in such activities with adequate vision and other sensory modalities, including the senses of hearing and smell. A student must be able to observe a patient accurately at a distance and close at hand.

COMMUNICATION
Students must be able to speak intelligibly, and to hear sufficiently to affect an adequate exchange of information with patients, family members, and other health professionals. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.

MOTOR
Nursing students are required to possess motor skills sufficient to elicit independent information from patients by palpation, auscultation, percussion, and other manually based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests and carry out physical assessments. Students must possess motor skills required for their scope of practice, as determined by the relevant accrediting organization. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergencies. Emergencies include any circumstance requiring immediate remedy.

INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES
These abilities include an aptitude for rapid problem solving, the capability to assess and interpret medical files independently and evaluate physical examinations, and to formulate a logical plan of care. Students must possess good judgment in patient assessment and the abilities to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion. The student must also be prepared to provide in-depth rationale for the plan of care.

BEHAVIORAL AND SOCIAL ATTRIBUTES
Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the use of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times.

PROGRAM SPECIFIC REQUIREMENTS
In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the nursing program and of students who are candidates for graduation.

The Emory University Nell Hodgson Woodruff School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum. For further information, contact the Office of Equity and Inclusion (see The Office of Accessibility Services [OAS]):

Address any questions or concerns regarding these technical standards to the Associate Dean for Education or the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs.

Rescinding an Offer of Admission

Policy Statement: This policy describes the Nell Hodgson Woodruff School of Nursing's policy for rescinding an offer of admission.

Who is Affected by this Policy: All admitted applicants and enrolled students.

Definitions: Rescind: revoke, cancel, or appeal.
Emory University expects all admitted and enrolled students to uphold the intellectual, ethical, and professional standards of the University. By accepting admission to the Nell Hodgson Woodruff School of Nursing, students agree to abide by all University and School of Nursing policies including the honor and conduct codes set forth by the Nell Hodgson Woodruff School of Nursing and included in the Nursing Catalog and/or Nursing Student Handbooks located on the School of Nursing Website.

The Nell Hodgson Woodruff School of Nursing may rescind an offer of admission for, but not limited to, the following reasons:

- misleading or fraudulent information provided/omitted on the application, i.e. failure to disclose all schools attended, provide transcripts from previous academic institutions or disclosure of disciplinary actions from previous academic institutions, etc.
- failure to disclose misdemeanors or felonies, i.e., DUI, fraud, drug possession, assault, battery, etc.*
- A drug test showing positive results. Any student whose final drug test shows a positive result will not be permitted in any clinical setting and therefore cannot complete program requirements.
- failure to uphold the standards of conduct outlined in the honor and conduct codes referred to above.

 *All background checks may reveal a student's unsealed and sealed criminal records.

Once a student has legitimately enrolled in classes, all policies and procedures for enrolled students are followed. Policies and procedures can be found in the Nell Hodgson Woodruff School of Nursing Catalog and/or Nursing Student Handbook.

Enrolled students who have presented misleading or fraudulent information or omitted information during the application process have not legitimately registered as enrolled, and their admission may be rescinded under this policy.

All applicants acknowledge this policy when submitting their application and agreeing to the terms of the application.

Procedures

The decision to rescind an offer of admission is made by the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs. An appeal for a rescinded offer of admission is reviewed by the Dean of the Nell Hodgson Woodruff School of Nursing. The Dean's decision is final.

Academic Progression

Progression in each course is essential for success in the academic program as each course builds on the knowledge and skills acquired in prior courses. Students may be placed on a *Goal Setting Plan for Student Improvement* by their course faculty/ faculty adviser/ program director/specialty director if they perform poorly in a required course, if there is concern about the student's progression, or if there is concern about a student's professional behavior. A *Goal Setting Plan for Student Improvement* may be initiated at any time during the course/program as determined by the course faculty, academic adviser or program director. The *Goal Setting Plan* will list specific areas in which the student is failing to meet course objectives, clinical competence, or professional behavior and will specify **required and recommended** steps the student must take to resolve the issue. A copy of the *Goal Setting Plan for Student Improvement* will be sent electronically to the student, academic adviser, and the course faculty.

Progression in each academic program requires meeting all program expectations. Progression policies are unique to programs. Differences in progression policies by program are noted below. If you are unclear of progression within your program of study, please contact your specialty or program director.

GPA/Semester & Program GPA Requirements

BSN, D-ABSN
Students are expected to:
- Maintain a 2.5 GPA each semester
- Hold a 2.5 cumulative GPA to graduate

MN Fall Start and Spring Start
- Maintain a 2.75 GPA each semester
- Hold a 2.75 cumulative GPA to graduate

MN Pathway
Students are expected to:
- Maintain a 2.75 GPA each semester
- Hold a 2.75 cumulative GPA to graduate from the pre-licensure portion of the program

An MN Pathway student is eligible to matriculate to the MSN or DNP program if they have completed 4 consecutive semesters in the pre-licensure program, graduated, and have met the criteria specified below. Students who do not complete the prescribed plan of study in 4 consecutive semesters must re-apply to the MSN or DNP program. Admission will be competitive with the pool of candidates applying for admission.

MN Pathway students expecting to matriculate to the MSN program at the end of the pre-licensure program:

- Must have a cumulative GPA of 3.0 or greater
- Must have BSN or MN degree completion GPA of 3.0 or greater
- A student with a cumulative GPA below a 3.0 during the pre-licensure portion of the program must re-apply for admission to the MSN program

MN Pathway students expecting to matriculate to the DNP program at the end of the pre-licensure program:
- Must have a cumulative GPA of 3.2 or greater
- A student with a cumulative GPA below a 3.2 during the pre-licensure portion of the program must apply for admission to the DNP program

Note: All MN students matriculating to the MSN or DNP program in Fall semester must hold a valid Georgia Nursing license or compact state license by October 1st. If matriculating in Spring semester must hold a valid Georgia license or compact state license by February 1st to enroll in subsequent semesters of coursework.

MSN
Students are expected to:
- Maintain a ≥3.0 GPA each semester
- Hold a ≥3.0 cumulative GPA to graduate

CARDIOVASCULAR PERFUSION (CVP)
Students are expected to:
- Maintain a ≥3.0 GPA each semester
- Hold a ≥3.0 cumulative GPA to graduate

DNP (POST BSN, POST MN, & POST MSN)
Students are expected to:
- Maintain a ≥3.0 GPA each semester
- Hold a ≥3.0 GPA to graduate

Time to Degree Completion
Time to degree completion is defined as the specified period of time from enrollment in the first course of a program to graduation from that program. Time to degree completion for all programs in the School of Nursing is five (5) years. A student may submit a formal petition with supporting documentation to the Dean for a one (1) year extension.

Course Failure Policy
Students who are not successful in passing a course are required to meet with the Program/Specialty Director to develop a revised plan of study. Considerations for repeating a course will include the sequencing of subsequent courses, space availability, the next semester a course is being offered, and an evaluation of factors leading to course failure.

BSN, DABSN, MN, MN Spring Start, MN Pathway

A course failure is defined as follows:

1. A final course grade below a C- (< 70%).
2. A rating of unsatisfactory in a clinical course regardless of achievement on tests, papers, or other written assignments in the course. The student will be assigned a course grade of "F."

A student failing a course is required to repeat the course. Most required nursing courses are sequential, and a student who fails to pass a course will require an individualized plan of study that may alter their plan of study and graduation date.

MN Pathway students failing a pre-licensure course will not automatically matriculate to the MSN or DNP program and must re-apply for admission to the post-licensure portion of the program.

Course Grade Calculation for Pre-Licensure Students

Testing by examination (tests only, not quizzes) will comprise a minimum of 60% of the course grade in Pathophysiology, Pharmacology, Health Assessment, and clinical-related courses, e.g., Ambulatory Care & Community Health Nursing, Behavioral & Mental Health Nursing, Adult/Older Adult Health Nursing, Pediatric & Young Adult Nursing, Reproductive Health & Gender Related Care etc. Students must earn a weighted average on tests of 70%. In courses with ATI proctored assessments, the earned ATI grade is considered a test grade and will be included in the weighted average calculation. Refer to the ATI Grade Scale. Once the minimum weighted average of 70% is met, quizzes, papers and other assignments will be included in the calculation for the final course grade. A student failing a course may repeat the course only once.

Nursing courses may be **repeated only once**. If a student makes below the required grade in the repeated course, the student will be dismissed.

Two (2) course failures within the program of study will result in dismissal from the School of Nursing. This includes a second failure in a repeated course or failure in two (2) different courses. This policy does not distinguish between core and clinical course failures. A second course failure within a program will result in dismissal from the School of Nursing.

MSN & DNP

The following course failure policies apply to post-licensure, MN Pathway students matriculated to the MSN or DNP program, MSN, Post BSN DNP, Post MN DNP, and Post Graduate Certificate students. MSN or DNP students enrolled in an APRN specialty track require a solid foundation in each course to progress. The following course policy defines the course failure policy.

Specialty Track Course Failure Policy

A course failure is defined as follows:

1. A final course grade less than 83% (B).
2. A clinical rating of unsatisfactory regardless of achievement on other assignments within the clinical course. The course grade assigned will be the letter grade "F."

Testing by examination occurring in specialty courses (didactic) will require the student earn a minimum weighted average of an 83% when the grades from all course tests and assignments are averaged at the end of the course.

MSN & DNP Specialty Track Course Failure Policy
A grade of B (83%) or above is required to pass a course in both the MSN and DNP program. Students who fail a course will follow a revised program plan of study which may delay graduation. Students failing a clinical course <u>may not enroll</u> in a subsequent didactic and clinical specialty course until they have successfully repeated the failed course with an earned grade of 83% and a clinical rating of satisfactory.

Two (2) course failures within a program of study will result in dismissal from the School of Nursing. This includes a second failure in a repeated course or failure in two (2) different courses.

In addition, a student must maintain a GPA at or above a 3.0 each semester. The student may only be on probation once during the program and is subject to dismissal if placed on probation a second semester for any reason (e.g. didactic or clinical performance).

DNP NURSE ANESTHESIA (CRNA)
Nurse anesthesia students will follow the DNP course failure policy for *core DNP courses*. DNP courses are identified for this program to have a 'D' at the end of the course number. DNP course failure is defined as a final course grade less than a B (<83%).

For Nurse Anesthesia specialty courses, course failure is defined as a course grade less than a B- (<80%). A student who fails a nurse anesthesia course will not automatically be eligible to repeat the course and restart/continue the program. In the case of a course failure, a decision to repeat the course and continue in the program will be made on a case-by-case basis by the Nurse Anesthesia Program Director in collaboration with the Office of Education. In addition, a student must maintain a GPA at or above a 3.0 each semester. The student may only be on probation one time during the program and is subject to dismissal if placed on probation a second semester for any reason (e.g. didactic or clinical performance).

Nurse Anesthesia DNP students are required to complete the Self-Evaluation Examination (SEE) at two points during the Nurse Anesthesia Program.

Second Year Requirement:
- Students must take the SEE during the second year of the program and achieve a minimum passing score within no more than three attempts.
- The minimum score requirement is based on data published in the Annual NCE and SEE Report from the National Board of Certification & Recertification for Nurse Anesthetists (NBCRNA) for the previous calendar year.

- By the conclusion of Semester 5, students must achieve the minimum passing score on the SEE. Failure to obtain a passing score may result in failure of *NRSG 851 - Nurse Anesthesia Application I* and inability to progress in the program.
- Students are responsible for the cost of each SEE administration.

  Third Year Requirement:
- In Semester 8, students must take the SEE one time in preparation for the National Certification Examination (NCE).
- A percentage of the student's grade in NRSG 855 - *Nurse Anesthesia Application IV* will be determined by their SEE score.
- Failure to take the SEE will result in failure of *NRSG 855 - Nurse Anesthesia Application IV* and inability to progress in the program.

CARDIOVASCULAR PERFUSION (CVP)

For Cardiovascular Perfusion students, a grade in a perfusion course less than 80% will require the student to repeat the course. A student must maintain a GPA of or above 3.0 each semester. The student may only be on probation once during the program and is subject to dismissal if placed on probation a second semester for any reason (e.g., didactic, or clinical performance).

Two (2) course failures within the CVP program of study will result in dismissal from the School of Nursing. This includes a second failure in a repeated course or failure in two (2) different courses.

Goal Setting Plan for Student Improvement

A Goal Setting Plan for Student Improvement may be required for a student at any time during the program to provide additional guidance and support for student success. The Goal Setting Plan will include a description of the performance problem, measurable behaviors to be demonstrated, and a plan for re–evaluation of performance. The Goal Setting Plan for Student Improvement will be reviewed with the student by the course faculty. It will then be signed and dated by the student, the course faculty, and the Specialty or Program Director.

The course faculty or director will be available to assist the student to improve in the identified area(s). The student must demonstrate an active effort and satisfactory improvement in academic performance and/or behavior during the goal-setting period. Re-evaluation will be based on course/program objectives as criteria.

A copy of the written summary at the specified evaluation time point(s), signed and dated (electronically) by the student and course faculty, will be given to the student. The original will be attached to the Goal Setting Plan and placed in the student's electronic file. The duration of goal setting plan status will be reviewed and approved by the Program Director (pre-licensure) or MSN/DNP Director (post-licensure).

The following list is not exhaustive but describes examples of other situations that may result in the initiation of a Goal Setting Plan for Student Improvement:

- Unexcused or excessive absenteeism from clinical experiences or required educational activities.
- Academic or simulation examination failures during the semester.
- Documented unsatisfactory clinical performance with sufficient progress toward meeting competence.
- Documented failure to demonstrate the ability to correlate theory with clinical work with sufficient progress toward meeting competence.
- Documented failure to acquire the technical skills necessary to provide safe patient care with sufficient progress toward meeting competence.
- Poor simulation performance.
- A disinterested or unprofessional attitude in clinical performance or during attendance of program activities.
- Late or incomplete clinical records, including but not limited to: care plans/case management plans, evaluations, weekly tracking records, and clinical assignments.
- GPA below the required semester/program requirements.

Withdrawal Policy

Registration may be cancelled by the student until the last day of the Drop/Add period and no entry for that semester will be made on the student's transcript. After the Drop/Add period, a student must withdraw from a course/multiple courses (incomplete withdrawal) or withdrawal from all courses (complete withdrawal) by notifying the course faculty and submitting a *Request for Withdrawal* form found on the website under Student Resources.

A student who withdraws from a course, multiple courses, or all courses by the withdrawal date will be assigned a grade of "W" for the course regardless of their academic standing in the course. A student who withdraws from a course after the withdrawal date will be assigned a grade of "W" if they are in good academic standing in the course or a grade of "WF" if they are not in good academic standing. Withdrawal dates are noted on the NHWSN Schedule posted on the website and are Friday at 5 pm of week 5 for ½ semester courses; and Friday at 5 pm of week 9 for full semester courses.

Determination of academic standing in a course will be based on the points accumulated at the time of withdrawal. The instructor of the course will determine the grade. For instance, if a course grade is based on 4 tests worth 25 points each but only 3 tests were available to the student at the point of withdrawal, academic standing will be determined based on the performance of the 3 available tests. For example, in a pre-licensure course requiring the student earn a C- or greater (≥70%), the calculated average of the three (3) available test scores must be 70% or above to receive a grade of "W" for the course. An average score on the three (3) available tests of less than 70% will result in the assignment of a grade of "WF" for the course. The minimum passing grade for a course is defined by each program.

The earned grade of "WF" factors into a grade point average as an "F" (0 quality points) and will constitute a course failure. Progression policies defining the required GPA requirements by program

will apply. For a student who has previously failed a course, a second failure will result in dismissal from the program at the end of the academic semester during which the second failure occurs. Because of implications for students receiving financial aid, the student must complete the Request for Withdrawal form as soon as their decision is made. The *Request for Withdrawal f*orm must be dated on the date the request is submitted NOT the last day the student attended the class. A student will have five (5) business days following the withdrawal request to submit all supporting documentation.

Students may withdraw from multiple courses during the program; however, a student may only withdraw from a specific course once during their time at the Nell Hodgson Woodruff School of Nursing. A second withdrawal request from a particular course will result in the inability to meet degree requirements for the program and the student will be withdrawn from the school at the end of the academic semester during which the withdrawal occurs.

Withdrawal may have financial aid implications. Please contact your Financial Aid Advisor regarding questions.

Involuntary Withdrawal

Emory University considers the safety and welfare of its students, faculty, and staff a top priority. When a student engages in behavior that violates Emory's rules of conduct or NHWSN Student Conduct policies, the behavior will be addressed as a disciplinary matter under the applicable Student Conduct policies (Emory University, NHWSN Code of Academic Conduct and/or Code of Professional Conduct). The NHWSN Student Conduct Codes define prohibited academic and non-academic conduct and outline a process for conducting disciplinary proceedings.

This Involuntary Withdrawal Policy and Procedure is not a disciplinary code, policy, or process. It is not intended to apply to situations in which a student engages in behavior that violates the University's rules of conduct. It is intended to apply when a student's observed conduct, actions and/or statements indicate a direct threat to the student's own health and/or safety, or a direct threat to the health and/or safety of others. There may be situations in which both this Involuntary Withdrawal Policy and the NHWSN Student Conduct Codes may apply. In all cases, the Dean of the NHWSN shall have final authority regarding the decision, enactment, enforcement, and management of the involuntary withdrawal of a student.

CRITERIA

A student may be withdrawn involuntarily from Emory if the University determines that the student represents a direct threat to the health and safety of himself/herself or others by (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm to himself/herself or others; or (2) engaging or threatening to engage in behavior which would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of the University.

PROCEDURE

When the Associate Dean for Education and Associate Dean for Equity and Inclusion, Admissions, and Student Affairs (referred to as Associate Deans), based on a student's conduct, actions or statements, has reasonable cause to believe that the student meets one or more of the criteria for involuntary withdrawal, the Associate Deans may initiate an assessment of the student's ability to safely participate in the University's program.

The Associate Deans initiate this assessment by first meeting with the student to (1) review available information concerning the behavior and/or incident(s) which have cause concern, (2) provide the student with a copy of this Involuntary Withdrawal Policy and Procedure and discuss its contents with the student, (3) provide the student an opportunity to explain his/her behavior, and (4) discuss options available to the student, including counseling, voluntary withdrawal and evaluation for involuntary withdrawal. If the student agrees to withdraw voluntarily from the University and waives any right to any further procedures available under this policy, the student will be given a grade of W for all courses, will be advised in writing of any conditions necessary prior to re-enrollment, and will be referred to appropriate health services.

If the student refuses to withdraw voluntarily from the University, and the Associate Deans continue to have reasonable cause to believe the student meets one or more of the criteria for involuntary withdrawal, the Associate Deans may require the student be evaluated by an appropriate health professional.

EVALUATION

The Associate Deans may refer the student for a mandatory evaluation by an appropriate health professional. The health professional may be selected by the University, as long as there is no cost to the student for the evaluation. A written copy of the involuntary referral shall be provided to the student.

The evaluation must be completed within five (5) business days after the date the referral letter is provided to the student. Prior to the evaluation, the student will be required to sign a written authorization, authorizing the exchange of relevant information among the health professional(s) and the University. Upon completion of the evaluation, copies of the evaluation report will be provided to the Associate Deans and the student.

The health professional making the evaluation shall make an individualized and objective assessment of the student's ability to safely participate in Emory's program, based on a reasonable professional judgment relying on the most current medical knowledge and/or the best available objective evidence. This assessment shall include a determination of the nature, duration, and severity of the risk posed by the student to the health or safety of himself/ herself or others, the probability that the potentially threatening injury will actually occur, and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk.

The health professional will, with appropriate authorization, share his/her recommendation with the Associate Deans, who will take this recommendation into consideration in determining whether the student should be involuntarily withdrawn from Emory. A copy of the health professional's recommendation will be provided to the student, unless, in the opinion of the health professional, it would be damaging to the student to do so. If the evaluation results in a determination by the health professional that the student's continued attendance presents no significant risk to the health or safety of the student or others, and no significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, no further action shall be taken to withdraw the student from the University.

If the evaluation results in a determination that the continued attendance of the student presents a significant risk to the health or safety of the student or others, such that there is a high probability of substantial harm, or a significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, the student may be involuntarily withdrawn from the University. In such an event, the student shall be informed in writing by the Associate Deans of the involuntary withdrawal, of his/her right to an informal hearing, of his/her right to appeal the decision of the hearing officer, and of any conditions necessary for re-enrollment. In most cases, a student who is involuntarily withdrawn will be given a grade of W in all courses in which the student is currently enrolled.

INFORMAL HEARING

A student who has been involuntarily withdrawn may request an informal hearing before an ad hoc hearing committee comprised of three (3) faculty members and appointed by the Associate Dean for Education by submitting a written request to be heard within two (2) business days from receipt of the notice of Involuntary Withdrawal. A hearing will be scheduled as soon as possible. The student shall remain involuntarily suspended pending completion of the hearing.

The hearing shall be informal and nonconfrontational. During the hearing, the student may present relevant information and may be advised by a licensed health professional of his/her choice. The role of the adviser is limited to providing advice to the student.

At the conclusion of the hearing, the chair of the ad hoc hearing committee shall decide whether to uphold the involuntary withdrawal or whether to reconsider. A copy of the ad hoc hearing committee decision will be forwarded to the Associate Deans. The student will be provided written notice of the hearing committee decision within two (2) business days.

APPEAL TO THE DEAN

The student may appeal the ad hoc hearing committee's decision to the Dean, who shall review all information presented and make a final decision as to whether or not to uphold the involuntary withdrawal.

EMERGENCY SUSPENSION

The University may take emergency action to suspend a student pending a final decision on whether the student will be involuntarily withdrawn, in situations in which (a) there is imminent danger of serious physical harm to the student or others, (b) there is imminent danger of significant property damage, (c) the student is unable or unwilling to meet with the Associate Deans, (d) the student refuses to complete the mandatory evaluation, or (e) the Associate Deans determine such other exceptional circumstances exist that suspension is warranted. In the event emergency action is taken to suspend the student on an interim basis, the student shall be given notice of the emergency suspension and an initial opportunity to address the circumstances on which the emergency suspension is based.

CONDITIONS FOR RE-ENROLLMENT

Because the Involuntary Withdrawal Policy applies to cases in which there is a concern about the safety of the student or others, the Dean or their designee may require a student, who has been involuntarily withdrawn under this Policy, to be re-evaluated before they are readmitted in order to assure that they present no direct threat to themselves or others.

Academic & Professional Performance

Grade point average (GPA), time to degree completion, and course grades will be reviewed by the Associate Dean for Education in conjunction with the program and specialty directors at the end of each semester. Grade point average (GPA), time to degree completion, and course grades requirements may vary by program. Students in all programs must adhere to the Student Code of Conduct and Professional Standards and demonstrate safe clinical practice. A Goal Setting Plan for Student Improvement may be initiated for students who do not meet the progression criteria based on grades, semester/cumulative GPA, and professional behavior.

Academic Dismissal

Dismissal may occur if a student:
- Makes below the required grade in a repeated course, or
- Makes below the required grade in a second course, or
- Demonstrates unsafe or repeated Unsatisfactory clinical practice, or
- Fails to meet specific requirements for progression in a program, or
- Fails to meet the goals set in the Goal Setting Plan for Student Improvement, or
- Is on probation for semester/cumulative GPA below required level for a second time, or
- Has an honor code violation (See Honor Code Procedures pg. 117)

Recommendation for dismissal is made to the student by the Associate Dean for Education in writing. A written appeal may be made to the Dean of the NHWSN within five business days of receiving the dismissal notice. The NHWSN Dean makes the final decision.

Students dismissed from the NHWSN may reapply after a period of 2 years. There is no guarantee that an applicant will be readmitted. Students who are dismissed a second time are not readmitted.

Leave of Absence

A leave of absence (LOA) provides time away from the program for the student to attend to issues. A student may request a LOA for personal, financial, job related, medical, or other reasons. A LOA can begin any time. If the LOA starts in the middle of a semester, a student will be withdrawn from all courses. A student will not be given an incomplete (I) grade and will be required to register for the course(s) on approval for re-enrollment. A student is limited to one (1) LOA, up to one (1) year in duration. With the exception of a medical LOA that suspends the time limit to complete degree requirements until readmission, the time limit to complete degree requirements remains five (5) years for all other approved LOA requests.

Obtaining a leave of absence will affect the student's health insurance coverage. The student should contact the insurance provider to be sure they understand how this important area will be affected.

The official request for a LOA does not ask about the specific reason for the student's requested leave. The student is encouraged to discuss the reason(s) as well as their plan for returning with their faculty adviser. The student and their faculty adviser may wish to create a written record of those discussions, to be kept by the student's program.

Requests for a leave of absence may be granted by the Associate Dean for Education. A leave may be granted, if deemed appropriate, for health, personal, family, financial, or work reasons or for a special academic plan of study. All LOAs of nursing education are reported to the Progression Committee.

A student requesting a leave of absence should meet with the Program Director/Specialty Director for a revised plan of study. The revised plan of study will be signed by the student and the Program Director/Specialty Director, and a copy will be stored in the student's file.

HOW TO APPLY FOR A LEAVE OF ABSENCE

A student must contact their Program Director/Specialty Director to make a formal request, then submit a *Request for Leave of Absence Form (LOA)* in the student Slate system which can be found at *School of Nursing Registrar Resources page*. Once approved by the Associate Dean for Education, students will be notified via email. A copy will be stored in the student's Slate file.

Medical Leave of Absence

Degree seeking students in the School of Nursing are eligible to take an official medical leave of absence. The student should discuss/notify the appropriate Program Director/Specialty Director and/or the Associate Dean for Education and/or the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs.

To be eligible for a medical leave, the student must provide the Office of Education: 1) a letter stating the nature of the leave with the anticipated return date, and 2) a letter from a health professional documenting the condition that is cause for the leave. If the Medical LOA is approved, the student

will be withdrawn from all courses. A grade of 'W' will be noted on the transcript. If a student submits a medical leave of absence during the drop/add/swap period at the beginning of the semester, all courses will be dropped, and there will be no notation of the class(es) on the transcript.

A student requesting a medical leave of absence should meet with the Program Director/Specialty Director for a revised plan of study, if possible. The revised plan of study will be signed by the student and the Program Director/Specialty Director, and a copy will be stored in the student's file.

A medical clearance letter from a healthcare provider is required when submitting the *Re-Enrollment After Leave of Absence* form. A readmission request will not be reviewed without a medical release letter. The period during an approved medical leave will not count against the 5-year time limit to complete degree requirements.

Re-Enrollment After Leave of Absence Policy

Purpose of the Re-Enrollment Policy: The Re-Enrollment Policy is in place to ensure students have the necessary knowledge and skills to continue in their program of study; and to determine the space availability for re-enrollment in the program.

Who should apply for re-enrollment: Any student who has an approved leave of absence from the School of Nursing for any reason for one (1) or more semesters.

Process for re-enrollment: The re-enrollment form must be completed by the student and submitted to the program director/specialty director no later than 60 days prior to the beginning of a semester in which the student wishes to return to the School of Nursing. The Emory University Academic Calendar identifies the semester start date.

The re-enrollment form is located in the student Slate system which can be accessed and submitted via: *School of Nursing Registrar Resources page*. Note: For students enrolled in the traditional BSN program, summers are not considered an absence. A letter from a healthcare provider must accompany the re-enrollment form for a student on a medical LOA, before the request is reviewed/approved.

The program director/ specialty director and/or their designee may require an assessment of a student's knowledge, skills, and competencies prior to the decision for reenrollment. Assessment will be relevant to the student's completed coursework and for advanced practice students, specialty area and level of practice on exit from the program. Evaluation may include a written exam, written cases, and demonstration of clinical skills/competencies. A student must demonstrate both clinical safety and proficiency to be considered for reenrollment.

A student approved for re-enrollment may be placed on a Goal Setting Plan to support their academic success in the School of Nursing (Refer to Goal Setting Plan). A revised Plan of Study will be completed prior to re-enrollment by the program or specialty director which may require a delayed graduation date. Re-enrollment may be used only once during a student's program of study.

Graduation

All requirements for graduation must be met in order for a student to participate in commencement activities. Dual degree students must complete the requirements for both degrees prior to participating in graduation ceremonies. Degree verification will be completed by the Office of Registration. The student and their academic adviser will be contacted in the event a discrepancy occurs in order to verify that all academic requirements have been met.

Pre-licensure and post-licensure students may track their progress to graduation using the Emory Degree Tracker system.

The University holds a formal commencement ceremony in May. All August and December graduates of the prior calendar year are invited to participate in May commencement. All requirements for graduation must be met in order to participate in commencement activities. Exceptions to this policy may apply and students should contact the Office of the Associate Dean for Education.

Applying for Graduation

Emory University requires students who are completing their course work to apply for graduation. Graduation application deadline information is available at www.registrar.emory.edu/graduation/index.html.

The online application will be available in OPUS early in the semester in which the student will have met all program requirements. There is no application fee for students' applying before the deadline. A student missing the approved deadline is required to submit a paper degree application to the Director of Registration, accompanied by a late fee. In addition to a formal graduation ceremony each May, the School of Nursing hosts Student Recognition events in August and December.

Degree Completion Requirements

BSN (TRADITIONAL)
- Completion of 60 semester hours of prescribed bachelor's-level nursing courses, of which 45 semester hours must be taken at Emory University,
- Attendance at the 3-day onsite ATI Review,
- Completion of the ATI Comprehensive Predictor (ATI CP) examination and ATI CP retake (2 examinations) and,
- A minimum of 120 credit hours is required for graduation,
- Cumulative GPA of 2.5, and
- Completion of course requirements within five (5) years* of entrance to the program.

Entrance into the program is defined as enrollment into the first course of the program.

LATIN DESIGNATIONS
Latin designations are awarded to first-degree baccalaureate students and are based on the final GPA.

BSN LATIN HONORS GPA DESIGNATIONS ARE AS FOLLOWS:
- Summa cum laude   3.90 - 4.0
- Magna cum laude   3.75–3.899
- Cum laude   3.60–3.749

HONORS DESIGNATION CRITERIA
Graduates who successfully complete the Honors Program are recognized with distinction as follows:
- **Honors:** Satisfactory completion of the Honors Program with an overall GPA average of 3.50 in the School of Nursing.
- **High Honors:** Satisfactory completion of the Honors Program with an overall GPA average of 3.50 in the School of Nursing and a thesis of the quality sufficient for an oral presentation to scholars in the candidate's field.
- **Highest Honors:** Satisfactory completion of the Honors Program with an overall GPA average of 3.50 in the School of Nursing and a thesis of the quality suitable for a written publication.

DABSN
- Completion of 47 semester hours of prescribed bachelor's-level nursing courses, of which all semester hours must be taken at Emory University.
- Cumulative GPA of 2.5, and
- Completion of course requirements within five (5) years* of entrance to the program.

Entrance into the program is defined as enrollment into the first course of the program.

MN, MN Spring Start
- Completion of 60 semester hours of prescribed master-level nursing courses, of which 45 semester hours must be taken at Emory University,
- Attendance at the 3-day onsite ATI Review,
- Completion of the ATI Comprehensive Predictor (ATICP) and ATI CP retake (2 examinations),
- Cumulative GPA of 2.75,
- A minimum of 60 credit hours is required for graduation, and
- Completion of course requirements within five (5) years* of entrance to the program.

Entrance into the program is defined as enrollment into the first course of the program.

MN Pathway
PRE-LICENSURE:
- Satisfactory completion of 60 semester hours of prescribed master-level nursing courses, of which 45 semester hours must be taken at Emory University.
- Attendance at the 3-day onsite ATI Review,
- Completion of the ATI Comprehensive Predictor (ATICP) and ATI CP retake (2 examinations),
- Cumulative GPA of at least a 3.0* to matriculate to the MSN or DNP Program, or
- Cumulative GPA of at least a 2.75 to graduate with a MN degree.

Requirement to progress to the MSN or DNP portion of the MN Pathway Program otherwise a 2.75 cumulative GPA to graduate with a MN

MSN
- Satisfactory completion of all MSN program requirements.
  - Minimum requirements for MSN credits counting toward the degree:
    - Satisfactory completion of at least 36 MSN credit hours,
    - At least 17 credit hours must be in lecture or seminar work,
    - Course work must be on a 500, 600, or 700 level, and
    - A grade of B or better must be earned in all clinical coursework taken.
- Cumulative GPA of 3.0, and
- Completion of course requirements within five (5) years* of entrance to the program.

Entrance into the program is defined as enrollment into the first course of the program.

POST BSN DNP/POST MN DNP
- Completion of all program and DNP project requirements.
- Satisfactory completion of the DNP credit hours minimum requirements for DNP credits counting towards degree. Per accreditation, two-thirds of the total program credit hours must be completed at Emory University.
- Satisfactory completion of DNP project requirements.
- Completion of program requirements within five (5) years of the first semester enrolled in the program.
- Cumulative GPA of 3.0.

Entrance into the program is defined as enrollment into the first course of the program.

DNP POST-MASTER'S
- Completion of all DNP program and project requirements.
  - Minimum requirements for DNP credits counting towards degree.
    - Satisfactory completion of at least 29 DNP credit hours
- Cumulative GPA of 3.0, and
- Completion of course requirements within five (5) years* of entrance to the program.

Entrance into the program is defined as enrollment into the first course of the program.

CARDIOVASCULAR PERFUSION
- Completion of the prescribed curriculum, earning a passing grade in all components of the curriculum.
- Satisfactory completion of the 65.5 CVP credit hours counting towards degree.
- Cumulative GPA of 3.0
- Completion of program requirements within five (5) years of the first semester enrolled in the program.

Entrance into the program is defined as enrollment into the first course of the program.

Financial Requirements for Graduation

All financial obligations to the University must be satisfied prior to graduation. In the case of outstanding loans not then due and payable, loan documents satisfactory to the University must have been executed and delivered to it, and all payments must be current.

Graduation Attendance

Students must be enrolled in the University for the term in which they wish to graduate. Students who have not met degree requirements because of incomplete course or clinical work should contact the Associate Dean for Education for the determination of whether they may/may not participate in University or School commencement events. Dual degree students must complete the requirements for both degrees to participate in graduation ceremonies, including commencement.

Official University and School commencement exercises are held in May at the end of the spring semester. Candidates completing degree requirements in the Spring semester should arrange to be present at commencement events, including University commencement and the School of Nursing commencement. Candidates completing degree requirements in the summer or fall of the preceding year have the option of attending spring commencement activities.

National Council Licensure Examination (NCLEX) Exam Preparation Requirements

All graduates receiving a BSN or MN degree are eligible to take the NCLEX examination for RN licensure. To assure the highest probability of success in passing this exam, the faculty have integrated study preparation activities throughout the curriculum. Prior to forwarding graduates' names to the licensing boards, the School of Nursing requires each student to demonstrate proficiency and a high probability for passing the NCLEX-RN examination. Proficiency determination includes, but is not limited to, achieving the predictor score benchmark on the ATI Comprehensive Predictor examination, and course exams.   Attendance at the 3-day onsite ATI review course is required and enhances the students' probability of passing the NCLEX-RN exam.

ATI Content Master Series

Specialty area proctored examinations will be administered in courses throughout the curriculum. Students are required to earn a Level 2 or higher on each specialty area examination. Students earning below a Level 2 are required to meet with the course coordinator and complete a mandatory review of content areas based on exam performance prior to retaking the examination. The mandatory review time will be 2 hours for students earning a rating of Level 1; and 3 hours of review time for students earning below Level 1. If on the retake, a student scores below a Level 2, the course coordinator will assign an individualized remediation plan.

Comprehensive Predictor

Pre-licensure students will take the ATI Comprehensive Predictor (CP) at mid-semester of their final semester. After this ATI CP exam, students will be provided with individualized feedback and be

required to complete a focused ATI review based on individual performance in specified areas.

All students are required to take the 3-day onsite ATI Review course scheduled the week prior to graduation; and to re-take the ATI CP whether or not they earn a 95% on the mid-semester attempt.

In addition to testing and course assignment requirements, students are required to complete ATI CP testing (2 exams) and attend the 3-day onsite ATI Review to pass the course and complete the Nursing program. Attendance on all 3 days of the ATI Review is required to satisfy this requirement. A student who does not complete these requirements, attendance at the 3day ATI Review and ATI CP testing, will delay their graduation to subsequent semesters. Students will receive an earned course grade of an incomplete (I) until requirements are met. All requirements must be completed by the *End of Term date* which can be located on the website, academic calendar.

Advanced Practice Regulations

The advanced practice regulations of states can be highly variable as are the certification requirements of each nursing specialty. While faculty and staff will gladly provide assistance where possible, students must assume responsibility for meeting licensure and certificate requirements and for their own eligibility for practice.

Honors and Awards

SIGMA THETA TAU INTERNATIONAL

Sigma Theta Tau, founded in 1922, is the International Honor Society of Nursing in the United States. The Emory chapter, Alpha Epsilon, was chartered in 1964. Election to membership constitutes one of the higher honors that may come to a professional nurse. Eligibility for student membership is determined by scholastic achievement, evidence of professional leadership potential, and achievement in the practice of nursing.

OMICRON DELTA KAPPA (ODK)

ODK recognizes student, faculty, staff, and alumni leadership. Members—both men and women— are elected from the University community and the Association of Emory Alumni. Membership is based on character, scholarship, participation in student activities, and service to the University.

100 SENIOR HONORARY

The 100 Senior Honorary is an award and designation presented by the Emory Alumni Association (EAA) and the Student Alumni Board (SAB). The honor is given to the 100 most outstanding seniors in the Pre-licensure Schools. Graduates of Oxford, Emory College, Goizueta Business School, and the School of Nursing are represented in the 100 Senior Honorary.
Recipients of the 100 Senior Honorary are honored for their accomplishments during their time at Emory and are charged with the responsibility of maintaining strong ties with their classmates and Emory during their many years after graduation.

SILVER BOWL AWARD

The Nell Hodgson Woodruff Award for Excellence in Nursing, traditionally known as the Silver Bowl Award, was initiated in 1949 to honor outstanding graduating students. The Silver Bowl Award is

presented by the Nurses' Alumni Association to honor the most outstanding graduates.

NELL HODGSON WOODRUFF COMPASSION AND CARING AWARD
This award is given to students who exemplify the empathy, generosity, and caring spirit of our school's namesake, Nell Hodgson Woodruff.

BOISFEUILLET JONES MEDAL (BSN only in May)
Representing what was special and unique about Jones, recipients are selected for their good citizenship, outstanding leadership, devoted service to Emory and the community, academic performance, and potential to become a "Change Agent" in their chosen profession and society at large.

PhD DISSERTATION EXCELLENCE AWARD
This award is given for outstanding scholarship in the PhD program.

HEART OF THE STUDENT AWARDS
Given to a faculty or staff member who has made a significant impact on the educational journey of our students.

NHWSN Alumni Association

All current and former students at the School of Nursing who have completed one (1) academic year in good standing are automatically members of the Nurses' Alumni Association (NAA). The School has approximately 10,793 graduates in 50 states and internationally. The mission of the Nurses' Alumni Association (NAA) is to advance the School's mission by promoting lifelong relationships among alumni and strengthening their connection to the School through social, professional, and philanthropic opportunities.

Nursing students should contact the Advancement and Alumni Engagement office to connect with our alumni who have expressed an interest in mentoring, serving as clinical preceptors, and providing career connections and networking opportunities for emerging nurse leaders.

Additionally, the Development and Alumni Relations office seeks philanthropic support from individuals including alumni, faculty/staff, and friends as well as foundation and corporate support that are aligned with the mission and projects of the School. Our School of Nursing donors generously support student scholarships, faculty positions, School programming and centers, simulation, and service-learning opportunities. With all of us working together we can nurture and build the next generation of healthcare innovators and leaders in Nursing.

http://www.nursing.emory.edu/alumni-and-giving/get-involved/nurses-alumni-association.html

Clinical Expectations

Transportation

http://transportation.emory.edu

Students are responsible for their transportation to clinical sites. Many sites are outside the metro area, and the student may require a car. There are free shuttle services that serve the Emory University Hospital, Emory University Hospital–Midtown and Grady Memorial Hospital. The schedule can be found at http://transportation.emory.edu or by calling 404.727.PARK (7275). Shuttle maps are located in TransLOC, GPS tracker. Download the application at http://emory.transloc.com/info/mobile for all smart devices.

Preparation

For the pre-licensure student, preparation for each clinical is unique. The course syllabus will define the expectation for clinical preparation for the course. Preparation may involve reading and/or completing assigned documents prior to arriving to the clinical site and post-experience documents and other forms.

Tardiness

Tardiness is defined as arriving to the designated clinical unit or meeting place at a time after the designated start of clinical. If a student anticipates they will be tardy, the faculty must be notified prior to the beginning of the clinical day. Tardiness without prior notification at the beginning of the clinical day may result in a required make-up. Two or more tardy incidences may result in a full clinical make-up day and the initiation of *Goal Setting Plan for Student Improvement*.

Illness

An absence of two or more days requires documentation of when a student can return to classes, simulation/laboratory, and clinical. Nursing students should bring a statement from the health professional to the clinical course coordinator prior to returning to class, simulation/laboratory, and/or clinical. Students should consult their clinical faculty for further direction regarding how to handle the make-up for excused clinical illness

Employment/Other Commitments

Schedules for the programs are subject to change and may cause conflicts with previously scheduled employment/other commitments (such as appointments, interviews, etc.). When possible, course faculty and the Office of Clinical Placements will attempt to resolve conflicts due to last minute changes, however, it is imperative to realize faculty cannot make concessions in clinical or class time related to employment/ other commitments. Resolution of conflicts is not guaranteed, and any such conflicts are not a valid cause for being excused from class or clinical. The scheduling of all employment/ other commitments is strongly discouraged during class or clinical time.

Guidelines for Professional Appearance and Attire for Pre-licensure Nursing Students
Program specific requirements may apply. Specific clinical agency requirements may also apply.
Approved by Faculty: May 2002 Effective August 2002; Revised June 2014; June 2017, June 2018

PROFESSIONAL APPEARANCE

The nursing student's professional attire influences the public's image of Nursing in general and the School specifically. Good hygiene and personal cleanliness are of utmost importance and have a high priority in relation to professional attire. Things that could be offensive to others or that have potential for causing harm to others must be avoided.

Students are discouraged from wearing their uniform and/ or scrubs outside of the clinical agency, with the exception of going to or from clinical. This is related to infection prevention measures. Students who wear their uniforms/scrubs outside of the clinical agency should remember they are representing the School of Nursing as well as the nursing profession. A jacket or sweater should cover School of Nursing emblems when students are outside of clinical agencies.

The following guidelines are to be followed by all students. Some dress requirements may vary based on the health care agency. Students should follow directions by the faculty in those situations. When in doubt the following guidelines for professional appearance should be adhered to:

- Students must be neat, well-groomed, and appropriately dressed
- Hair
  - Neat, and neutral in color. Hair should be styled off the face and out of the eyes. Shoulder length or longer hair should be secured to avoid interference with patients or work duties.
  - Beards and mustaches must be short and trimmed neatly. *
  - Unless head coverings are required for religious or cultural reasons, hats or other head coverings should be avoided.
- Fingernails
  - No false fingernails of any type, including acrylics, gels, or wraps
  - Nails must be short enough to not be seen over the tips of the fingers
  - No nail polish of any kind or color is permitted
- Jewelry
  - Earrings: only two small, non-dangling earrings in each ear lobe are permitted
  - Body Piercing: other than earlobes, may not be visible. Only clear retainers may be used to maintain the piercing while the jewelry is out
  - Rings: only plain bands are permitted. No rings with stones are permitted due to the potential for the stone to cause injury to the patient, tear through gloves, or harbor pathogens
  - Bracelets are not permitted
  - Wristwatches may be worn; expansion bands are preferred
- Tattoos

- o Body art and body piercings, which may be acceptable in some situations, might not be in professional settings.
  - o Clothing should cover tattoos, if requested by the clinical setting.
- Perfumes and colognes should be avoided
- Tobacco
  - o Third-hand smoke, also known as residual smoke, noted as odors on clothing, breath, skin, or hair may pose health risks to others. Some areas may remove students from the area if odors are detectable.
  - o Health care agencies are generally smoke free zones and students are to comply with all University and healthcare institution regulations.
- Chewing gum is not permitted in the clinical setting. Breath mints are permitted.
- Cell phones
  - o Students may be expected to bring smart phones to clinical for access to references only.
  - o Students may not use email, text messaging, or call features in the clinical settings for personal use. Students may use cell phones to contact their clinical supervisors or to communicate with members of the healthcare team as indicated.
  - o Should the student need to be contacted, students may give a faculty member's cell phone number to individuals who may need to contact them in an emergency during clinical hours.

If the student will potentially be using N95 facemasks, face must be clean and shaven.

Direct Patient Care Uniform Requirements (Pre-licensure)
THE UNIFORM FOR ALL STUDENTS FOR ON AND OFF CAMPUS CLINICALS CONSISTS OF:
- Navy blue pants and a navy-blue tunic top with the Emory University School of Nursing emblem embroidered on the left upper chest area.
- Students may choose between:
  - o two (2) styles of navy-blue uniform pants
  - o a pullover tunic top and/or a snap front closure tunic top
- Students should ensure that the uniform fits properly with no skin exposed at the waist or chest when the student bends at the waist.
- A thin, plain, nude, black or white long sleeve shirt without a collar may be worn under the scrub top to hide tattoos (not a turtleneck).
- Shoes: Only all white or black leather or vinyl shoes with flat rubber or other quiet soles (designed specifically for nurses). Shoes should be water impermeable, closed heel, and solid colored.
- White, navy, or black socks that cover the ankle must be worn with shoes at all times. Optional: blue or white cuffed long-sleeved jacket with Emory School of Nursing emblem embroidered on the left upper chest.
- All items of the uniform must be kept clean and wrinkle free.
- Photo identification badges are to be worn on the uniform at all times for clinical practice and on the lab coat when students are present in agencies for orientation or

assessment prior to clinical practice. The photo identification badges and a name tag with large print must be purchased from the University during orientation week.

Note: Specific clinical sites may have more/less stringent uniform requirements that supersede the School policy. These requirements will be discussed by the clinical faculty prior to beginning the clinical rotation.

ATTIRE FOR MENTAL HEALTH, COMMUNITY SETTINGS, AND SOME CLINICAL SPECIALTY AREAS
Faculty will issue guidelines for attire in the clinical setting. As a rule of thumb, when in doubt wear business casual dress or the student uniform with the Emory School of Nursing Photo ID badge. Students and faculty are required to adhere to the policies and regulations of the clinical institutions with whom we partner. The responsibility for establishing guidelines for the professional attire of nursing students rests with the faculty and administration of the School of Nursing. Exceptions to this policy may be made by the faculty and administration as appropriate. Suggestions for change may be submitted to the Associate Dean for Education or the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs by any faculty or student. Both students and faculty share the responsibility for adherence to the established guidelines.

Indirect Patient Care Uniform Requirements (Pre-licensure)
FOR CLINICAL LEARNING ACTIVITIES THAT EXCLUDE DIRECT PATIENT CARE, THE FOLLOWING GUIDELINES APPLY:
- Clothing should be clean, professionally styled, and in good repair.
- 'Business casual' dress: slacks, dresses or skirts of medium length, and a dress or collared shirt.
- Shorts, blue jeans, halter or spaghetti straps, T-shirts with logos, and capri pants are not appropriate professional dress when in clinical agencies.
- Shoes must be closed-toe, comfortable, clean and in good repair. Sandals are not permitted.
- The Emory University School of Nursing Photo ID badge must be worn at all times.

ATTIRE FOR MENTAL HEALTH, COMMUNITY SETTINGS, AND SOME SPECIALTY AREAS
Faculty will issue guidelines for attire in the clinical setting. As a general rule of thumb, when in doubt, wear business casual dress or student uniform with the Emory School of Nursing Photo ID badge. Students and faculty are required to adhere to the policies and regulations of the clinical institutions with whom we partner. The responsibility for establishing guidelines for the professional attire of nursing students rests with the faculty and administration of the School of Nursing. Exceptions to this policy may be made by the faculty and administration as appropriate. Suggestions for change may be submitted to the Associate Dean for Education by any faculty or student. Both students and faculty share the responsibility for adherence to the established guidelines.

Post-licensure Dress Code
These dress code requirements are to be utilized by post licensure, advanced practice students.

Every student is responsible for checking with the clinical liaison and or preceptor prior to his or her first shift to follow proper protocol. Inpatient sites may have specific requirements related to lab coats and scrubs worn from outside the hospital.

Students in the Cardiovascular Perfusion and CRNA program are referred to the specific requirements outlined in the Perfusion Student Handbook and the Nurse Anesthesia Student Handbook.

SPECIFIC DETAILS:
Students are expected to wear professional attire at all affiliated clinical sites. Students must have their Emory student ID badge displayed. If a white lab coat is worn, each lab jacket should be clean and neatly pressed prior to every clinical day. Lab coats worn by Emory students may display the Emory logo on the breast pocket of the lab coat. Closed-toed shoes are always required.

If not wearing scrubs, the dress code is business casual with closed-toed shoes. The student should wear a lab coat unless instructed otherwise by the preceptor. Male students must wear a collared shirt with long slacks. Female students must wear a dress/skirt of appropriate length or slacks and closed-toed shoes.

Students in clinical rotations in Emergency and in-hospital Departments should wear clean, non-wrinkled scrubs with a lab coat and closed-toed shoes. Urgent care rotations require business casual and a lab coat unless the preceptors wear scrubs and lab coats, in which case students should do the same.

Denim jeans, t-shirts, miniskirts, shorts, sandals, and flip-flops are not to be worn in clinical settings. Clean, athletic shoes in good condition may be worn in the ED or ICU if worn with scrubs.

It is recommended that hair be pulled back and secured if it touches the shoulder to avoid interference with procedures, examination, etc. Please avoid use of strong cologne, aftershave, perfume, and excess make-up.

Fingernails:
- No false fingernails of any type, including acrylics, gels, or wraps
- Nails must be short enough to not be seen over the tips of the fingers
- No nail polish of any kind or color is permitted.
- Nails should be clean and well-manicured.

Jewelry is to be kept to a minimum (wedding bands are permitted, no dangling earrings, necklaces under clothing only). According to the CDC, some studies have shown that skin underneath rings contains more germs than comparable areas of skin on fingers without rings.

LAB COAT AND EMBROIDERY INFORMATION:

Name	Address	Hours	Contact Information
Emory Bookstore *Recommended Vendor*	1390 Oxford Road Atlanta, Georgia 30322	M-F – 9am to 5pm	404.727.6222
Uniform Advantage *10% discount with Emory ID*	1496A Church Street Decatur, Georgia 30030	M-F – 10am to 8pm, Sat. – 10am-5pm	404.370.0993
Kingdom Stitches	Decatur, Georgia	M-F – 10am to 6pm (appointment only)	404.286.2697

For more information, please contact your Education Program Coordinator.

Student Identification Badges

Students must wear appropriate identification while in the clinical area. An Emory University Student ID card is required for locked unit access to all Emory Healthcare hospitals. The 6-digit Proxy Number on the back of the Student ID will be used by Emory Healthcare Security to code your badge to the appropriate unit. The Office of Clinical Placements communicates your Proxy Number to the Security office. Students already working for Emory Healthcare should use their Emory University ID to access the clinical site as an Emory nursing student. Emory Healthcare employees should wear Healthcare badges while completing hours as a nursing student.

Preceptor Relationships

Students are frequently assigned to preceptors for clinical practice. These preceptors agree to work in close collaboration with both the student and clinical instructor/specialty coordinator. Students are to maintain professional relationships with preceptors and to maintain close communication with faculty regarding the preceptor experience.

Post-licensure Student Employment

Post-licensure students employed or volunteering in health care settings, either during their enrollment in the School of Nursing or during the holidays and between semesters shall be employed or volunteering only as registered nurses. They shall not represent themselves as advanced practice registered nurses.

Experiences Scheduled Outside Academic Calendar

Occasionally, post-licensure students (non-anesthesia students) must complete clinical requirements on a schedule outside the normal academic semester (during holiday breaks, between semesters, etc.). If this is necessary and the clinical site/preceptor is available, the student should work with their Specialty Director and the Clinical Placement team to document the request. The request must be approved by the Associate Dean for Education.

APRN Clinical Placements Policy

APRN students have the ability to complete their clinical education in locations near their home and can identify their preferred clinical site and preceptors in accordance with their program standards. Securing clinical placements is a process that requires a collaboration between students, faculty, and the clinical placement team. The clinical placement team and faculty will connect with students regularly to review potential placements. Students are responsible for developing a list of possible sites and working to secure a clinical site/preceptor. It is important to note that students have an active, required role in the clinical placement process.

Students may use third party placement agencies to secure preceptors and placements for a fee paid by the student directly to the third-party placement agency. The school can connect students with an agency if needed and will reimburse students for fees up to $1,000 per rotation.

If a site/preceptor cannot be secured by the student, placement team or third-party placement agency, this will result in an interruption of the plan of study, and the student will need to request a leave of absence until the following semester.

When securing a site/preceptor, the following steps should be followed:

• Please review the guidelines for selecting preceptors and clinical sites, these are specific to your APRN specialty. This information can be found on the Post-licensure Online Resource Portal.
• Once you have secured a clinical site (and the preceptor has agreed to the clinical rotation) please complete the Clinical Placement Request Form or the Clinical Tracking Form in the ELMS tool provided by your Clinical Placement Specialist
• Your clinical placement coordinator and specialty director will review the request and communicate with you on next steps within 7 business days.
• Please note:
Louisianna, New York, and Tennessee, Washington, DC are not approved for online learning or clinical placements.
 o Alabama, Arizona, California, Delaware, Idaho, Mississippi, New Hampshire, North Dakota, Rhode Island, Utah, Washington, Wisconsin, Wyoming, require State Board of Nursing approval so the process of approving a clinical rotation in these states may take longer.
o Clinical sites where Emory School of Nursing does not have an active affiliation agreement may take longer to approve while the agreement is being secured. You may review where we currently have active agreements on the Post-licensure Online Resource Portal.
o Placement requests should be submitted at least six to nine months prior to the start of your clinical courses. Graduation may be delayed if a placement is not secured.

APRN Clinical Placement Travel and Housing Policy

Campus Intensives

Post-licensure students enrolled in programs that require attendance at on-campus intensives are responsible for covering all associated costs, including but not limited to transportation, housing, meals, and any other personal or academic expenses incurred during the intensive period. The School

of Nursing does not reimburse or arrange accommodations or travel for campus intensives. Students must make their own arrangements for lodging and transportation and should plan accordingly to ensure their attendance and full participation in all required intensive sessions.

Clinical Placements

All students are personally responsible for accommodations and travel to and from the clinical site. We highly recommend that students have a car to transport themselves to and from clinical sites. The School of Nursing will not reimburse students or provide accommodations for travel to and from the clinical site.

If completing a clinical placement in Georgia, students are encouraged to utilize student housing support through Georgia Statewide Area Health Education Centers (AHEC). Once approved for a clinical placement, students should visit the Georgia Statewide AHEC website to determine in which of the AHEC service areas they want to request housing support. In some service areas, student housing is free of charge, where others charge students minimal nightly fees. Once a student determines the respective region, they are responsible for completing request forms on the AHEC website and sending to the region's housing coordinator to secure housing. This information can be found on each AHEC website. The general AHEC housing request form as well as the link to the statewide website can also be found on the NHWSN Post-licensure Clinical Requirements Canvas Page. Hotel accommodations, travel and/or AHEC housing will not be reimbursed by the School of Nursing.

Declination of Clinical Placement Policy

If a clinical site is arranged by the specialty director and placement office (including rural placements, distance placements, and placements between semesters) but is declined by the student, this may result in an interruption of the plan of study, and the placement office and specialty director will not seek a substitute rotation for the semester. Students who have declined their clinical placement and have not secured their own approved clinical site and preceptor will need to request a leave of absence until the course is offered again.

For more information about the clinical placement process, please reference the Clinical Collaborations page, the Post-licensure Online Resource Portal or contact the Clinical Placements team at sonpostlicensure@emory.edu.

Clinical/Service-Learning Health and Compliance Requirements

All students accepted into the School of Nursing, and faculty, are required to fulfill health requirements for clinical agency placement and complete site-specific orientation. Immunization requirements, criminal background investigation, and drug testing are subject to revision. Students who do not have documentation of the required immunizations are required to obtain the immunization(s) and/or titer. Students must also complete the Authorization for Use/ Disclosure of Protected Health Information test, also known as HIPAA. Clinical agencies may require students to complete additional compliance and/or credentialing requirements.

Students are responsible for updating the **Office of Clinical Placements** at **SON-Compliance@emory.edu** immediately of any changes in their health status, to update certifications, and to report situations that would adversely affect the student's background information
To better serve our students, the Emory School of Nursing partners with Emory University Student Health Services to manage clinical compliance documents. Student Health Services also maintains student immunization records, health history forms, and physical exam records. Students should keep copies of their records to maintain proof of the appropriate requirements

Students are to provide documentation of all **required immunizations** using the **Emory University Student Health Services (EUSHS) Immunization Form**. This form must be signed by a healthcare provider and returned to EUSHS prior to matriculation.

For students, this partnership means:
• Safe uploading and viewing of immunization records
• Electronic access to health compliance documents, 24/7
• Email reminders for those items not yet completed

Students and faculty cannot participate in clinical or service-learning experiences without completing all requirements. **Click here** to access the onboarding documents required within the ACEMAPP credentialing application. Any student without complete documentation will be excluded from the clinical area/service-learning experience. Make-up for the unexcused clinical absence/service learning experience is mandatory. Students should refer to the excused/unexcused absence policy.

Students who are not in compliance with outlined deadlines, or who fall out of compliance during the semester, will not be allowed to participate in clinical experiences. Students may participate in clinical settings only after the appropriate immunization or training has been completed and the documentation is submitted and approved. Students risk receiving an incomplete in the clinical course due to missed time.

This policy exists to provide for and ensure:
• Compliance with CCNE accreditation standards;

- Safety of patients and School of Nursing students, faculty and staff;
- Alignment with provisions in the clinical agency affiliation agreements related to student requirements. Upon request of an affiliate facility, the School of Nursing must provide evidence of student compliance with the requirements

Impaired Student Policy

Students in the classroom, simulation/laboratory and/or clinical area suspected of being under the influence of alcohol or another chemical substance that may impair the student's judgment will be immediately removed from classroom, simulation/laboratory and/or the clinical area and required to take a drug screen. Refusal to submit to a drug screen will be considered a positive drug screen.

If the drug screen is negative, the student will return to classes, simulation/laboratory, and the clinical area. Lost clinical time must be made up. If the screen is positive, the student will be referred to the Emory University Counseling and Psychological Services (CAPS) for the development of a treatment plan. Upon successful completion of the treatment plan, a *Goal Setting Plan for Student Improvement* will be developed. A student with a second positive drug screen will be dismissed from the nursing program.

Use of Marijuana and/or CBD Products

Marijuana is a Schedule 1 drug and is illegal to purchase in Georgia. Apart from a narrow and limited scope of codified/documented medical exceptions, it is illegal for individuals to use marijuana/tetrahydrocannabinol (THC) in Georgia. Although cannabidiol (CBD) products may be purchased and used in Georgia, please be aware that CBD products may contain higher levels of THC than represented on packaging and use of CBD products can result in a positive drug screen for THC/marijuana. Be aware that current drug testing methods cannot accurately ascertain the origins of THC metabolites (i.e., whether from marijuana or CBD products). Your academic program has the authority to conduct random and/or scheduled drug testing; if your test result is reported as positive for THC metabolites (even if you only used a CBD product), your ability to be accepted into the program, progress in the program, and/or successfully complete the program may be negatively impacted.

Bloodborne Pathogens and Universal Precaution Training

Universal precautions are infection-control measures that reduce the risk of transmission of bloodborne pathogens through exposure to blood or body fluids among patients and health care workers. It is important that all student nurses are educated about occupational risks and understand the need to use universal precautions with all patients, at all times, regardless of the patient diagnosis. In recognition of these potential hazards, the Occupational Safety and Health Administration (OSHA) implemented a regulation {Bloodborne Pathogens 29 Code of Federal Regulations (CFR) 1910.1030.} to help protect workers from the transmission of bloodborne diseases within potentially exposed workplace occupations.
For pre-licensure students, this is accomplished through classroom, simulation/laboratory, and clinical setting training and online testing for documentation purposes. For post-licensure

students, online testing is provided for documentation purposes and specialty-specific procedures are covered in the classroom and clinical settings. Documentation of training in bloodborne pathogen and universal precaution from other institutions or employers <u>cannot be accepted</u>.

COVID-19 Screening and Testing after Clinical Exposures

For the most up-to-date policies related to COVID-19 Screening and Exposures, please visit Emory University's Student Health [COVID-19 Guide](#).

Protocol for Illness Related Events During Clinical

If a student becomes ill during the clinical experience, the following will occur:

1) If a Code MET **is called** by the hospital, the student will be transported to the emergency department by the MET team.
2) If a Code MET is **not called**:
   i. The School of Nursing's Clinical Instructor will take the student to the onsite emergency department.
   ii. If the student refuses to go to the emergency department, the student must call their emergency contact to pick them up from clinical site. Neither the Clinical Instructor nor peers are allowed to leave the clinical location and drive the student to a secondary location for assessment and/or treatment. The Clinical Instructor will note the student's refusal on the School's [Incident and Injury Report.](#) The student is to sign the form prior to leaving the site.

Following the event, the student will be dismissed from clinical and will follow-up with their clinical instructor to arrange make-up hours as needed. The student is responsible for all medical costs associated with the event. All students are required to maintain health insurance coverage during the academic program.

The Clinical Instructor must also notify the Clinical Course Coordinator and Director of Clinical Placements and submit the [Incident and Injury Report](#) to the Director of Clinical Placements within 24 hours of the event for tracking and recordkeeping.

Reporting and Post-Exposure Management of Exposure to Blood/Body Fluids and Other Infectious Body Fluids

Adopted August 25, 1992; Revised June 2017; Revised July 2025

INTRODUCTION

The purpose of the Procedure for Student Exposure to Blood/Body Fluids is to inform students, faculty, clinical agency personnel, and health care providers regarding procedures for management of accidental exposure of students to Hepatitis B, Hepatitis C, HIV, and /or other bloodborne and

airborne pathogens.

This protocol applies to all students enrolled in the School of Nursing who incur, during clinical experience, a percutaneous or permucosal exposure to blood and body fluids, which may expose them to Hepatitis viruses, Human Immunodeficiency Virus (HIV), and/or other bloodborne pathogens.

To reduce the risk of possible exposures to blood and body fluids, the School of Nursing requires the following:
·   Immunization and proof of immunity against Hepatitis B prior to matriculation
·   Instruction of all enrolled students in the use of Standard Precautions. Supervision of students By qualified faculty during clinical experiences
·   Training for all students and faculty regarding OSHA Bloodborne Pathogens (Universal Precautions)
         guidelines. Training obtained at other institutions or places of employment cannot be a substitute to the annual training requirement for the School of Nursing

Students and faculty must comply with the communicable/infectious disease policy of the affiliating clinical site/agency/ facility, as well as the policies of the School of Nursing.

Always report any type of Needlestick or blood/body fluid exposure immediately.

STUDENT RESPONSIBILITIES
Effective primary prevention depends upon adequate immunization and the scrupulous, consistent use of standard precautions. Students are responsible for obtaining necessary immunizations and using proper precautions in situations where exposure to blood/body fluids may occur. Appropriate Personal Protective Equipment (PPE) included, but not limited to gloves, gowns, laboratory coats, face shield or masks and eye protection, should always be worn when performing duties that could cause occupational exposure.

Immediate Response for Emergency Treatment After Exposure to Blood/ Body Fluids
Eye Splashes
Action
·   Remove contact lenses if present
·   Immediately flush eyes with cold water for 15 minutes
Splashes to Oral and Nasal Mucosa
Action
·   Flush vigorously with cold water for 15 minutes
Skin exposure/Needlestick
Action
·   Immediately wash skin thoroughly with soap and water

Steps to follow for an exposure:

1. **IMMEDIATELY** notify your on-site preceptor or charge nurse or clinical faculty if onsite.

2. **IMMEDIATELY** identify the source patient (if applicable) and get their name, medical record and date of birth.

3. **CONTACT** the appropriate administrator based on the location of the incident i.e., Administrative Nursing Supervisor, Administrator On-Call, Practice Administrator, Employee Health personnel, community site supervisor, or the name of the person who is coordinating assessment of the source patient. (see Emory Student BBP Post Exposure Process graphic for specific directives). **IDENTIFY** yourself as an Emory Nursing Student who has received a needlestick or exposure to blood/body fluids

Who you contact and your next steps will be determined by:

1. What facility are you in?

2. Whether it is during business hours or after-hours/weekend.

3. If you are outside an Emory hospital or facility, which includes any outside hospital system, a study abroad location, a community service location, Children's Healthcare of Atlanta (CHOA), the Veterans Administration Hospital (VA), or Grady Hospital, CALL THE NEEDLE STICK HOTLINE 404-727-4736 AND SPEAK WITH THE OPERATOR WHO WILL CONNECT THE STUDENT WITH THE APPROPRIATE CONTACT.

If you are at a location outside of the Emory System and outside of the above affiliates (CHOA, VA, and Grady), you will be directed by the Needle Stick Hotline to Student Health Services to assist you.

At any time, when you are in doubt, call the NEEDLE STICK HOTLINE AT 404-727-4736.

EMORY HEALTHCARE

Emory Students
Bloodborne Pathogen Post Exposure Process
(See specific instructions below for facility where injury occurred)

Important Contacts
Student Health Services: 404-727-7551
Needle Stick Hotline: 404-727-4736
Occupational Health Services: 404-686-8587, option 4
OHS on-call APP: 404-686-5500; PIC# 50464
OHS Fax: 404-686-7095

Student Responsibilities

1) Immediately clean the wound with soap & water. Flush exposed oral/nasal mucosa with water for 15 minutes. Use Eyewash station to irrigate eyes for 15 minutes.

2) Immediately report source patient information: **First/Lastname, DOB and MRN. (Follow instructions to the right based on facility where injury occurred)**

3) Student to contact Student Health Services the next business day for follow-up.

EUH, EUHM, ESJH, EUOSH, ERH, EWWC

During Occupational Health Services (OHS) business hours (Mon – Fri 7:30am – 4pm):
-Immediately contact Occupational Health Services (OHS) at **404-686-8587, opt. 4**

-If deemed an exposure, Emory OHS will initiate source testing for HIV, Hep B, and Hep C.

After (OHS) business hours (Mon – Fri 4 pm – 7:30 am, weekends & holidays):
-Immediately contact the Administrative Nursing Supervisor (ANS) at the operating unit where injury occurred and provide source patient information.

-ANS coordinates source patient testing, including consent for HIV testing, ensuring blood is available & ordering BBP exposure labs. ANS provides rapid HIV results to HCW as soon as possible, typically within 2 hours.

CHOA, VA, Grady, Outside Clinics

Immediately call Needlestick Hotline **404-727-4736**

TEC & Emory Satellite Facilities

Immediately call the **APP on Call 404-686-5500 ID: 50464**

EJCH, EDH, EHH, ELTAC

-Immediately contact the Administrative Nursing Supervisor (ANS) at the operating unit where injury occurred with source patient information.

-ANS coordinates source patient testing, including consent for HIV testing, ensuring blood is available & ordering BBP exposure labs. ANS provides rapid HIV results to HCW as soon as possible, typically within 2 hours.

4. For any Emory facility or its affiliates (see the infographic), the source patient testing will be coordinated by the specified contact.
    - You will NOT go to the Emergency Room unless directed by the contact above.
    - For CHOA, the VA, and Grady your primary contact will be through Occupational Medicine at the respective locations. Follow their directives.
    - Source testing will be done by appropriate contact, and a rapid HIV test will be resulted within 2 hours.
    - Baseline labs for the Source Patient: Rapid HIV Screen (Ag/Ab) and if positive an HIV viral load, Hepatitis B Surface Antigen, and Hepatitis C Ab and RNA. The student should never obtain consent from the source patient for HIV testing; the site should.

5. If you are directed to the Emergency Room, notify the charge nurse that you are an Emory Student. You will only be directed to the Emergency room in the event that you need Postexposure Prophylaxis (PEP) as determined by the expert contact at each facility.
    If PEP is required, the Emergency Department will do the following:
    - Review the source patient testing results, if available.
    - Do baseline labs on you: CBC, CMP, HIV Ag/Ab, Hep B Surface Ab, Hep C Ab, and a pregnancy test for those who can become pregnant.
    - Provide you with a dose of PEP and a pack of 3 doses to get you to your follow-up appointment.

6. **STOP** Before you leave the Emergency Department:
    - Obtain a copy of *Facility Incident Report* from the preceptor or charge nurse*
    - Obtain a copy of Lab Results*
    - Obtain a copy of Emergency Department discharge paperwork*
    - Notify your Emory faculty clinical instructor and inform him/her of the incident
    - If the clinical instructor/faculty is not available within one (1) hour of the exposure, the student should contact the appropriate program director, Director of Clinical Placements, or specialty coordinator as soon as possible after the incident. If these individuals are not available, the student should contact the Associate Dean for Education.

7. **FOLLOW UP** all nursing students will be transitioned to Student Health Services by the original
    responding office. You will receive a follow-up call from Student Health Service within 1-2 business days. If you have any urgent questions after the acute assessment and possible treatment, call Student Health Services at 404-727-7551 and speak with the triage nurse during business hours and the medical call center after hours.

8. COST WILL BE COVERED BY YOUR PERSONAL INSURANCE AND ANY UNPAID BALANCE WILL BE REIMBURSED BY THE SON. DO NOT LET COST BE A FACTOR IN HOW YOU RESPOND TO THIS CRITICAL INCIDENT.

The Woodruff Health Sciences (WHSC) Operator is <u>404.727.4736, 24-hours per day.</u>

- **COMPLETE the School of Nursing's** *Incident, Injury, and Pathogen Exposure Report*.
- **SUBMIT** an *Incident, Injury, and Pathogen Exposure Report* along with copies of the documents
  indicated with the * above to your faculty member and Director of Clinical Placements. *
- **FOLLOW UP** – Follow up laboratory procedures will be conducted at the Emory University Student
  Health Services. If post-exposure prophylaxis is prescribed, medication refills will be coordinated by Student Health Services at 404-727-7551.

OTHER IMPORTANT INFORMATION RELATED TO A NEEDLESTICK OR BLOOD/BODY FLUIDS EXPOSURE

- The student is responsible for following recommendations for follow-up by the facility, his/her primary care provider and for following up with the Needlestick Prevention Center and with his/her Emory faculty member.
- Students whose clinical activities are restricted by their health care provider cannot return to clinical training until documentation of the release to practice is provided to the student's clinical instructor. The instructor will provide a copy of this release to the Associate Dean for Education prior to allowing the student to return to clinical.
- Pre- and post-testing counseling sessions are required by Georgia State Law for those receiving HIV
  tests. The care provided at the Emory University Student Health Service is confidential.

FACULTY RESPONSIBILITIES RELATED TO A NEEDLESTICK OR BLOOD/BODY FLUID EXPOSURE BY A STUDENT

Faculty are expected to review with BSN, MSN, Post-Graduate Certificate, and DNP students the appropriate education and practice related to the use of Standard Precautions.

When a student reports an exposure:
Refer to the Emergency Response Instructions listed above. Immediately, or as soon as possible, assist in investigating the source (patient or client) status relating to bloodborne pathogens. This includes:

1. Determining the source of exposure including contact with the source, testing of the source, and notifying the source's health care provider. This inquiry shall be made in cooperation with the affiliating facility or agency in which the exposure occurred and in compliance with all applicable laws and regulations.
2. Obtaining a detailed description of the incident from the student.
3. Reviewing the completed *Incident, Injury, and Pathogen Exposure Report*.
4. Adding supplemental notes to clarify and provide more detailed information as needed.
5. Signing the *Incident, Injury, and Pathogen Exposure Report*.
6. Obtaining a copy of the facility's report (Incident Report) from the student or clinical supervisor and attach it to the *Incident, Injury, and Pathogen Exposure Report* along with all other

documents regarding the incident. Submit the *Incident, Injury, and Pathogen Exposure Report* to the Program Director and Director of Clinical Placements within 24 hours or, if the incident occurs on a weekend or holiday, by 8:00 a.m. the next business day. Review standard precautions with the student as well as procedures for avoiding future exposure prior to the student returning to the clinical setting.

7.   Identifying any follow-up activities or care, including recommendations relating to counseling, prophylactic treatment and continued or restricted practice activities made by the student's health care provider.

8.   Following any health care provider restrictions placed on the student before allowing the student to return to clinical training. A student whose clinical activities are restricted by their health care provider cannot return to clinical training until documentation of the release to return to practice is provided to the student's clinical instructor. The instructor will provide a copy of this release to the Program Director and Director of Clinical Placements prior to allowing the student to return to clinical.

9.   Documenting and maintaining all information relating to the exposure incident in a confidential manner and forwarding all information to the Program Director and Director of Clinical Placements when complete.

Affiliating agencies are expected to assist the student and faculty in obtaining information about the communicable disease status of the source patient.

EMORY HEALTHCARE

Emory Students
Bloodborne Pathogen Post Exposure Process
(See specific instructions below for facility where injury occurred)

Important Contacts
Student Health Services: 404-727-7551
Needle Stick Hotline: 404-727-4736
Occupational Health Services: 404-686-8587, option 4
OHS on-call APP: 404-686-5500; PIC# 50464
OHS Fax: 404-686-7095

Student Responsibilities

1) Immediately clean the wound with soap & water. Flush exposed oral/nasal mucosa with water for 15 minutes. Use Eyewash station to irrigate eyes for 15 minutes.

2) Immediately report source patient information: **First/Lastname, DOB and MRN. (Follow instructions to the right based on facility where injury occurred)**

3) Student to contact Student Health Services the next business day for follow-up.

EUH, EUHM, ESJH, EUOSH, ERH, EWWC

During Occupational Health Services (OHS) business hours (Mon – Fri: 7:30am – 4pm):
-Immediately contact Occupational Health Services (OHS) at **404-686-8587, opt.4**

-If deemed an exposure, Emory OHS will initiate source testing for HIV, Hep B, and Hep C.

After (OHS) business hours (Mon – Fri: 4 pm – 7:30 am, weekends & holidays):
-Immediately contact the Administrative Nursing Supervisor (ANS) at the operating unit where injury occurred and provide source patient information.

-ANS coordinates source patient testing, including consent for HIV testing, ensuring blood is available & ordering BBP exposure labs. ANS provides rapid HIV results to HCW as soon as possible, typically within 2 hours.

CHOA, VA, Grady, Outside Clinics

Immediately call Needlestick Hotline **404-727-4736**

TEC & Emory Satellite Facilities

Immediately call the **APP on Call 404-686-5500 ID: 50464**

EJCH, EDH, EHH, ELTAC

-Immediately contact the Administrative Nursing Supervisor (ANS) at the operating unit where injury occurred with source patient information.

-ANS coordinates source patient testing, including consent for HIV testing, ensuring blood is available & ordering BBP exposure labs. ANS provides rapid HIV results to HCW as soon as possible, typically within 2 hours.

Reporting Exposure to Communicable Diseases

Communicable disease exposure is defined as unprotected contact with an individual who has been diagnosed with a communicable disease or who develops the disease within one-week after the contact. The exposure is to be reported to Emory University, Student Health Services and the appropriate program director. As part of the confidential medical record, the circumstances of exposure and a description of the source of the exposure will be recorded by the Student Health Service. The Student Health Service will assume responsibility for post-exposure management including medical treatment.

Communicable disease records are defined as records that document the public health requirement of reporting the discovery of communicable disease. The file may include laboratory test results, name and address of the student, date, and person making referral. Information will be transferred to the county health department. The report log is maintained by the laboratory.

REPORTING EXPOSURE IN COMMUNITY AND OTHER SETTINGS

Locations during service-learning experiences, Lillian Carter Center (LLC) International experiences, and other community venues may pose additional risks of exposure to blood/body fluids. Students should follow universal precautions in every setting not just healthcare agencies. Faculty responsible for international experiences will follow standard operating procedure (SOP) guidelines and reporting processes established by the LLC.

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) includes requirements for ensuring the security and privacy of individuals' medical information. The standards aim to maintain the right of individuals to keep private information about themselves.

HIPAA regulations protect medical records and other "individually identifiable health information" (communicated electronically, on paper, or orally) that are created or received by health care entities that transmit information electronically. "Individually identifiable health information" includes any information, including demographic information, collected from an individual and any information that identifies an individual, or could be reasonably believed to identify an individual.

The records and personal information about patients are STRICTLY confidential. The student should never privately or publicly disclose any information about individual patients to anyone including the patient himself. Care must be taken to be on guard as to when and where it is appropriate to discuss questions about individual patients. If the student is questioned about the treatment or condition of a patient, no attempt should be made to answer; but the person requesting the information should be directed to the patient's physician or hospital personnel. Discussion of patient status, pre- and post-operative care, etc., will be limited to conferences, reports, and case presentations assigned. Failure to follow these guidelines may result in disciplinary action which may include dismissal from the program. Clinical requirements for HIPAA training will be identified during orientation to clinical sites. The School of Nursing Code for Professional Conduct will be enforced for any HIPAA violations and the student may be subject to University and federal sanctions.

Student Records

Emory University, like other institutions of higher education, accumulates and maintains records concerning the information, activities, and accomplishments of its students. Because the University recognizes the student's right of privacy, a policy regarding the confidentiality of the information that becomes a part of the student's permanent records and governing the conditions of its disclosure has been formulated and adopted. The School of Nursing fully endorses the University's policy and abides by it in all aspects of the confidentiality of and the release of information from a student's record. The Emory policy: *8.3 Confidentiality and Release of Information about Students* is located at http://policies.emory.edu/8.3.

Federal Family Educational Rights and Privacy Act (FERPA)

The Federal Family Educational Rights and Privacy Act of 1974 (FERPA) pertains to confidential student educational records. This legislation allows students the right to view upon their request their own confidential educational records and defines the use of these records by others. No information will be released to any party regarding students in the program without the student's prior written permission. This includes names, addresses, telephone numbers, documents, and other data. It must be stressed that absolutely no one (including family members and employers) will have access to the information maintained in the school files. More information here: http://registrar.emory.edu/Students/FERPA/

FERPA Essentials for Students at the Nell Hodgson Woodruff School of Nursing at Emory University is located at: https://registrar.emory.edu/records-transcripts/ferpa.html

Emory University adheres to a policy of compliance with the Family Educational Rights and Privacy Act (FERPA). The policy:
1. permits students to inspect their education records,
2. limits disclosure to others of personally-identifiable information from education records without students' prior written consent, and
3. provides students the opportunity to seek correction of their education records where appropriate.

Probation

A student must maintain good academic standing each semester. Students are considered to be in *good academic standing* when they are compliant with the program's academic requirements (course & clinical) and student conduct expectations. Standards for academic performance are described in the Nursing Student Handbook in the section labeled *Academic Progression*. Standards for professional performance are described in the Nursing Student Handbook in the section labeled *Student Conduct*.

A student may be placed on probation for one or more reason:
- Course failure,
- Semester GPA below program requirements,
- Cumulative GPA below specified requirements, and/or
- Failure to adhere to the Code of Professional Conduct and Professional Standards

Probationary status is to encourage students to reflect critically on their academic and professional performance from semester to semester and to help facilitate student success by identifying areas for development and strategies for success, including available resources. Students on probation are expected to focus their time and energy on their studies in order to bring their work to the required standard.

A student who is not in good academic standing will be placed on probationary status for one semester. During the probationary semester, the student:
- Will not be allowed to take an incomplete in any new course without permission of their program relevant assistant dean; and must reduce the number of incomplete grades to one in prior courses
- Cannot enroll in directed studies or immersion courses/experiences
- May be required to reduce their academic course load and participation in extracurricular experiences
- Must attain a semester and cumulative grade required by their program of study (see Nursing Student Handbook, Academic Progression)

A student who is not in good academic standing will be notified via email by the Program or Specialty Director. The Director will meet with the student to develop a Goal Setting Plan for Student Improvement that includes conditions of probation. The plan must be in place before the student can begin their next semester. A notation of probation will be entered on the unofficial transcript.

The student may only be on probation one (1) time during the program and is at risk for dismissal if placed on probation a second semester for any reason (e.g. didactic or clinical performance). For international students, in the event of dismissal, the students should notify International Student and Scholar Services

(ISSS).

A student who meets the conditions of probation as specified in their Goal Setting Plan will be reinstated to *good academic standing*. The reinstatement happens automatically, and the student will not be notified of the action.

Student Conduct

INTRODUCTION
In accordance with The University's bylaws, the responsibility of designing the academic and professional codes of conduct for its students rests with each School. Policies related to student conduct in the School of Nursing are separated into two (2) categories.

They are the:
1. Code of Academic Conduct
2. Code of Professional Conduct (nonacademic conduct)

The School of Nursing has established the Code of Academic Conduct and the Code of Professional Conduct to ensure academic and professional standards are consistent with those of the nursing profession and the mission of the School of Nursing. Under each Code, expectations for student conduct, examples of misconduct, procedures for handling misconduct, and a grievance and appeals process are defined based on whether the violation is academic or professional (nonacademic). Academic and Professional violations will be handled by the Honor Council.

The Code of Academic Conduct and Code of Professional Conduct addressed herein applies to any student registered for courses at the Nell Hodgson Woodruff School of Nursing. Both Student Codes of Conduct addressed herein apply to any student registered in courses at the Nell Hodgson Woodruff School of Nursing. It is the obligation of every student to know the regulations stated herein regarding academic and professional conduct. Ignorance of these regulations regarding what constitutes academic or professional misconduct will not be considered a defense.

The student should seek clarity with the faculty or the Program Director (BSN, DABSN, MN, MN Spring Start, MN Pathway, Cardiovascular Perfusion, MSN/DNP, CRNA, PhD) if they are unclear of what constitutes a violation of academic or professional conduct.

Student Honor Code

INTRODUCTION
In accordance with The University's bylaws, the responsibility for designing the academic and professional codes of conduct for its students rests with each School. The Nell Hodgson

Woodruff School of Nursing has established the Code of Academic Conduct and the Code of Professional Conduct to ensure academic and professional standards are consistent with those of the nursing profession and the missions of both Emory University and the Nell Hodgson Woodruff School of Nursing.

Both the Code of Academic Conduct and Code of Professional Conduct addressed herein applies to any students registered for courses at the Nell Hodgson Woodruff School of Nursing. It is the obligation of every student to know the regulations stated herein regarding academic and professional conduct. Ignorance of these regulations regarding what constitutes academic or professional misconduct will not be considered a defense.

PhD students should consult the Laney Graduate School Handbook for student academic integrity and conduct policies.

ACADEMIC MISCONDUCT

Academic misconduct involves a violation of academic principle as viewed by students, faculty and colleagues. Academic misconduct is an offense generally defined as any action or inaction that is offensive to the integrity and honesty of members of the academic community. Examples of academic misconduct are found below.

Student Expectations

The Code of Academic Conduct governs the academic conduct of a student enrolled in courses at the School of Nursing. Any student who submits an examination or other academic work certifies that the work is their own and that they are unaware of any instance of violation of this Code by themselves or others.

It is the responsibility of every member of the student body to cooperate in supporting the Code of Academic Conduct. All pre-licensure and post-licensure students will be required to sign the Student Academic Honor Code Pledge form upon enrollment at the School of Nursing. This document will be valid the entire time the student is enrolled in the School of Nursing.

Examples of Academic Misconduct

This offense includes, but is not limited to the following:

1. **Cheating.** Seeking, acquiring, receiving, giving, or using information intended to facilitate performance on an exam prior to its authorized release and/or during its administration, and/or attempting to do so, or to complete an assignment which is designed to be completed individually without the help of classmates or other assistance.

2. **Plagiarism/Self Plagiarism**. This is an act of taking someone else's work or ideas and passing them off as one's own. This can include published or

unpublished work without proper acknowledgement. Self-plagiarism is the use of one's own previous work in another context without citing that it was used previously.

3. **Use of electronic device.** The use of a cell phone, smartphone, tablet, laptop, smartwatch, headphones, or similar device for any reason during times of examination (broadly defined here as quizzes, tests, midterm and final exams, or similar assignments or evaluations) is prohibited. Instructors are entitled to make exceptions to allow the use of an electronic device for any examination. In the absence of explicit permission to use such a device, it is assumed that such devices are not permitted.
If a student is found using an electronic device during an examination, the instructor should inform the student of the issue and may ask the student to store the device until the completion of the examination. The instructor should allow the student to complete the examination before reporting the incident to the Honor Council.

4. **Testing Policy.** Instructors are entitled to establish reasonable policies to protect the security and integrity of their examinations (broadly defined here as quizzes, tests, midterm and final exams, or similar assignments or evaluations). These policies may include but are not limited to: assigning seats to students; moving students during an examination; requiring a student to stop writing when time is called; and prohibiting the replication of examination materials or their removal from the testing environment.

   All personal belongings such as backpacks, large bags, ALL phones, coats, hats, notebooks, course materials, and all electronic devices MUST be placed at the front of the classroom prior to the start of the examination. Students should ensure that phones are silenced and powered off.

   The use of **smartwatches, smart glasses, or any wearable technology** is strictly prohibited during examinations. These items must be removed and placed in the front of the classroom at the start of the exam.

   Students must raise their hand to request to leave the room for any reason, including to use the bathroom. Only one student is permitted to leave the testing environment at a time.

   Any additional policies should be outlined in the syllabus and/or written instructions for the examination.

   If a student fails to comply with the stated policies of the examination prior to its start, the instructor may withhold the examination until the student

complies with the testing policies (the instructor will not be compelled to provide additional time for the completion of the examination). If a student fails to comply with or violates the stated policies of the examination after it has begun, the instructor may take reasonable steps to secure the integrity of the examination but should allow the student to complete the examination before reporting the incident to the Honor Council.

5. **Falsifying Data**. Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage. This includes, but is not limited to, creating information not actually collected, altering, or misrepresenting information and/or data. Falsifying data also applies to the clinic setting, e.g., reporting or recording assessment data that was not collected from a patient assessment.

6. **Falsification and Forgery of School or University Documents.** This includes knowingly making a false statement, concealing material information, or forging a School or

   University official's signature on any School or University academic document or record. Such academic documents may include (but is not limited to) transcripts, add or drop forms, requests for advanced standing, requests to register for courses, student recommendation letters, financial aid documents, academic standing letters, or any documents related to the academic record.

7. **Facilitating Academic Dishonesty.** Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

8. **Providing False Information.** Intentionally giving false evidence in any academic misconduct Hearing or refusing to give evidence when requested by the Honor Council.

PROFESSIONAL MISCONDUCT

Nursing professionals are privileged to serve in important and time-honored roles as caregivers for other humans. These roles include physical and emotional dimensions that demand the highest degree of ethical behavior. Ethical behavior includes, but is not in any way limited to *honesty, maintaining confidentiality, trustworthiness, professional demeanor, respect for the rights of others, personal accountability, concern for the welfare of others, and responsibility to duty.*

Examples of Professional Misconduct:

Students are expected to be honest, maintain confidentiality, communicate professionally, respect the rights of others, remain accountable for their actions, be concerned for the welfare of their patients, and behave responsibly. Violation of these standards will be considered professional misconduct.

1. **Honesty**. Being truthful in communication with others, in the academic setting, in the healthcare arena, and in the community at large.
2. **Maintenance of Patient Confidentiality.** Restricting discussion of patient care to those areas where conversations cannot be overheard by others outside of the care team; refraining from disclosing patient identity to those not connected to the care of the patient; and maintaining appropriate security for all paper and electronic patient records, whether in the patient care, academic or research realms. Social media violations related to patient confidentiality apply.
3. **Professional Communication and Demeanor**. Being thoughtful and professional when interacting with faculty, peers, patient, their families, members of the healthcare team, and all others whether face-to-face, in written form or via social media; maintaining civility in all relationships; striving to maintain composure under pressures of fatigue, professional stress or personal problems; maintaining a neat appearance and dress in attire that is reasonable and accepted as professional to the circumstances; refraining from intoxication; and abstaining from the illegal use of drugs (both prescription and illicit drugs).
4. **Respect for the Rights of Others**. Dealing with all others, whether in a professional or non-professional setting, in a considerate manner and with a spirit of cooperation;

   respecting the rights of patients and their families to be informed and share in patient care decisions; respecting patients' modesty and privacy.
5. **Personal Accountability**. Being accountable for learning to become a safe practitioner. Participating responsibly inpatient care to the best of one's ability and with appropriate supervision; undertaking clinical duties and persevering until they are complete; notifying the responsible person if one is unable to perform clinical tasks effectively; complying with all School of Nursing, Healthcare, University, and clinical site Policies and Procedures in an honest and forthright manner.
6. **Concern for the Welfare of Patients.** Treating patients and their families or communities with respect and dignity both in their presence and in discussions with others; avoiding the use of foul language, offensive gestures or inappropriate remarks; discerning accurately when supervision or advice is needed and seeking those out before acting; recognizing when one's ability to function effectively is compromised and asking for relief or help; never administering care while under the influence of alcohol or other drugs (prescription or illegal); not engaging in romantic, sexual or other nonprofessional relationships with a patient; even upon the apparent request of a patient; and advocating for the best care of the patient, in context of that patient's belief's and desires.
7. **Responsibility to Duty.** Effectively undertaking duties with alacrity [eagerness, enthusiasm, and promptness are synonyms] and persevering until complete, or notifying a responsible person of a problem; being

punctual for class, small groups, conferences and clinicals; timely notification of classroom/clinical faculty, and program directors of absences of an inability to carry out assignments and clinical duties; identifying emergencies and responding appropriately.

8. **Unauthorize Disclosure or Distribution of Course Materials.** Intentionally or knowingly disseminating recorded lecture materials or transcripts that include students' discussions or personal experiences without authorization from faculty.

Purpose of the Code of Professional Conduct

The primary purpose for the Code of Professional Conduct is to review nonacademic issues in the School of Nursing with the goal to protect and preserve the quality of the educational environment, the campus community, and the healthcare setting.

This purpose entails several basic expectations:
1. That the School of Nursing assumes high standards of courtesy, integrity, and responsibility in all of its members; and
2. That each student is responsible for his/her conduct and that continuation as a student is conditional upon compliance with the requirements of student conduct expressed or implied in this Code of Professional Conduct.

The School of Nursing reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community and the patients we serve. The Associate Dean for Education and the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs are charged with the welfare of all students enrolled at the School of Nursing. Accordingly, in emergency situations, the above individuals have full authority to deal with student conduct according to the exigencies of the emergency and for its duration.

PROHIBITED CONDUCT

Each student may be subject to this Code of Professional Conduct whether misconduct occurs on the University premises, at University or School of Nursing sponsored activities, in the healthcare setting, or at any location off-campus when such conduct is brought to the attention of the School of Nursing/University.

It is neither possible nor necessary to specify every instance of misconduct that could result in disciplinary action against a student.

The following list includes, but is not limited to, conduct that may subject a student to disciplinary action:

1. Attempting, assisting, or encouraging any conduct as described below.
2. Causing physical harm to any person or causing emotional harm by creating

reasonable apprehension of such harm.

3. Disorderly or indecent behavior including, but not limited to, destroying or damaging School of Nursing/University property or the property of others.
4. Engaging in conduct directed at a specific person or persons that seriously alarms or intimidates such person or persons and that serves no legitimate purpose. Such conduct may include: explicit or implicit threats, including gestures that place a person in reasonable fear of unwelcome physical contact, harm, or death; following a person about in a public place or to or from his or her residence; making remarks in a public place to a specific person that are by common usage lewd, obscene, expose a person to public hatred, or that can reasonably be expected to have a tendency to cause acts of violence by the person to whom the remark is addressed; or communicating anonymously by voice or graphic means or making a telephone call anonymously whether or not a conversation ensues.
5. Violating the University's Policy on Sexual Misconduct.
6. Violating the University's Policy on Equal Opportunity and Discriminatory Harassment.
7. Initiating or causing any false report, warning, or threat of fire, explosion, or other emergency.
8. Misrepresenting information or furnishing false information to the University, School of Nursing, or its representatives.
9. Forgery, alteration, misrepresentation, counterfeiting, or misuse of any University, School of Nursing, or other document, instrument of identification, or access device.
10. Appearing in a public place manifestly under the influence of alcohol or a controlled or other intoxicating substance, particularly when there is danger to self, others, or property or there is unreasonable annoyance to person(s) in the vicinity.
11. Unauthorized distribution, possession, or use of any controlled substance or distribution, possession, or use of any illegal drug.
12. Unauthorized use, possession, or storage of any weapon.
13. Unauthorized use or possession of fireworks or incendiary, dangerous, or noxious devices or materials.
14. Intentionally or recklessly misusing or damaging fire or other safety equipment.
15. Theft or misuse of property or services.
16. Substantially interfering with the freedom of expression of others.
17. Interfering with normal University or School of Nursing functions, University-sponsored activities, or any function or activity on University premises including but not limited to studying, teaching, public speaking, research, University or School of Nursing administration, or fire, police, or emergency services.
18. Disregarding or failing to comply with the directive of a hearing body or University official including a campus police officer acting in the performance of his or her duties.
19. Disregarding or failing to comply with the directive of an officer of the law acting in the performance of his or her duties.

20. Disrupting School of Nursing/University or other computer systems; unauthorized alteration, disclosure, gaining or providing unauthorized access; or destruction of School of Nursing/University or other computer system or material; improper access to School of Nursing/University or other computer files and systems; or violation of copyright or proprietary material restrictions connected with School of Nursing/University or other computer systems, programs, or materials.
21. The display or distribution of lewd, offensive, threatening or inappropriate material via paper or electronic means. Such material includes pictures, videos, or written content that portray oneself or others in a manner that brings dishonor to the profession of Nursing.
22. Violating any government laws or ordinances, or of any University or School of Nursing rules, regulations, or policies.
23. Failure to report any arrests, criminal charges, positive results of drug tests or Criminal Background Checks (CBCs) that occur from the time of acceptance until graduation.

The School of Nursing is not designed or equipped to rehabilitate students who do not abide by this Code of Professional Conduct. It may be necessary to remove those students from the campus and to sever the institution's relationship with them as provided in this Code of Professional Conduct.

The Senior Vice President/Dean for Campus Life is delegated responsibility pertaining to all student organizations and student government and, in conjunction with the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs, has the responsibility and authority to discipline such organizations whose members are students within the School of Nursing.

Dismissal for Professional Conduct

Students may be dismissed for violation of the professional code of conduct. The student should refer to the Code of Professional Conduct, Honor Council for issues of professional misconduct. Professional Conduct violations will be reviewed by the Associate Dean for Education and the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs. The Dean of the Nell Hodgson Woodruff School of Nursing makes the final dismissal decision.

The Honor Council

PURPOSE
The Honor Council is a group within the Nell Hodgson Woodruff School of Nursing to whom allegations of academic or professional misconduct are directed. Alleged violations of the student honor code or pledge are reviewed by the Honor Council. The council is responsible for determining the validity of any allegation of academic or professional misconduct. In addition to its judicial purpose, the Honor Council serves to strengthen the ethical

orientation of those in the School of Nursing.

DUTIES

The duties of the Honor Council shall include the following:

1. Introduce the Student Honor Code to the student body at the start of each academic year;
2. Validate that all new students have signed an "Honor Code Pledge" form. This should be completed upon the student's initial registration and is valid for the entire time while a student is at the Nell Hodgson Woodruff School of Nursing;
3. Recommend actions to the Dean as deemed appropriate;
4. Recommend actions to the faculty in the interest of promoting sound ethical behavior within the student body;
5. Revise the Student Honor Code in collaboration with the faculty, Associate Dean for Education, and the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs;
6. Keep strictly confidential any infraction, preliminary meeting, and/or hearing. The confidentiality surrounding this Honor Council is of the utmost importance. No one outside the members of the council shall be informed of any activities surrounding a reported infraction;
7. The council shall consist of representatives from the pre-licensure programs, post- licensure programs, and the faculty. If the existing Honor Council student members do not enroll in the summer semester, additional students may be appointed by the Dean/Associate Dean to fill these vacancies on a temporary basis. It is the responsibility of the Honor Council to meet at the beginning of the summer semester to orient temporary student members to Honor Council procedures and expectations.

Alternate members of the Honor Council are expected to:
1. Attend any initial Honor Council orientation sessions at the beginning of the year;
2. Replace their representatives for a hearing procedure in the event that a representative cannot be present and/or cannot serve because of a conflict of interest with the student being accused of misconduct.

MEMBERSHIP

Student Membership

There shall be seven student members of the Honor Council and seven alternate student members. Representatives to the council shall consist of ten pre-licensure students (two from the traditional BSN program, two from the D-ABSN program, two from the MN program, two from the MN Spring Start program, two from the MN Pathway program in their pre-licensure portion) and four post-licensure students (two from the MSN program and two from the DNP program). Pre-licensure and post-licensure students shall serve for the length of time they are in that educational

program.

Council members can be nominated by themselves, class members, or faculty. The nominees will submit a letter of interest for which will be reviewed by faculty members of the council and carry-over student members who will make selection recommendations to the Associate Dean for Education.

Qualifications

To be considered for membership on the Honor Council, a student must be in good academic standing, that is, not on academic probation, and display qualities of honesty, integrity, and maturity. It is recommended that candidates have an interest in dealing with ethical issues, possess and ability to work under pressure, and be willing to commit time as required by the council. The qualifications shall be read before any election of Council Representatives. If students go on academic probation, they will step down from the Council. A call for a new member will be initiated by the Honor Council at that time.

Faculty Membership

The Nursing School Honor Council shall also seat three faculty members and three alternate faculty members. These members shall be chosen with these stipulations:

- Registered nurse currently full-time faculty of the Nell Hodgson Woodruff School of Nursing
- Faculty members, including the chair, and alternates shall be appointed by the Dean
- One faculty member and alternate will be from each of the programs (pre-licensure BSN/MN, post-licensure MSN, and post-licensure DNP)
- Each faculty member shall be appointed to serve a two-year calendar term to begin in September. One faculty representative and alternate shall begin their term in September of one (1) year, while the other faculty member and alternate shall begin their term in September of the following year. Since membership on this committee requires more training it is anticipated that senior members of the committee, might be expected to serve more than two years. For example, they might serve one year as a member of the committee, one year as co-chair, a third year as chair, and finally a fourth year as an alternate. In the event of a vacancy occurring in one of these positions, another faculty member shall be appointed by the Dean/Associate Dean for Education/Associate Dean for Equity and Inclusion, Admissions, and Student Affairs to fill that vacancy until the end of the original term.

Honor Council Procedures

It is the responsibility of every member of the faculty and student body to cooperate in supporting the honor system. In pursuance of this duty, any individual, when they suspect that academic or professional misconduct has occurred, shall report this suspected breach to the Honor Council Chair, a member of the Honor Council, a faculty member of the Honor Council, and/or the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs and the Associate Dean for Education of the School of Nursing.

With one exception, described below, Honor Council Procedures apply to all students enrolled in School of Nursing courses. Students enrolled in the PhD program are governed by Laney Graduate School policies. In the event of an academic integrity or conduct violation, the Director of Graduate Studies and the Laney Graduate School will be notified of the violation.

If faculty determine a reasonable suspicion exists that violation of the honor code has occurred, they may (**click here** to view Honor Code Concern Procedure Map):

1. Resolve the concern via Informal Resolution if the student has had no prior Honor Code violation in the SON or elsewhere in the University. Faculty must contact the Honor Council chair to verify whether the student has a prior violation. If there is a prior honor code violation, informal resolution is not an option. If the student is willing to accept responsibility and a restorative conversation occurs, the faculty may submit the *Information Resolution Form* to the Honor Council Chair and the concern will be considered resolved.
2. If the student is unwilling to accept responsibility, or if the faculty feels the concern should be reviewed by the Honor Council, they should escalate the concern to the Program Director/Specialty Director who will consult with the Associate Dean for Education and the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs (referred at as Associate Deans) on next steps.

   The Associate Deans review the concerns and determine:
   a. The student's conduct does not appear to constitute academic misconduct
   b. There is insufficient evidence to pursue an investigation
   c. Deems the suspected offense trivial in nature
   d. Deems there is a reasonable suspicion of a violation that requires the Honor Code process

   The Associate Deans will notify the Program Director/Specialty Director and Faculty of their determination. If the Associate Deans deem there is a reasonable suspicion of a violation that requires the Honor Code process, the

faculty will submit the Honor Code concern to the Honor Council Chair.

Upon receipt of the Honor Code concern, the Honor Council Chair will notify the student that the concern has been received and will designate one student member of the Council and one faculty member of the Council to investigate the charge. Those investigating the charge should be from the same level as the student accused e.g., a pre-licensure student or post-licensure student.

The investigators shall inform the accused in writing of what course and work or behavior is involved in the charge and shall supply the accused with a copy of this code. The investigators shall meet with the accuser, separately with the accused and shall interview other potential witnesses and review any documentary and physical evidence. The accused may also suggest the names of witnesses to testify and may submit additional documentary or physical evidence not previously brought to the attention of the investigators. The investigators shall determine whether to refer the accusation for a hearing and notify both the chairperson and the accused of their decision.

1. During the preliminary meeting and proceedings of the Honor Council, members shall act in accordance with the strictest neutrality and all deliberations shall be confidential. In the event that a member of the council is biased either for against the accused, or if they are called upon to be a witness, it is their obligation to excuse themselves from the proceedings. It is required that at least one student and one faculty member be from the same program as the accused. The Honor Council will determine which of the following procedurals are appropriate:
    a) Informal Resolution
    b) Investigation & recommendation for dismissal of charge
    c) Investigation & recommendation on full hearing
    d) Administrative Hearing

    The student will be notified of the Honor Council's decision within ten (10) business days.

2. If a decision is made to refer the case for a full hearing, the accused student will be given at least five (5) business days' written notice of the charges alleged against the accused student and of the date, time and place of the hearing.

3. The Committee shall conduct the hearing. At least six members of the committee must be present for the hearing, including the Chair. The Committee may require witnesses to testify at the hearing who are students, faculty or staff of the School of Nursing. Witnesses will be

present at the hearing only during the actual time of their testimony. Rules of evidence that apply in courts of law shall not apply in such hearings. The hearings shall be closed to everyone except the Committee, appropriate staff; the accused student and complainant and the advisor(s) to the accused student and the complainant. The advisor must be a member of the Nell Hodgson Woodruff School of Nursing faculty or staff of a student currently enrolled in the Nell Hodgson Woodruff School of Nursing. The advisor may accompany the accused student for the purposes of consultation but does not have the right to examine witnesses or ask questions. No lawyers are permitted to attend these hearings. The Chair of the Committee will consider exceptions for requests submitted prior to the scheduled hearing.

Both parties and/or their advisors are allowed to:
a. Be present at the hearing until such time as the Committee retires to deliberate the decision. If the student/advisor/complainant fails to appear at the hearing, the hearing may be held in their absence.
b. Present tangible and documentary evidence and evidence by witness or by signed statements of witnesses who do not attend the hearing, including the signed written statements of the complainant or the accused. If witnesses fail to appear, the hearing shall be held in their absence.
c. It is the responsibility of the accused student and complainant to notify any additional witnesses not called by the Committee. Additional witnesses must have the prior approval of the Committee Chair. All witnesses shall be notified of the date, time and place of the hearing by the Committee Chair.
d. The Chair of the Committee shall have the final decision on what evidence will be presented and the tone of the questioning. The Chair may decide to stop questioning at any time.

4. At the conclusion of the evidence, the Honor Council shall retire to deliberate privately and determine if the accused student has violated the Academic Code or the Code of Professional Conduct. A determination that a student has violated the Nell Hodgson Woodruff School of Nursing Honor Code requires a simple majority vote. The Chair will not vote on the determination except in the case of a tie.

5. If the finding of a violation is determined, the Committee shall be provided with a record of previous disciplinary proceeds in which the student was found in violation of the Honor Code by the Honor Council Chair, Associate Dean for Education, or Associate Dean for Equity and Inclusion, Admissions, and Student Affairs. On the basis of the hearing and the student's previous record, a decision for a recommendation to the Dean will be made

regarding sanctions by a simple majority vote. The Chair will not vote on the sanction recommendations except in the case of a tie.

6. The following sanctions may be imposed:
   a. Verbal reprimand without an entry on the student's record
   b. A written reprimand on the student's record and a notice in writing to the student that the student has violated a School regulation and must cease and not repeat the inappropriate action.
   c. A grade of "0" or an "F" on the exam or assignment
   d. An "F" on the permanent transcript for the course
   e. Probation for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating institutional regulation(s) during the probationary period
   f. Required restitution in compensation for loss, damage, or injury. This may take the form of service, monetary compensation or material replacement
   g. Discretionary sanctions in the form of work assignments or service to the School of Nursing, the University or community
   h. Suspension of the student from the School of Nursing for a definite period of time, after which the student may be eligible to return. Conditions for re-enrollment may be specified and documentation will be available to the Progressions Committee for review as indicated.
   i. Permanent separation or dismissal from the School of Nursing and/or The University

Conduct sanctions h (suspension) and i (dismissal) shall be entered permanently on a student's record. Sanction e (probation) shall be entered on the student's record for the term of the probation. Any sanction may include mandatory referral to university-based resources for medical or mental health evaluation and treatment if necessary. An evaluation supporting the student's reentry to the Nell Hodgson Woodruff School of Nursing may be required by the Associate Dean for Education and Associate Dean for Equity and Inclusion, Admissions, and Student Affairs, or the Dean before re-entry and the student meets requirements for re-entry.

Decision Following an Honor Council Hearing and Appeal Process

The recommendations of the Committee as to both responsibility and sanction(s) are in all cases advisory to the Associate Dean for Education and the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs. The Committee will provide the Associate Dean for Education and the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs (referred to as Associate Deans) with a written decision outlining the facts of the case, a recommendation as to responsibility and the rationale for that recommendation, and recommended sanction(s), if applicable. The Associate Deans will then consider the recommendations from the Committee. In the event, the sanction is suspension or

dismissal, the Associate Deans will make a final decision as to responsibility and sanctions. The conduct sanction, suspension or dismissal, is not effective until the appeal is complete (if applicable). In making the decision, the Associate Deans may request additional information from the Committee, including asking for clarification as to the rationale for any of the recommendations. The Associate Dean of Education will then send the final decision to the Committee Chair, who will notify the accused student and the complainant (if a faculty or staff member) within five business days of the hearing. The accused student shall receive written notice of the outcome of the hearing that includes:

     1) a statement of the charges;
     2) the decision as to responsibly for each charge;
     3) the sanction(s).

A student who is found responsible following a Hearing may appeal that decision by submitting a written appeal to the Dean within five business days of receiving the decision from the Committee Chair. The only grounds for submitting an appeal that (a) the Committee and/or the Associate Deans did not administer the procedures according to its published policies, and it is likely these errors could have substantially altered the decision; (b) the sanctions were disproportionate to the circumstances of the violation: or (c) there is new evidence, that could not have been reasonably discovered prior to the hearing, and it likely would have substantially altered the decision of the Associate Deans.

Upon receipt of an appeal, the Dean, or their designee, will review the written appeal, as well as the record from the Hearing, the written decision from the Committee, the decision of the Associate Dean for Education, and any other information the Dean deems relevant. The Dean may seek clarification of points raised in the Hearing or the Appeal by conferring with members of the Committee or the Associate Dean for Education and Associate Dean for Equity and Inclusion, Admissions, and Student Affairs. After reviewing the appeal, the Dean may:

(a) deny the appeal and affirm the finding of responsibility and sanctions;
(b) affirm the finding of responsibility but modify the sanctions in any way the panel deems fit; or,
(c) remand the case to the Committee for a new hearing.

The Dean will notify the student of the decision on the appeal in writing within ten business days absent extenuating circumstances.

Academic Grievance and Appeals Procedure
The Nell Hodgson Woodruff School of Nursing encourages all academic and administrative concerns to be addressed promptly and directly between constituents and settled through appropriate and respectful conversation between the parties involved. Inquiries or concerns related to coursework, grading, or faculty

interaction should be first directed to the faculty of the related course. If a student wishes to contest a final grade in a course, they are encouraged to follow the lines of communication, which first encourages them to meet with their course faculty. If the issue is not resolved, they should continue to follow the Lines of Communication (refer to page 49). If communication with the appropriate individuals does not lead to a resolution to the academic/administrative issue that is satisfactory to the student, the student may request in writing a formal review through the Associate Dean for Education.

The Academic Grievance and Appeal Procedure provides a formal avenue for students to address concerns related to academic and administrative issues. The Academic Grievance and Appeals Procedure applies to all students enrolled in courses at the School of Nursing, regardless of program, except for PhD Students. PhD nursing students should refer to the grievance process outlined by Laney Graduate School at http://www.gs.emory.edu/academics/policies/

For appeals related to academic dismissal, the student may submit a written appeal (via email) to the Dean of the NHWSN within five business days of receiving the dismissal notice. The NHWSN Dean makes the final decision.

APPEAL CRITERIA
The grade appeal protocol affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate final grade has been assigned under the following circumstances:
• Grade was assigned in a capricious or arbitrary way: The faculty member has arrived at the grade without considering all the pertinent facts or has arrived at the grade based on reasoning which is influenced by irrelevant information not in accord with the course syllabus.
• Assignment of a grade inconsistent with criteria used to assign grades to other students: The grade was given using criteria not on the syllabus and different from criteria used to grade all other students in this specific class, with the same instructor, in the same semester.
• Mechanical error occurred in the calculation of a grade: The grade has been inaccurately assigned due to clerical or administrative error.

WRITTEN REQUEST FOR APPEAL
The written request is submitted within five business days of the final grade being posted and should include:
• The specific nature of the problem,
• All individuals involved in the problem situation,
• Previous attempts made to resolve the problem and supporting documentation, and
• Proposed actions to resolve the situation.

When an appeal criterion is met, an ad hoc Hearing Committee comprised of faculty members from the NHWSN Hearing Pool will be formed by the Associate Dean for Education after receiving the written appeal. Hearing Committee members will be provided with a copy of the appeal to review and will determine if the grievance merits a full review following the Academic Grievance and Appeals process. The Hearing Committee will notify the Associate Dean for Education, appropriate parties, and the student within five (5) business days of their decision to accept the appeal and move to full review following the Academic Grievance and Appeals process or reject the appeal.

The Academic Grievance and Appeals Committee

The Academic Grievance and Appeals Committee is an ad hoc committee, which will convene to review the written documentation of the student's appeal, and review appropriate policies and procedures related to the appeal.

ACADEMIC GRIEVANCE AND APPEALS HEARING COMMITTEE MEMBERSHIP

The Academic Grievance and Appeals Hearing Committee membership will be selected from a Hearing Pool of faculty by the Associate Dean for Education and composed of:

- Five faculty members not presently involved with teaching the student.
- The Chair will be designated by the Hearing Committee membership and will be nonvoting except in a tie situation.

INITIAL REVIEW OF AN ACADEMIC APPEAL

The Academic Grievance and Appeals Hearing Committee will proceed with the investigation as follows:

- Two (2) Academic Grievance and Appeals Hearing Committee members will offer the opportunity to meet privately with the student prior to the hearing to present his/her case. The student may decline the request to meet with the Academic Grievance and Appeals Hearing Committee and, if so, the Committee will base its decision on the available information.
- Two (2) Academic Grievance and Appeals Hearing Committee members will meet privately with other involved parties. Committee members may request information from a faculty member, course instructor or other individuals named or involved in the grievance. The requested information may be provided in writing or in person at the discretion of the Academic Grievance and Appeals Hearing Committee members.

THE ACADEMIC GRIEVANCE AND APPEAL HEARING

The Academic Grievance and Appeals Hearing Committee shall conduct the hearing of the appeal in a closed session. If the student chooses to appear before the Committee, they may be accompanied by their academic adviser or another School of Nursing faculty/staff member for support. The student may speak on their own

behalf. Other support individuals may attend but may not speak on the student's behalf. School of Nursing members involved in the appeal may be requested to attend and speak on the issue/problem. No attorney may attend the meeting in a legal capacity.

The Academic Grievance and Appeals Committee will review the appeal and consider the following questions:
1. Have the appropriate policies and procedures been followed, and have they met fair and reasonable standards?
2. Are there mitigating circumstances?
3. What action should be taken?

At the end of the hearing all parties will be dismissed, and the Academic Grievance and Appeals Hearing Committee will vote. In the event of a tie, the Chair will vote.

ACADEMIC GRIEVANCE AND APPEALS COMMITTEE RECOMMENDATION

The Academic Grievance and Appeals Hearing Committee recommendation may be one of the following:
1. Find in favor of involved parties and uphold sanctions.
2. Find in favor of the student and create recommendations for resolution.

A summary of findings and recommendations will be sent to the Dean.

The Dean shall review the Academic Grievance and Appeals Committee recommendation and take one of the following actions:
1. Accept the recommendation.
2. Accept the recommendation with modification.
3. Reject the recommendation and formulate a new resolution.

NOTIFICATION OF RECOMMENDATION

After the Dean has issued a decision, the Committee will send a copy of the recommendation to the student, the person whose decision is being appealed, and the Associate Dean for Education. A copy will be placed in the Student Appeal File.

CONFIDENTIALITY OF HEARING DOCUMENTS

All documents pertinent or related to the appeal shall be kept in a Student Appeal file, numbered consecutively for each calendar year. The file shall be made available only to members of the Hearing Committee, the Associate Dean for Education, the Associate Dean for Equity and Inclusion, Admissions, Student Affairs, and the Dean. The file shall not be made available to other parties except as provided by law.

FURTHER RESOLUTION IF NECESSARY

If the student deems the issue/problem unresolved after receipt of the Academic Grievance and Appeals Hearing Committee recommendation and Dean's response,

the student may make an appointment with the Dean to discuss and resolve the issue/problem in person. After this meeting the Dean shall decide on a course of action and notify the student, the person whose decision is being appealed, and the Associate Dean for Education and the Associate Dean for Equity and Inclusion, Admissions, and Student Affairs of the final decision.

If the student deems the issue/problem to be unresolved after receiving the Dean's decision, the student may contact the Office of the Provost. The Provost's Office is the final destination of any unresolved appeals.

RESEARCH MISCONDUCT
Research misconduct allegations/violations will be brought to the attention of the Associate Dean for Education and will be reported to the Office of Research and to the Associate Dean for Research. The Office of Research will take ownership of the investigation from this point forward.

REVOCATION OF AN EMORY UNIVERSITY DEGREE
Revocation of an Emory University degree (BSN, MS, MSN, Post-Graduate Certificate, DNP) may occur from acts of academic misconduct which, if known at the time of the awarding of a degree, would have resulted in a decision not to award the degree, without any further proceedings.

Student Rights and Responsibilities

NATIONAL STUDENT NURSES ASSOCIATION (NASA) BILL OF RIGHTS AND RESPONSIBILITIES
The NSNA Student Bill of Rights and Responsibilities for pre-licensure students was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

We uphold the NSNA bill of rights and responsibilities for Nursing students. They are as follows:
- Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
- The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom with responsibility.
- Each institution has a duty to develop policies and procedures, which provide and safeguard the students' freedom to learn.
- Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin,

ethnicity, age, gender, marital status, lifestyle, disability, or economic status.

- Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
- Students should have protection through orderly procedures against prejudice or capricious academic evaluation, but they are responsible for maintaining standards or academic performance established for each course in which they are enrolled.
- Information about student views, beliefs, and political associations that instructors acquire in the course of their work should be considered confidential and not released without the knowledge or consent of the student.
- The student should have the right to have a responsible voice in the determination of his/her curriculum.
- Institutions should have a carefully considered policy as to the information that should be a part of a student's permanent educational record and as to the conditions of this disclosure.
- Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
- Students should be allowed to invite and to hear any person of their own choosing, thereby taking the responsibility of furthering their education.
- The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs.
- The institution has an obligation to clarify those standards of behavior that it considers essential to its educational mission and its community life.

- Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
- As citizens and members of an academic community, students are subject to the obligations that accrue them by virtue of this membership and should enjoy the same freedoms of citizenship.
- Students have the right to belong or refuse to belong to any organization of their choice.
- Students have the right to personal privacy in their living space to the extent that the welfare of others is respected.
- Adequate safety precautions should be provided by Schools of Nursing, for example, to and from student dorms, adequate street lighting, locks, etc.
- Dress code, if present in School, should be established by student

government in conjunction with the School director and faculty, so the highest professional standards possible are maintained, but also taking into consideration points of comfort and practicality for the student.

- Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

Student Concerns

Please visit Student Concerns/Suggestions webpage via this link

Students are an integral part of the SON community and are encouraged to communicate their suggestions and concerns to faculty and staff. Student concerns may address areas such as:

Academic Assistance
Academic Issues
Campus and Student Life
Career Services
Financial Aid Assistance
Graduation
Orientation
Registration
Student Services
Technology
Sexual harassment
Diversity, equity and inclusion concerns
Miscellaneous other suggestions/concerns.

Lines of Communication: As a general guideline, concerns around academic issues should be addressed first within the School of Nursing with individual course or clinical faculty, course coordinator, and follow the lines of communication which may include a discussion with the program director, specialty director, MSN/DNP director (if applicable), Associate Dean for Education, Associate Dean for Clinical Practice Operations, Association Dean for Equity and Inclusion, Admissions, and Student Affairs, or the Dean.

While it is preferable that students communicate directly with the relevant individual about their concern, the School of Nursing provides a mechanism through an electronic **Communication Form** if preferred. This form can be completed anonymously as well. The **Communications Form** can be accessed at the following link: https://emorynursing.wufoo.com/forms/sd9t4v119y422/

To the extent possible, we try to follow up with students who communicate concerns in a

timely manner. For concerns about faculty or staff, confidentiality rules may prohibit discussion of actions taken with a specific individual to address student concerns. These actions may include recommendations that the faculty or staff member receive professional development, coaching, reassignment to a different course, or other corrective actions. Students are asked to complete course and faculty evaluations at the end of each semester. Completing course evaluations is the most effective way for students to provide feedback on their educational experiences related to teaching. This data will be used for quality improvement for courses and faculty teaching, faculty retention and promotions, and overall program evaluation. Constructively stated comments and suggestions on course and faculty evaluations are key opportunities for students to provide perspectives on what is positive and what needs to change. Data are reviewed each semester, and annually by leaders of the school with appropriate actions to constantly improve the quality of our programs and teaching.

If a concern cannot be resolved using approaches described above, there is a process to file a formal complaint. To initiate this process, go to the School website under the **Students Tab and select Resources** from drop down menu. The Student Complaints form is located under the Resources section. A response acknowledging receipt will be provided to the student under the Student Complaints Status tab.

Emory University Student Complaints

Emory University is committed to receiving and addressing written student complaints against the University, its faculty, staff, or administrative personnel in a timely manner. Appropriate procedures should be adhered to in response to student complaints. Students should first attempt to resolve their complaints with the office most directly responsible for the action being challenged. Each School at Emory has an office of Student Services that can further assist students and direct them within their specific School if they are uncertain about where to start. In addition, students may use the ombudsperson (http://ombudsperson.emory.edu/index.html) to assist with complaints if they are uncertain or wish to discuss a situation confidentially before taking more formal action.

Federal financial aid laws and regulations require that each state has a process to review and act on complaints concerning educational institutions in the state. You may file a complaint about Emory University with the State of Georgia Office of Inspector General by following the directions at the OIG website. If OIG receives a student complaint relating to financial aid, it will forward it to the Office of Inspector General of the U.S. Department of Education. Refer to Policy 10.12 Student Complaints for complete information.

Emory University Bias Incident Reporting

Emory University values open expression and vigorous debate in the context of civility and mutual respect for diverse individuals and communities. We continually

"practice" community by sharing our experiences, listening carefully to others, and debating ideas in civil, generous, and constructive ways. Bias incidents directly impact our ability to know, trust, support, and learn from one another.

The term bias incident refers to the use of language and/or actions that demonstrate bias (prejudice) against persons because of, but not necessarily limited to, their actual or perceived race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression or status as a military veteran. Bias incidents include, but are not limited to, name calling, stereotyping, belittling, or excluding others based on their identity. Some, but not all, bias incidents may rise to the level of discriminatory harassment,

sexual misconduct, or other violations of policy or law. The Bias Incident Report form can be accessed at the following link: http://campuslife.emory.edu/about/initiatives/programs/bias.html

Emory University Policies and Guidelines

Emory University Respect for Open Expression Policy

Open expression is the sharing of thoughts, ideas, beliefs, dissent, and protest through inquiry, speech, activism, and assembly, using displays, flyers, and other forms of communication consistent with University guidelines. Emory University's educational process requires diverse forms of open expression, including freedom of thought, inquiry, speech, activism, and assembly. Underpinning that process, the University affirms the rights of Emory community members to assemble and demonstrate peaceably within the limits of the institution's Respect for Open Expression Policy. Simultaneously, the University affirms the right of others to pursue their normal activities and to be protected from injury or property damage, as defined by law. Learn more about Emory University's commitment to open expression through the Respect for Open Expression Policy, University Senate Committee for Open Expression, and Open Expression Observers Program.

Bias Support Services (BSS)

Emory University is a community of respect, openness, understanding, and civility. We continually "practice" community by sharing our experiences, listening carefully to others, and debating ideas in civil, generous, and constructive ways. However, there are times when the actions and behaviors of community members impact others negatively. The Bias Incident Response Team (BIRT) was established to respond to these actions and behaviors with resources, support, and actions. While Emory University values open expression and vigorous debate in the context of civility and mutual respect for diverse individuals and communities, bias incidents directly impact our ability to know, trust, support, and learn from one another. The term 'bias

incident' refers to language and/or actions that demonstrate bias against persons because of, but not limited to, their actual or perceived race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, or status as a military veteran. Bias incidents include, but are not limited to, name-calling, stereotyping, belittling, or excluding others based on their identity. Some, but not all, bias incidents may rise to the level of discriminatory harassment, sexual misconduct, or other violations of policy or law. Learn more about BSS and how to report a bias incident.

Sexual Misconduct Policy 8.2

The Sexual Misconduct Policy applies to each of Emory's Schools, including the students of the Nell Hodgson Woodruff School of Nursing. Policy 8.2 sets forth a centralized reporting, investigation and grievance/conduct process for allegations of sexual misconduct pursuant to Title IX of the Education Amendments of 1972 (Title IX). Policy 8.2, which is administered through the office of Emory's Title IX Coordinator for Students, shall apply in the principal instance to address sexual misconduct allegation(s) in matters where the respondent is a student. Although each student is also bound by the provisions of the Nell Hodgson Woodruff School of Nursing Conduct Code, any investigation and adjudication pursued under Policy 8.2 shall take precedence over the Nell Hodgson Woodruff School of Nursing's separate Conduct Code or Honor Code provisions.

If there are multiple violations implicated by a reported incident (e.g., a violation of Policy 8.2 in addition to a violation of an individual School policy), the student/respondent may either by subject to multiple conduct proceedings, depending on the particular facts involved, or, upon the student's request or request by the Title IX Coordinator for Students, consent to a single proceeding under Policy 8.2, wherein all charges are adjudicated in one forum. Moreover, if a student is ultimately found not to have violated Policy 8.2, the student may still be subject to separate disciplinary proceedings under the policies of the Nell Hodgson Woodruff School of Nursing Student Handbook. To the extent that there may be any conflicts between the Nell Hodgson Woodruff School of Nursing policies/Conduct Code/Student Handbook and Policy 8.2, the provisions of Policy 8.2 shall govern allegations of sexual misconduct.

Social Media Guidelines

Social networking sites are an integral part of everyday life. How students and programs of Nursing are represented and viewed through social media has become increasingly important. Students should be cognizant when using blogs and social networking sites such as Facebook, Twitter, etc. of the impact they may have on themselves and the program.

Each student is responsible for his/her postings on the Internet and in all varieties of social media. Inappropriate postings on the Internet or social media will be considered a lapse in the standards of professional conduct expected of School of Nursing students and students may be subject to Code for Professional Conduct policies and may face disciplinary actions including dismissal from the School of Nursing.

Knowing that all students, staff, and faculty use social media – the following should be considered prior to ANY posting:

- **NOTHING IS PRIVATE: THERE IS NO SUCH THING AS AN 'ANONYMOUS' POST.** Anything you say online can be misunderstood or misinterpreted. Anyone with access to the web can gain access to your activity on social media regardless of privacy settings and attempts to separate your personal and professional life may be unsuccessful. Making postings "private" does not preclude others copying and pasting comments on public websites. "Private" postings that become public are still subject to sanctions by the School Code of Conduct.
- **DO NO HARM**: Respect your audience. Do not use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable at Emory University or any of our many clinical partners. Show proper consideration for others' privacy and for topics that may be considered objectionable or controversial such as politics and religion.
- **BE POLITE**: Realize that social media communities have their own culture, etiquette and norms, and be respectful of them.
- **UPHOLD PATIENT CONFIDENTIALITY**: Do not share information in a way that may violate any laws or regulations, i.e., HIPAA. Disclosing information about patients without written permission of the patient and School of Nursing, including photographs or potentially identifiable information is strictly prohibited. This rule also applies to deceased patients.
- **RESPECT COPYRIGHT, FAIR USE, AND FINANCIAL DISCLOSURE LAWS**: It is critical that you show respect for the laws governing copyright and fair use of copyrighted material owned by others, including copyrights and brands such as Emory University and the Nell Hodgson Woodruff School of Nursing logos. When in doubt, students should seek guidance regarding appropriate use of such materials.
- **DON'T PICK FIGHTS**: Be the first to correct your own mistakes and don't alter previous posts without indicating that you have done so.
- **TRY TO ADD VALUE AND CREATE INTEREST**: Provide worthwhile information and perspective. Use your own voice and bring your own personality to the forefront.
- **BE VIGILANT**: Be aware of your association with Emory University and the Nell Hodgson Woodruff School of Nursing in online social networks. If you identify

yourself as an Emory nursing student, ensure your profile and related content is consistent with how you wish to present yourself with colleagues and patients.

- **USE YOUR PERSONAL EMAIL ADDRESS - NOT YOUR EMORY EMAIL ADDRESS** as your primary means of identification on social media, just as you would not use Emory or School of Nursing letterhead when writing a personal correspondence. Do not use your Emory School of Nursing email address to express your personal views. Any posts or comments submitted for others to read should be posted with full identification of the writer. Where your connection to Emory is apparent, make it clear that you are speaking for yourself and not on behalf of Emory. A disclaimer, such as, "The views expressed on this [blog/website] are my own and do not reflect the views of my University or the School of Nursing".
- **USE YOUR BEST JUDGMENT**: If you are about to publish something that makes you uncomfortable, review the suggestions above. Internet activities may be permanently linked to the author, such that all future employment may be hampered by inappropriate behavior on the Internet.

For additional information, please see the National Council for State Boards of Nursing, Guide to Social Media

- https://www.ncsbn.org/347.htm
- https://www.ncsbn.org/3739.htm

ULTIMATELY YOU HAVE **SOLE RESPONSIBILITY** FOR WHAT YOU POST TO YOUR BLOG OR PUBLISH IN ANY FORM OF ONLINE SOCIAL MEDIA!

Alcohol and Drug Abuse Policy

Emory University is committed to the health and well-being of its faculty, staff, and student body. Alcohol and drug misuse and abuse can be detrimental to one's overall physical and emotional health; academic and/or professional performance; and adversely impact family, friends and co-workers.

As a recipient of federal grants and contracts, Emory University adheres to the provisions of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. As administrator of certain state-funded financial aid programs for students, Emory University also adheres to Georgia's Drug-Free Postsecondary Education Act of 1990. More information about the Emory Policies and Procedures Policy: 8.8 Alcohol and Drug Abuse can be found here: http://policies.emory.edu/8.8

- Students are expected to conduct themselves in both the academic and clinical settings in a manner that is befitting a professional nurse and comply with the Emory University Standards of conduct.

- Absolutely no alcohol is allowed in the classroom or in the clinical setting. Students are not to drink alcoholic beverages before class or clinical experiences. Any conduct that appears to indicate alcohol consumption, such that the student appears to be exhibiting behavior of being loud, boisterous, and unruly will be grounds for dismissal from class and from clinical.
- Students that appear under the influence of alcohol or other substances in these learning environments may be subject to disciplinary action up to dismissal from the program.
- University/ health care facility police will be notified to escort any student off campus who does not immediately comply with instructions to leave the campus or clinical.

The University sponsors several programs that provide information and professional services for its faculty, staff and students on matters related to the misuse and abuse of alcohol and drugs. These programs provide education, consultation, assessment, counseling and referral in a professional environment that respects individual confidentiality and integrity.

Both the Counseling and Psychological Services (CAPS) (404.727.7450) and the Office of Health Promotion (404.727.7551) are available for students.

Tobacco Free Environment

Emory University recognizes the serious health implications of both direct use of tobacco products and indirect exposure to the use of tobacco products. In order to create an atmosphere that is consistent with Emory's mission and commitment to improve the health and wellness of members of the Emory community, Emory University and Emory Healthcare (collectively "Emory") prohibit the use or sale of tobacco products in or on Emory owned or Emory leased property effective January 1, 2012. Smoking in unauthorized clinical areas is prohibited. More information about the Emory Policies and Procedures Policy: 4.113 Tobacco Free Environment can be found here: http://policies.emory.edu/4.113.

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