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INTRODUCTION
Dear RN-BSN Student,

Welcome to the Columbus State University School of Nursing Online RN-BSN Program. The RN-BSN Program is designed for registered nurses who have already earned an Associate Degree in Nursing. Whether you want to complete your Bachelor of Science Degree in Nursing to advance your education, expand your nursing skills, or open up new career opportunities, our RN-BSN program is designed to meet the needs of the working professional.

This program allows you to schedule the additional demands of studying and course work around your personal and professional life. All required clinical experiences will be community based and will occur in your geographical area. Our faculty will work with you to encourage and support you as you expand your professional career goals. Your hard earned work experience will be used as a platform for your professional growth. Furthering your education through the Columbus State University RN-BSN Program will be both challenging and rewarding. I wish you the best in meeting your educational goals.

Amanda Hawkins RN, MSN
RN-BSN Program Coordinator
Columbus State University History

Located in the growing northeast section of Columbus, Georgia, Columbus State University is a senior unit of the University System of Georgia. Established by the Board of Regents in 1958 as a Junior College, it rapidly progressed from a two-year institution to a comprehensive college and in 1996 was elevated to University status.

Columbus State University has a student body of over 8000. The 132-acre campus includes over 20 buildings, student housing in both dormitory and apartment style arrangements, and a wide variety of indoor and outdoor recreational facilities. Computer labs across campus provide student access to e-mail, word processing and online research, as well as instructional technology throughout the curriculum. The Simon Schwob Memorial Library provides online access to more than 100 data bases and to over 500 electronic full-text journals, including nursing journals.

Three off-campus centers provide unusual learning environments for CSU students and for the region’s school children and residents. The Oxbow Meadows Environmental Learning Center is a living laboratory where students of all ages can observe and study nature. CSU’s Coca-Cola Space Science Center houses a Challenger Learning Center, a planetarium theater that is technologically one of the best in the nation, and the Mead Observatory. CSU’s nationally renowned Schwob School of Music and the schools of Art and Theater are located in state-of-the-art performing arts facilities at the River Center uptown campus.

Columbus State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, master’s, educational specialist degrees, and education doctorate.

Accreditation and Georgia Board of Nursing Approval

The Bachelor of Science in Nursing program has full approval by the Georgia Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (CCNE).

Georgia Board of Nursing
237 Coliseum Drive
Macon, GA 31217-3858
Telephone: (912) 207 1640
www.sos.state.ga.us/ebd-rn

Commission on Collegiate Nursing
One DuPont Circle, NW, Suite 530, Washington, DC 20036.
Phone: 202-887-6791, Fax 202-887-8476
http://www.aacn.nche.edu/Accreditation/mission.htm
Columbus State University Administration and RN-BSN Faculty

Dr. Tim Mescon
President, Columbus State University

Dr. Tom Hackett
Professor and Interim Provost

Dr. Barbara Buckner
Professor and Dean, College of Education and Health Professions

Dr. Sheri Noviello
Professor and Director, School of Nursing

Dr. Cheryl Smith
Associate Professor and Associate Director, Graduate Program

Dr. LaTonya Santo
Associate Professor and Assistant Director of Undergraduate Programs

Ms. Amanda Hawkins
Associate Professor, RN-BSN Program Coordinator

Dr. Elizabeth Frander
Associate Professor, School of Nursing

Pre-Nursing Coordinators

Stephanie Lahnala, MA, Director of Advising and Recruiting

Advising/Recruiting, Coordinator for RN-BSN Advisement

Clinical Placement Coordinator

Marie Conklin, RN-BSN Administrative Assistant
RN-BSN PROGRAM AND CURRICULUM
Mission, Philosophy and Program Outcomes
School of Nursing, Baccalaureate Program

Mission

School of Nursing Mission Statement

- To achieve academic excellence in nursing education through learner centered teaching, evidence based practice, creative inquiry and student engagement.
- To prepare graduates for a successful nursing career that includes life-long learning, leadership and responsibility through professional nursing practice and service to others.
- To achieve recognition as a leader in nursing within the community through collaborative, public private partnerships and service.

Approved June 2009

BSN Program Mission Statement

To prepare caring, competent professional nurse generalists who provide safe, culturally sensitive, patient centered care for diverse patient populations in a variety of settings through interdisciplinary collaboration, evidence based practice, informatics, safety and quality improvement processes, and effective leadership in the roles of provider of care, manager of care, and member of the profession.

Approved June 2009

Philosophy/Organizing Framework

The philosophy/organizing framework and learning outcomes of the baccalaureate nursing program are consistent with the vision and mission of Columbus State University, emphasizing academic excellence through learner centered teaching, evidence based practice, creative inquiry, and student engagement. Professional success is promoted through lifelong learning, leadership, collaborative partnerships and service.

The nursing program is based on the following assumptions about individuals, health, nursing, professional nursing education, learning, and teaching.
**Individuals**
Individuals are unique and dynamic beings influenced by physical, psychological, social, cultural, behavioral, ethical, developmental, and spiritual variables who are constantly interacting with their environments. Each individual functions as a unified whole, with inherent dignity, worth, and rights. Though unique, individuals are social beings who share common human characteristics, needs, and patterns of behavior as they use adaptive processes to attain or maintain health. Interacting with each other and their environments, people create societies composed of individuals, families, groups, communities and populations. A culture exists when such groups share a system of beliefs, values, norms, ethics, and/or social networks.

**Health**
Health is a dynamic, adaptive process achieved through physical, mental and social well-being and not merely the absence of disease. Pursuit of health is both a human right and an individual responsibility. All individuals have the right to health care access, autonomy, and comfort and dignity in death.

**Nursing**
Nursing is a professional practice discipline concerned with human responses to health issues throughout the life span. Professional nurses assist patients to maximize their independence and quality of life through the provision of care to promote, maintain, or restore health or to support a peaceful death. Nurse-patient partnerships are developed for mutual planning of care and healthcare decision making. Professional nurses are responsible for:
- Practicing from a holistic, caring framework that respects and addresses patients’ differences, values, preferences and expressed needs
- Practicing from an evidence base in a variety of healthcare settings
- Practicing in diverse, complex, ever-changing global environments
- Designing and promoting safe, cost-effective, quality patient care
- Designing and implementing measures for health promotion and risk reduction
- Caring for diverse populations across the health illness continuum and the lifespan
- Caring for an increasing population of elderly patients with multiple chronic conditions
- Using critical thinking as the foundation for professional judgment decision making and problem solving
- Assuming accountability for one’s own and delegated nursing care
- Engaging in care of self in order to care for others
- Engaging in continuous professional development

**Professional Nursing Education**
Baccalaureate Education is the minimal level of education needed for professional nursing practice in today’s complex health care environment. Baccalaureate education
assists with preparation for practice that integrates the knowledge, skills, and attitudes from eight essential curricular elements:

- Liberal Education
- Quality Care and Patient Safety
- Evidence Based Practice
- Informatics
- Health Care Policy, Finance, and Regulatory Environments
- Communication and Collaboration
- Clinical Prevention and Population Health
- Professionalism and Professional Values

The Baccalaureate graduate is prepared to assume three major nursing roles:

- **Provider of Care:** In this role, the baccalaureate nurse is a provider of direct and indirect care for diverse populations across all environments. Clinical decisions are made using critical thinking within a legal and ethical framework. The provider of care role is based upon professional knowledge, skills and attitudes related to evidence-based practice, patient-centered care, teamwork and collaboration, safety, quality improvement, informatics and leadership.

- **Designer/Manager/Coordinator of Care:** In this role, the baccalaureate nurse functions autonomously and interdependently within the health care team. Nurses are accountable for their professional practice and image as well as for outcomes for their own and delegated nursing care. This role is based upon professional knowledge, skills and attitudes related to organization, delegation, supervision, interdisciplinary collaboration, and leadership to promote high quality, cost-effective care within the context of patient values.

- **Member of Profession:** A baccalaureate nurse possesses a professional identity and is accountable for one’s professional image. This role requires strong critical reasoning, clinical judgment, communication, and assessment skills. The professional nurse is an advocate for the patient and the profession to include policy processes that shape health care delivery and systems of care. The baccalaureate prepared nurse is committed to life-long learning and continuous professional development.

Within these roles, the baccalaureate nursing program emphasizes the interconnectedness of professional nursing concepts to achieve program outcomes. The professional clinical nurse course series encompasses patient-centered care, safety, and quality improvement. The professional development perspective course series include evidence-based practice, leadership, informatics, teamwork and collaboration (see diagram). Other foundational content, health assessment, pharmacology, pathophysiology, and evidence-based practice, enrich the curriculum with a focus on supporting essential knowledge, skills, and attitudes. The program culminates with a capstone course that focuses on evidence based principles and theoretical frameworks that will guide the discovery, synthesis, and dissemination of information related to a selected topic.
Learning
Learning is a life-long process of gaining knowledge, insights, skills, and new ways of thinking in the cognitive, psychomotor, and affective domains. It is influenced by motivation, life experiences, development, and learning styles. Adults learn best when they are active participants in a learning environment that is relevant, interesting, enjoyable, supportive, and engages a variety of learning styles. Learning occurs best when new concepts, skills and attitudes are integrated with one's past experiences and are applied in authentic, relevant situations. Learners are responsible for initiating and sustaining efforts to learn and actively engaging in learning activities.

Teaching
Teaching is a collaborative process in which both faculty facilitators and students are active participants and learners. The faculty facilitator serves as a mentor, coach, facilitator, role model and consultant. Effective teaching is based upon expert discipline knowledge, learning theory and strategies, and respect for learners as self-directed adults. The role of the faculty facilitator is to create a rich learning environment and develop meaningful learning activities that:

- provide connections with students' prior knowledge and experiences
- stimulate learner interest
- are relevant to learning goals
- accommodate different learning styles
- actively engage the learner
- provide an appropriate balance of structure and flexibility
- progress from structured to facilitated to self-directed

Expected Program Outcomes

The Bachelor of Science in nursing program prepares a licensed nurse for a successful career in today’s demanding healthcare environment. Graduates from this program are better able to assume the role as a professional nurse and utilize their leadership, critical-thinking, decision making and communication skills to assist with treatment of human responses to actual or potential health problems. Graduates are expected to meet the following program outcomes to function in the role of a professional nurse. Graduates will:

- Provide safe, patient centered care in a variety of settings.
- Apply concepts of safe practice to promote optimal patient clinical outcomes.
- Apply the quality improvement process to ensure patient safety and to meet desired clinical outcomes.
- Use sound evidence to make appropriate clinical decisions.
- Communicate and collaborate with members of the interdisciplinary health care team in a professional and effective manner, through verbal, non-verbal, written and electronic means to improve patient outcomes and teamwork.
• Integrate information technology into nursing practice in a variety of settings.
• Function as a leader within the nursing roles provider of care, manager of care, and member of the profession.

Adopted May 2008
Revised July 2010
Reviewed annually
Purpose

The purpose of the Georgia RN-BSN Articulation Model is to enable registered nurses to advance their education and is "designed to attain and maintain educational integrity and program quality."*

Procedures

The registered nurse articulating to the baccalaureate level will be awarded a minimum of one year of nursing course credits (minimum of 25 semester/42 quarter hours). These credits will be held in escrow until the baccalaureate candidate has demonstrated prior nursing knowledge by successfully completing 6.67 semester (10 quarter) hours of nursing credit. Credit held in escrow will then be placed on the transcript. The Articulation Model does not address non-nursing credits. Thus, the transfer of non-nursing credits will be according to the policy of the receiving institution.

Students who are required to test, according to the Georgia Articulation Model, must meet the testing standards established by the receiving institution. The model is further explained below and is depicted in the flow diagram.

For entry into a participating program, the registered nurse applicant must:
- meet the program's admission requirements;
- meet the program's general education entry requirements.
- hold a current and valid license to practice as a registered nurse within the United States and be eligible for Georgia licensure (The Georgia Board of Nursing requires a current Georgia license for any RN to BSN student enrolled in a clinical nursing course).

For progression through a participating program, the RN student:
- will be required to complete no more than 37 semester (56 quarter) additional hours of nursing.
- will be required to have no more than 200 total quarter (133 semester) hours (program applicable) for the baccalaureate degree.

*AACN, Educational Mobility, 2002
ADN & Diploma Graduates of Nursing Programs in Georgia

0-4 years after graduation
No testing required/no clinical practice required

>4 years after graduation with 1000 clinical practice hours in previous 3 years
No testing required

>4 years after graduation with <1000 clinical practice hours in previous 3 years
Must be tested

ADN & Diploma Graduates of Non-NLNAC-Accredited Programs Outside Georgia
Testing may be required for all graduates of these programs. Includes programs outside the USA.

*****************************************************************************

Participating Institutions

Through the collaborative efforts of faculty of the A.D.N. and B.S.N. nursing programs in Georgia and the Georgia Board of Nursing, this statewide RN-BSN Articulation Model has been formulated to facilitate the educational mobility of registered nurses who elect to pursue a bachelor's degree in nursing.

The Model is a cooperative and voluntary arrangement between academic institutions. Each nursing program participating operates as an integral part of its parent institution, thereby affirming the autonomy and diversity of each individual program.

Albany State University
Armstrong Atlantic State University
Brenau University
Clayton College & State University
Columbus State University
Emory University
Georgia Baptist College of Nursing
of Mercer University
Georgia College and State University
Georgia Southern University

Georgia Southwestern State University
Georgia State University
Kennesaw State University
LaGrange College
Medical College of Georgia
North Georgia College & State University
Piedmont College
State University of West Georgia
Thomas University
Valdosta State University

Red denotes AD Programs
Blue denotes BSN Programs
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<tr>
<th>AREA A ESSENTIAL SKILLS</th>
<th>Req. Hours:9</th>
<th>COURSE TAKEN</th>
<th>AREA F – COURSES TO MAJOR</th>
<th>Req. Hours:18</th>
<th>COURSE TAKEN</th>
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<td>English Composition I</td>
<td></td>
<td>ENGL 1101</td>
<td>Human A &amp; P 1</td>
<td>BIOL 2221</td>
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<tr>
<td>English Composition II</td>
<td></td>
<td>ENGL 1102</td>
<td>Human A &amp; P 2</td>
<td>BIOL 2222</td>
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<td>MATH</td>
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<td>Microbiology for the Health Sciences</td>
<td>BIOL 2225</td>
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<td>AREA B INSTITUTIONAL OPT</td>
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<td>Introduction to General Psychology</td>
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<td>Communications</td>
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<td>COMM 1110</td>
<td>Introductory Statistics</td>
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<td>LEAD or LIBR or ITDS or Foreign Language</td>
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<tr>
<td>AREA C HUMANITIES/FINE ARTS</td>
<td>Req. Hours:6</td>
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<td>Professional Clinical Nursing RN I</td>
<td>NURS 3191</td>
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<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
<td>Introduction to Health Assessment and Wellness</td>
<td>NURS 3293</td>
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<tr>
<td>Humanities</td>
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<td></td>
<td>Professional Development Perspectives RN I</td>
<td>NURS 3192</td>
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<tr>
<td>AREA D SCIENCE/MATH/TECH</td>
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<td>Applied Pathophysiology</td>
<td>NURS 3194</td>
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<td>Survey of Chemistry 1</td>
<td>CHEM 1151</td>
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<td>Professional Clinical Nursing RN II</td>
<td>NURS 4292</td>
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<td>CHEM 1151L</td>
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<td>Professional Development Perspectives RN II</td>
<td>NURS 4192</td>
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<td>Survey of Chemistry 2</td>
<td>CHEM 1152</td>
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<td>Evidence-Based Practice RN</td>
<td>NURS 3195</td>
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<td>Survey of Chemistry 2 Lab</td>
<td>CHEM 1152L</td>
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<td>Senior Project RN</td>
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<td>SCIENCE/MATH/TECHNOLOGY</td>
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<td>Selected Topics in Professional Nursing 3-0-3</td>
<td>NURS 3555</td>
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<td>AREA E SOCIAL SCIENCES</td>
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<tr>
<td>History</td>
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<tr>
<td>Government</td>
<td>POLS 1101</td>
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<td>World Cultures</td>
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<td>Behavioral Sciences</td>
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<td>WELLNESS REQUIREMENT</td>
<td>Req. Hours:3</td>
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<tr>
<td>Concepts of Fitness</td>
<td>PHED 1205</td>
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<tr>
<td>Select any one PEDS course</td>
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<td>Total Hours Required = 123</td>
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COLUMBUS STATE UNIVERSITY, SCHOOL OF NURSING BACCALAUREATE PROGRAM
CURRICULUM SCHEMA:  RN-BSN Degree Requirements

Schema Revised 5/23/13
A part-time student would need to work closely with the RN-BSN academic advisor. The student can decide if they want to take one course per term or more. However, all courses are not offered every term and we want you to complete your academic goal in the shortest time possible. Refer to the course listing for RN-BSN students.
NURSING PROGRAM
ADMISSION and PROGRESSION
INFORMATION

Admission Requirements: RN-BSN Students
(Subject to change in January of any year for the next fall semester)

Students must have:
- been admitted to Columbus State University
- have a valid RN license in the state in which you will completing clinicals
- earned a minimum nursing grade point average (GPA) of 2.5 based on a 4.0 scale
- NOT been excluded from another nursing program for any reason, including (but not limited to) academic dishonesty, disruptive behavior, or course failure (If student attended another nursing program they must submit a letter from the school’s Director or Dean of Nursing indicating their eligibility to return)
- met all "Essential Functions and Performance Standards" (listed below)

NOTE: Students who have previously graduated with an ADN may enter the RN-BSN program prior to passing the NCLEX. They will only be allowed to take core courses and non-clinical courses until they successfully pass the NCLEX.

RN-BSN Entrance Exam

The RN-BSN exam is ONLY for students who did not graduate from an accredited National League of Nursing School (NLN). This exam is required to satisfy the Georgia Board of Nursing Articulation Agreement for entrance into the RN-BSN program. This is not a General University Requirement Test.

Before requesting to take this exam make sure you have completed the following steps:

- Apply to Columbus State University (CSU) and select RN-BSN as your major. You will then receive two letters from admissions. The first letter verifies CSU has received your application. The second letter will confirm your acceptance to CSU.
- Before CSU will process your application, you must submit official transcripts from every college you have ever attended.
- Once you receive the admission letter from CSU stating you have been accepted to CSU, you will need an advising appointment.
- To do this you must: E-mail pace_rnbsn@columbusstate.edu or call the PACE office @ 706-507-8560 to make an advising appointment. Mrs. Conklin, the PACE Administrative Secretary will help you make an advising appointment. An RN-BSN Advisor will tell you if you need to take the RN Specialty RN-BSN Mobility Exam (not the Testing Center). Include your 909 number provided by the University (once accepted) in the email so they can easily find you.
Once the above steps have been completed, then you may contact the Testing Center or a location nearest you at a Prometric Testing Center https://www.prometric.com/en-us/contact-us/Pages/default.aspx

Testing must be completed prior to taking nursing courses in the RN-BSN program. Students may begin to take the core courses prior to testing. Contact the Testing Center at 706-507-8020 to make an appointment for the exam. The exam is proctored and must be taken at Columbus State University. The testing Center does not schedule appointments via e-mail. There is a non-refundable exam fee of $55.00 (exam fees subject to change). The fee must be paid when you schedule your appointment.

The Testing center is located in the Elizabeth Bradley Turner Center room 207
Timed Exam - Two (2) hours will be given to take the exam
Exam content is confidential and no study guide will be provided. Testing must be completed prior to taking nursing courses in the RN-BSN program. Students may take the core courses prior to testing
The exam may be taken a maximum of 3 times
If the student is not successful, they must wait at least 3 weeks before re-testing, to allow for adequate study time
The exam must have been completed within the last 2 years for the student to qualify for entrance into the RN-BSN program at CSU
The student must obtain a passing score of 75% for admission to the CSU RN-BSN program

---

**Essential Abilities and Performance Standards Requirements**

The following performance standards are set forth so that students will understand the essential eligibility requirements for participation and progression in the baccalaureate nursing program at Columbus State University. These standards include intellectual/cognitive, observation, interpersonal/communication, motor, and behavioral functions. The ability to assess and observe, plan, implement, and evaluate nursing care for a patient in a reasonably independent manner is an expectation of the School of Nursing.

**Essential Abilities and Performance Standards**
*(List not exhaustive)*

<p>| ESSENTIAL FUNCTIONS | EXAMPLES OF PERFORMANCE STANDARDS |</p>
<table>
<thead>
<tr>
<th>ESSENTIAL FUNCTIONS</th>
<th>EXAMPLES OF PERFORMANCE STANDARDS</th>
</tr>
</thead>
</table>
| INTELLIGENT / COGNITIVE – A student must be able to think clearly and critically in order to make effective decisions and judgments. | • Short and long term recall of specifics, ways and means of dealing with specifics, as well as universal and abstract concepts related to nursing.  
• Translate, interpret, and extrapolate information.  
• Transfer and apply knowledge from one situation to another.  
• Analyze elements, relationships, and organizational principles, recognizing unstated assumptions and distinguishing fact from hypothesis.  
• Synthesize information and knowledge, producing a unique communication or plan or idea not clearly present before.  
• Evaluate by judging in terms of evidence (eg. logical accuracy, consistency, and other internal criteria) as well as compare to professional nursing standards and other accepted criteria.  
• Think in a way that considers and reasons within multiple points of view.  
  CSU Dept of Nursing, BSN Program NLNAC Self Study, Fall 2002, p. 72  
  Adapted from Bloom’s Taxonomy of Cognitive Objectives, 1956  
  Adapted from Morrison et al, Critical Thinking & Test Item Analysis, p. 166 |
| OBSERVATION – A student must be able to independently read and understand written documents and computer screens and to observe a patient accurately using the senses of hearing, smell, vision, and touch. | • Hear heart and breath sounds, blood pressure, normal & faint voices, auditory alarms, and in noisy environments.  
• Visualize objects from 20 inches to 20 feet away (including depth perception & peripheral vision) such as patient records, appearance of a wound, skin color, gait)  
• Detect the presence of a foul odor  
• Palpate an abdomen, a pulse, skin temperature, sizes and shapes.  
  CSU Dept of Nursing, BSN Program NLNAC Self Study, Fall 2002, p. 72  
  Adapted from Bloom’s Taxonomy of Cognitive Objectives, 1956  
  Adapted from Morrison et al, Critical Thinking & Test Item Analysis, p. 166 |
| COMMUNICATION - A student must be able to communicate effectively verbally, non-verbally and in writing and using technology with others (for example: patients, families, peers, faculty, and members of the health care team). | • Establish rapport with patient, family, caregivers, & colleagues, while establishing therapeutic interpersonal boundaries.  
• Communicate verbally, nonverbally or in written format with all members of the health care team, peers, and faculty with professionalism, positive attitude, respect and courtesy.  
• Elicit information from a patient, family and caregivers.  
• Explain care and treatments and provide patient teaching applying teaching & learning principles and methods  
• Demonstrate procedures and regimens  
• Perceive non-verbal communication of others  
• Accurately describe patient, clinical, and other health related situations.  
• Communicate using computers and computer technology.  
  CSU Dept of Nursing, BSN Program NLNAC Self Study, Fall 2002, p. 72  
  Adapted from Bloom’s Taxonomy of Cognitive Objectives, 1956  
  Adapted from Morrison et al, Critical Thinking & Test Item Analysis, p. 166 |
| MOTOR – A student must have adequate motor function to effectively work with nursing problems and issues and carry out related nursing care. | • Safely, reliably and efficiently move from place to place and position to position including pushing, pulling, stooping, and bending in order to provide physical aspects of nursing care (eg. assisting patient ambulation, moving & positioning patients in bed, opening an obstructed airway, applying pressure to stop bleeding, cardiopulmonary resuscitation, pushing wheelchairs/stretchers).  
• Safely, reliably and efficiently provide aspects of nursing care requiring manual dexterity (eg. administration of medications by all routes, changing dressings, providing basic hygiene care).  
  CSU Dept of Nursing, BSN Program NLNAC Self Study, Fall 2002, p. 72  
  Adapted from Bloom’s Taxonomy of Cognitive Objectives, 1956  
  Adapted from Morrison et al, Critical Thinking & Test Item Analysis, p. 166 |
| BEHAVIORAL - A student must possess the emotional health required for total utilization of his/her intellectual abilities | • Tolerate physically and emotionally taxing workloads and function effectively during stressful situations.  
• Display flexibility in adapting to ever-changing situations and environments, dealing effectively with the unexpected.  
• Safely, reliably and efficiently function in an environment of uncertainty that is inherent in clinical situations involving patients.  
• Effectively and efficiently perform multiple tasks concurrently.  
• Interact with others in a manner that is positive and promotes trust and confidence in others.  
  CSU Dept of Nursing, BSN Program NLNAC Self Study, Fall 2002, p. 72  
  Adapted from Bloom’s Taxonomy of Cognitive Objectives, 1956  
  Adapted from Morrison et al, Critical Thinking & Test Item Analysis, p. 166 |

Adapted with permission from:  
Medical College of Georgia. January 1993  
Armstrong Atlantic State University, 2003  
Updated 06/30/03; 7/8/07; Reviewed by CSU Office Disability Services 7/29/2009
Disability Services Office

The Office of Disability Services coordinates the compliance of Columbus State University with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, not merely to achieve legality, but to foster academic potential through individualized plans tailored to the particular needs of students with disabilities.

Students with documented physical, psychological, or cognitive disabilities should contact the Office of Disability Services as early as possible so that proper accommodations may be made in a timely manner. If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-112 Section 504) and Americans with Disabilities Act (ADA) that may require you to need assistance attaining accessibility to instructional content to meet course requirements, we recommend that you contact the Office of Disability Services as soon as possible. It takes approximately 5 days to process a new student, which includes not only review of disability documentation, but also attending an intake meeting with the disability services professional. Scheduling the intake appointment with the Office of Disability Services is the responsibility of the student.

The office of Disability Services can assist you and your instructors in formulating a reasonable accommodations plan for your disability. Course requirements will not be waived but accommodations may be made to assist you to meet the requirements. Technical support may also be available to meet your specific need.

Contact: Joy Norman
Coordinator of Disability Services, Schuster Center (706) 507-8755

Pre-Clinical Requirements Policy

PURPOSE
The purpose of this policy is to provide guidelines to insure timely submission and verification of all pre-clinical requirements for nursing students.

POLICY
Student Instructions

- You must have a current unrestricted license in the state you plan to complete your clinicals as a Registered Nurse to enroll in the RN-BSN program. If the license is limited or restricted, the potential applicant must disclose the terms of the consent order and any restriction on practice as a condition of admission. The RN-BSN Admissions and Progression Committee will review these students on an individual basis.
- Pre-admission testing is not required if the Registered Nurse has 1000 hours of clinical nursing practice in the last 3 years.
• Registered nurses who have been professionally inactive for four or more years will be required to validate nursing knowledge prior to acceptance and enrollment in nursing coursework. Validation testing may include standardized exams and/or clinical competencies and the student is responsible for the cost of the test. The RN-BSN Admissions and Progression Committee will review these students on an individual basis.

• Students entering the program who have not worked as a professional nurse and/or attended nursing school in the past year, must complete a background check (vendor of their choice) and a 5 panel drug screen (vendor of their choice) for acceptance into the clinical course (NURS 4292).

• Drug calculation exam must be passed with 90% in NURS 3191 PCN RN1. The student will be allowed 2 attempts to pass this exam.

• Employment verification is required to take NURS 4292. Provide all required documentation by the designated deadline in order to be enrolled or remain in clinical nursing courses. Ex. A paystub or written letter from Human Resources. Send to

Columbus State University
School of Nursing
Attention: RN-BSN PACE office
4225 University Avenue
Columbus, Georgia 31907-5645

Progression Requirements

A student who has failed OR withdrawn from a clinical or non-clinical nursing course will be allowed to repeat it only once. A second failure of or withdrawal from the course, OR failure of or withdrawal from a second nursing course, will result in exclusion from the RN-BSN program (CSU Catalog 2012-2013.)

Re-admission to Program / Dismissal from Program Policy

The School of Nursing is very supportive of our licensed students. However, we understand that sometimes work and school together can be difficult. This policy will outline the criteria necessary to remain in the RN-BSN program in good standing and which situations would result in either being placed on probation or dismissal from the program.

• A student who has failed 1 (one) course with a grade of D or below, may be ineligible to remain in the program if there has been a documented history of inadequate performance in previous courses. A behavioral disposition will be completed for any inadequate behavior such as non-participation or being routinely late submitting assignments and placed in their permanent file. These disposition forms will be utilized to determine re-admission to the program. If the student is re-admitted, they will be placed on probationary status if they meet the criteria and minimal expectations. Those expectations are outlined below.

The following criteria will apply:

1. A formal letter requesting readmission must be submitted to the Program Coordinator, RN-BSN Program requesting re-admission. Submitting this documentation will be the student’s responsibility.

2. The student must be enrolled at Columbus State University and be in good academic standing.
3. The student must have a nursing grade point average of 2.0 or higher for all required courses completed toward the degree.
4. Student performance and disposition during the previous admission to the School of Nursing will be highly considered during the re-admission process, therefore re-acceptance is not guaranteed.

- RN Students who have failed 2 nursing courses with a grade of D or below are not eligible to return to the RN-BSN Program at Columbus State University.

**Course Withdrawal**

Refer to current CSU guidelines for course withdrawal. Withdrawal from a nursing course counts as one course attempt when interpreting the CSU RN-BSN Progression guidelines. In extremely extenuating circumstances beyond a student’s control, an exception to this policy may be requested and will be considered by the nursing faculty. The nursing faculty will retain the authority to approve or deny the request.

If you are considering withdrawing from a nursing course, please discuss with a faculty facilitator or advisor for assistance. Withdrawal may not be needed.

**Re-admission to Nursing Courses/Program: Criteria**

Students who have failed or withdrawn from one nursing course for any reason may be considered for readmission the next time the course is offered. The following rules apply:

1. A letter requesting readmission must be submitted to the RN-BSN Program Coordinator at least one session before the requested return session.
2. The student must be eligible to enroll at Columbus State University in good academic standing.
3. The student must have a nursing grade point average of 2.0 or higher for all required courses completed toward the degree.
4. Resources and space must be available in the required course that is to be repeated.
5. Student performance and disposition during the previous admission to the School of Nursing will be highly considered during the re-admission process, therefore re-acceptance is not guaranteed. The Director of the School of Nursing will make the final decision about acceptance.
NURSING PROGRAM
POLICIES
ATTENDANCE POLICY

Attendance in class is expected and necessary to meet course and clinical objectives. As part of professional behavior, students are expected to check into the course no later than 3 days from the start of the session. Because of the nature of online course work, being out of touch for even 3 days can cause you to miss deadlines and lose points on assignments. Only in *unavoidable, unforeseen extreme extenuating circumstances (see below)* should a student be absent from the course for more than 1 week. A pattern of absences, even for valid reasons, prevents participation in essential learning activities necessary for success in the nursing program.

ONLINE COURSE ATTENDANCE

**Course Absences:** Students will be excluded from the course and receive a “WF” for excessive absence when a student does not participate in the course for a continuous 7 day period without a request for an extension or no attempt to contact the faculty is made.

**Exam Absences:** Completion of all examinations is expected & required.
- If a student anticipates or knows that he/she will be unable to complete an exam due to *unavoidable, unforeseen extreme extenuating circumstances (see below)*, the student must notify the Course Faculty by the means described in the course syllabus as soon as possible. Students who do not complete an examination by the due date specified, and without a request for an extension, will receive a zero (0) for that exam.

EXCEPTIONS TO POLICY

**Extreme Extenuating Circumstances:**
Very rarely, unforeseen, uncontrollable extenuating circumstances may cause absence from the course. Such circumstances include:

- **Illness**es of student or immediate family member requiring his/her care. Documentation will consist of medical statement with date, letterhead, and signature of care provider.
- **Death** of a family member. Documentation will consist of the newspaper obituary.
- **Unforeseen emergencies** preventing the student from participating in the course (e.g. house fire, vehicle collision, etc). Documentation will consist of a signed statement from the appropriate agency or office.

**Make Up Exams:** If permission to take a make-up exam is granted, the time and type of examination will be determined by the teaching team. Make up exam items may be of any type including short answer and essay. Deadlines for exam submission may be extended if *unavoidable, unforeseen extreme extenuating circumstances* occur that will make a student unable to complete the exam. If an extension is needed, the student MUST:
- Contact the course coordinator and request the extension in writing as outlined below. Provide reasons and documentation that an extension is needed.
- The course faculty will make the decision to grant or deny the request based on a case-by-case review of individual circumstances.

Requests for Exception to Policy
A formal request for an exception to the attendance policy may be made by a student. Such requests must be submitted to the course coordinator in a timely manner in the form of a letter with attached, required documentation.

- Include in letter of request the exception you are requesting and a detailed rationale for your request.
- State if you are requesting an extension to a deadline or a make-up exam
- Attach official, dated documentation of extenuating circumstances to the letter.

The course coordinator will make the decision to grant or deny the request based on a case-by-case review of individual circumstances. Patterns of past attendance will be considered in this decision.

**Late Assignments**

Written work is due on the dates assigned by 11:59 pm. This course is a 7 week session. Because of the limited time we have in this course, all work must be submitted by the date due or 10% will be deducted for late work each day to include weekends. At the end of the 7 week session, the grade earned will be given. You are expected to work weekly in the course. An incomplete grade is only given with a documented excuse (refer to RN-BSN handbook). If you have an extenuating circumstance that prevents you from submitting your work on time, please email the faculty ahead of time and request an extension, but your situation must be unique to be allowed extra time to complete the assignment.

**Academic Honesty Policy**

The Columbus State University (CSU) Baccalaureate Nursing Program recognizes honesty and integrity as essential virtues of academic life as well as professional nursing practice. The School of Nursing supports and follows the CSU Academic Honesty Policy, which is available in the online CSU Student Handbook.

I. Student Responsibilities

The following is an outline of the responsibilities of students, both as individuals and as groups, at Columbus State University as outlined in the CSU student handbook 2010-2011, page 62-63. It is the official record of all conduct and traffic regulations, rules affecting student organizations and group activities, and student oriented and administrative policies and procedures.

A. Academic Misconduct

The University recognizes honesty and integrity as central virtues of academic life and as fully necessary to its very existence. The university also recognizes and accepts that cooperation, discussion, and group studying outside of the classroom are essential elements of the academic experience, and that students may seek assistance in their studies, such as tutoring or peer review.

However, while such practices are acceptable and even encouraged, students must understand the parameters of accountability in their academic performance and need to respect the academic freedom of the faculty. Therefore, the following regulations are
published in the interest of protecting the equity and the validity of the student’s grades and degrees, and in order to assist the student in developing standards and attitudes appropriate to academic life:

1. During examinations no student shall use materials not authorized by the instructor.
2. No student or other person shall obtain and furnish to any other student materials which can be shown to contain the questions or answers to any examination scheduled to be given at any date in any course offered by the university.
3. No student shall knowingly receive and use materials, which can be shown to contain the questions, or answers to any examination scheduled to be given at any date in any course offered by the university.
4. No student shall receive or give assistance in preparation of any assignment, essay, laboratory report or examination to be submitted as a requirement for any academic course in such a way that the submitted work can no longer be considered the personal effort of the student submitting the work. In the case of tutoring, peer review and similar instances of assistance, a special effort must be made to retain this distinction and the integrity of the student’s personal performance.
5. In some cases, tutoring may border on academic irregularity; in the case of course requirements for a grade, it is the student’s responsibility to clarify the instructor’s policy. If the student is uncertain as to the direction of the instructor, it is the student’s responsibility to seek clarification from the instructor.
6. Plagiarism is prohibited. Themes, essays, term papers, tests, and other requirements for a grade, must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper, they must be appropriately acknowledged. Term papers, reports, reviews, or other assignments may not be purchased for submission in lieu of the student’s own efforts.
7. Any person taking, or attempting to take, steal or otherwise procure in any unauthorized manner any material pertaining to the conduct of a class, including tests, examinations, laboratory equipment, roll books, etc., shall be in violation of these regulations.

Above material obtained from the CSU Student Handbook 2010-2011

The following School of Nursing regulations are followed to protect the quality and validity of nursing student’s grades and degrees.

1. **Plagiarism** is prohibited and **copyright infringement** is unlawful and prohibited. Written assignments (care plans, clinical pathways, variance reports, teaching projects, etc) and other requirements for a grade must be the original work of the student submitting the assignments. Please refer to the current APA manual for further information. Written work or other assignments may **not** be borrowed or purchased for submission in lieu of the student’s own efforts. The online Plagiarism Tutorial is required of each student as the following policy outlines.

2. No student shall obtain and furnish to any other student materials which can be shown to contain the questions or answers to any examination scheduled to be given at any date in any course offered in this program.
3. No student shall knowingly receive and use materials, which can be shown to contain the questions, or answers to any examination.

4. No student shall give or receive assistance in preparation of any assignment, laboratory report, or examination to be submitted as a requirement for any academic course in such a way that the submitted work can no longer be considered the personal effort of the student submitted the work.

5. If a student is uncertain about the requirement for the assigned work, it is the student’s responsibility to clarify this with the faculty facilitator before the due date.

6. Any person taking, or attempting to take, steal, or otherwise procure in any unauthorized manner any material pertaining to the conduct of a class, including examinations, laboratory equipment, roll books, etc., shall be in violation of these regulations and will receive a zero for the assignment and/or possible exclusion from the course, nursing program and the university. This includes the printing of exams from any online course that delivers online examinations.

The nursing faculty believes that nurses must maintain a high level of integrity. Integrity is demonstrated by honesty, fairness, respect, and trust. As a measure of accountability, students are required to sign the Honor Pledge which is printed on the last page in this handbook acknowledging that he/she has read and understands the handbook. Breaches in academic honesty may result in permanent dismissal from the Baccalaureate Nursing Program.

Definitions:

**Cheating:** Wrongful giving, taking, altering or fabrication of any course work (examinations, written reports, care plans, etc.) for the purpose of gain for self or others.

**Plagiarism:** The act of copying, stealing, or using another’s ideas, words, or specific substances as one’s own without giving credit to the source.

**Copyright Infringement:** The act of copying, stealing, or using another’s ideas, words, or specific substances as one’s own without written permission and giving credit to the source..

**Misrepresentation:** Work submitted improperly or falsely to meet course requirements.
Confidentiality of Patient Records and Information: HIPAA Requirements

Patient records and all patient information are strictly confidential. The following rules to protect patient privacy and confidentiality must be followed at all times.

1. Students are to discuss information related to patients only with appropriate health care personnel caring for the patient AND only during pre-conference, post-conference, and during the clinical day as it pertains to providing care.

2. Students are prohibited from discussing any information related to a patient or his/her health at any other time or to any other persons. Students are also prohibited from photocopying any portion of a patient’s health record. This even includes verifying a patient’s presence in a health care facility of any kind. It also means never discussing patients at lunch, in the elevator, with your friends, family or anyone, OR in any place where you could be overheard. If a student violates this rule, he/she will have violated the Health Insurance Portability and Accountability Act (HIPAA) of 2002.

3. Before discussing any information found in a patient’s record with him/her or the family, discuss the information with your instructor and obtain approval. The patient has a right to access to his medical information, but timing and type of explanation are often crucial in providing effective care.

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) was enacted by the U.S. Congress in 1996.

HIPAA PATIENT PROTECTIONS: Update 2007

The Privacy Rule ensures a national floor of privacy protections for patients by limiting the ways that health plans, pharmacies, hospitals and other covered entities can use patients' personal medical information. The regulations protect medical records and other individually identifiable health information, whether it is on paper, in computers or communicated orally. Key provisions of these standards include:

- **Access to Medical Records.** Patients generally should be able to see and obtain copies of their medical records and request corrections if they identify errors and mistakes. Health plans, doctors, hospitals, clinics, nursing homes and other covered entities generally should provide access these records within 30 days and may charge patients for the cost of copying and sending the records.

- **Notice of Privacy Practices.** Covered health plans, doctors and other health care providers must provide a notice to their patients how they may use personal medical information and their rights under the new privacy regulation. Doctors, hospitals and other direct-care providers generally will provide the notice on the patient's first visit and anytime thereafter upon request. Patients generally will be asked to sign, initial or otherwise acknowledge that they received this notice. Health plans generally must mail the notice to their enrollees upon initial enrollment and again if the notice changes significantly. Patients also may ask covered entities to restrict the use or disclosure of their information beyond the practices included in the notice, but the covered entities would not have to agree to the changes.

- **Limits on Use of Personal Medical Information.** The Privacy Rule sets limits on how health plans and covered providers may use individually identifiable health information. To promote the
best quality care for patients, the rule does not restrict the ability of doctors, nurses and other providers to share information needed to treat their patients. In other situations, though, personal health information generally may not be used for purposes not related to health care, and covered entities may use or share only the minimum amount of protected information needed for a particular purpose. In addition, patients would have to sign a specific authorization before a covered entity could release their medical information to a life insurer, a bank, a marketing firm or another outside entity for purposes not related to their health care.

- **Prohibition on Marketing.** The Privacy Rule sets restrictions and limits on the use of patient information for marketing purposes. Pharmacies, health plans and other covered entities must first obtain an individual's specific authorization before disclosing their patient information for marketing. At the same time, the rule permits doctors and other covered entities to communicate freely with patients about treatment options and other health-related information, including disease-management programs.

- **Stronger State Laws.** The federal privacy standards do not affect state laws that provide additional privacy protections for patients. The confidentiality protections are cumulative; the Privacy Rule sets a national "floor" of privacy standards that protect all Americans, and any state law providing additional protections continues to apply. When a state law requires a certain disclosure -- such as reporting an infectious disease outbreak to the public health authorities -- the federal privacy regulations does not preempt the state law.

- **Confidential Communications.** Under the Privacy Rule, patients can request that their doctors, health plans and other covered entities take reasonable steps to ensure that their communications with the patient are confidential. For example, a patient could ask a doctor to call his or her office rather than home, and the doctor's office should comply with that request if it can be reasonably accommodated.

- **Complaints.** Consumers may file a formal complaint regarding the privacy practices of a health plan or covered provider. Such complaints can be made directly to the covered provider or health plan or to HHS' Office for Civil Rights (OCR), which is charged with investigating complaints and enforcing the privacy regulation. Information about filing complaints should be included in each covered entity's notice of privacy practices. Consumers can find out more information about filing a complaint at [http://www.hhs.gov/ocr/hipaa](http://www.hhs.gov/ocr/hipaa) or by calling (866) 627-7748.

### HIPAA: HEALTH PLANS AND PROVIDERS

The Privacy Rule requires health plans, pharmacies, doctors and other covered entities to have policies and procedures to protect the confidentiality of protected health information about their patients. These requirements are flexible and scalable to allow different covered entities to implement them as appropriate for their businesses or practices. Covered entities must provide all the protections for patients cited above, such as providing a notice of their privacy practices and limiting the use and disclosure of information as required under the rule. In addition, covered entities must take some additional steps to protect patient privacy:

- **Written Privacy Procedures.** The rule requires covered entities to have written privacy procedures, including a description of staff that has access to protected information, how it will be used and when it may be disclosed. Covered entities generally must take steps to ensure that any business associates who have access to protected information agree to the same limitations on the use and disclosure of that information.

- **Employee Training and Privacy Officer.** Covered entities must train their employees in their privacy procedures and must designate an individual to be responsible for ensuring the procedures
are followed. If covered entities learn an employee failed to follow these procedures, they must take appropriate disciplinary action.

- **Public Responsibilities.** In limited circumstances, the rule permits -- but does not require -- covered entities to continue certain existing disclosures of health information for specific public responsibilities. These permitted disclosures include: emergency circumstances; identification of the body of a deceased person, or the cause of death; public health needs; research that involves limited data or has been independently approved by an Institutional Review Board or privacy board; oversight of the health care system; judicial and administrative proceedings; limited law enforcement activities; and activities related to national defense and security. The Privacy Rule generally establishes new safeguards and limits on these disclosures. Where no other law requires disclosures in these situations, covered entities may continue to use their professional judgment to decide whether to make such disclosures based on their own policies and ethical principles.

- **Equivalent Requirements for Government.** The provisions of the rule generally apply equally to private sector and public sector covered entities. For example, private hospitals and government-run hospitals covered by the rule have to comply with the full range of requirements.

**HIPAA: OUTREACH AND ENFORCEMENT**

HHS' Office for Civil Rights (OCR) oversees and enforces the new federal privacy regulations. Led by OCR, HHS has issued extensive guidance and technical assistance materials to make it as easy as possible for covered entities to comply with the new requirements. Key elements of OCR’s outreach and enforcement efforts include:

- **Guidance and technical assistance materials.** HHS has issued extensive guidance and technical materials to explain the Privacy Rule, including an extensive, searchable collection of frequently asked questions that address major aspects of the rule. HHS will continue to expand and update these materials to further assist covered entities in complying. These materials are available at [http://www.hhs.gov/ocr/hipaa](http://www.hhs.gov/ocr/hipaa).

- **Conferences and seminars.** HHS has participated in hundreds of conferences, trade association meetings and conference calls to explain and clarify the provisions of the privacy regulation. These included a series of regional conferences sponsored by HHS, as well as many held by professional associations and trade groups. HHS will continue these outreach efforts to encourage compliance with the privacy requirements.

- **Information line.** To help covered entities find out information about the privacy regulation, OCR has a toll-free information line. The number is 1-800-368-1019.

- **Complaint investigations.** Enforcement is primarily complaint-driven. OCR investigates complaints and works to make sure that consumers receive the privacy rights and protections required under the regulations. When appropriate, OCR will impose civil monetary penalties for violations of the Privacy Rule provisions. Potential criminal violations of the law are referred to the U.S. Department of Justice for further investigation and appropriate action.

- **Civil and Criminal Penalties.** Congress provided civil and criminal penalties for covered entities that misuse personal health information. For civil violations of the standards, OCR may impose monetary penalties up to $100 per violation, up to $25,000 per year, for each requirement or prohibition violated. Criminal penalties apply for certain actions such as knowingly obtaining protected health information in violation of the law. Criminal penalties can range up to $50,000 and one year in prison for certain offenses; up to $100,000 and up to five years in prison if the offenses are committed under "false pretenses"; and up to $250,000 and up to 10 years in prison if the
offenses are committed with the intent to sell, transfer or use protected health information for commercial advantage, personal gain or malicious harm.

The guidance issued today must be updated annually but HHS may update and reissue it this year, after public comment is considered and at the same time HHS’s breach notification regulation is published.


Confidentiality of Student Records
Maintained by the School of Nursing

PURPOSE
The purpose of this policy is to protect student privacy and right to confidentiality in accordance with institutional policy and the Federal Educational Rights and Privacy Act (FERPA).

DEFINITIONS:
“Record” means any information recorded in any way, including, but not limited to, handwriting, print, Computer media, video or audio tape, film, microfilm, and microfiche.
“Personally identifiable information” includes, but is not limited to:

- The student’s name;
- The name of the student’s parent or other family member;
- The address of the student or student’s family;
- A personal identifier, such as the student’s social security number or student number;
- A list of personal characteristics that would make the student’s identity easily traceable; OR
- Other information that would make the student’s identity easily traceable.

POLICY
1. Student records (including personally identifiable information) are private and confidential and will be maintained in secured (locked) areas within the nursing building offices.
   ▪ Students’ School of Nursing files will be maintained in the School of Nursing office.
   ▪ Student Course files will be maintained in faculty offices.
2. Only faculty and full-time administrative staff of the School of Nursing will have access to student records in order to conduct the normal course of business for the department and the institution.
3. An individual student has the right of access to his/her own record. No one else (including other students, parents, spouse or any other person asking for access to student records) will be allowed access to student records (other than those persons described in the above item).
4. Exceptions: FERPA does provide for exceptions to this policy in very specific circumstances. If anyone requests access to student records citing an allowed exception, he/she will be referred to the Director, SON for verification, in consultation with the Office of the Registrar, that an exception can be made. Only the Director, School of Nursing (or designee in his/her absence) will verify exceptions and allow access to student records based on an exception to FERPA.

JG/jg
Confidentiality Student Records
Reviewed by Office of Judicial Affairs Jan 2003
Approved: Dept of Nursing Feb 2003; Reviewed annually; last review 7/10/2011
Evaluation and Grading

Overview
The School of Nursing’s overall grading policy for all nursing courses is outlined below. Students, however, are responsible for reading each nursing course syllabus for detailed information regarding grading for the course. The grading scale used by the SON is as follows:

<table>
<thead>
<tr>
<th>NUMERIC GRADE</th>
<th>LETTER GRADE</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.00 - 100</td>
<td>A</td>
<td>PASS</td>
</tr>
<tr>
<td>80.00 – 89.99</td>
<td>B</td>
<td>PASS</td>
</tr>
<tr>
<td>75.00 – 79.99</td>
<td>C</td>
<td>PASS</td>
</tr>
<tr>
<td>67.00 – 74.99</td>
<td>D</td>
<td>FAIL</td>
</tr>
<tr>
<td>66.99 and below</td>
<td>F</td>
<td>FAIL</td>
</tr>
</tbody>
</table>

Students earn one grade for each nursing course. Nursing courses with a lab component are graded as one course, thus students receive one grade for the combined classroom/clinical course. Nursing course grades are earned based on a point system that is outlined and explained in each course syllabus. The three major areas of student performance that are evaluated in a clinical nursing course may include:

1) Exams
2) Graded assignments
3) Clinical laboratory performance.

In order to pass a nursing course, students must demonstrate a minimal level of knowledge by achieving a passing average on all assignments and by passing the clinical portion of the course. Once students have met these minimal requirements, other points they have earned are added to the exam grades for a course grade. The total points/percentage must also be 75% or more in order to pass the course. The table below summarizes these requirements and their rationale.

**Summary of Nursing Course Grading Requirements and Rationale**

<table>
<thead>
<tr>
<th>EVALUATION REQUIREMENTS</th>
<th>RATIONALE</th>
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<tr>
<td>Passing (75%) Online Exam Average</td>
<td>Students must demonstrate ability to pass exams which reflect knowledge and clinical decision making ability.</td>
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<tr>
<td>Passing Assignments (Group assignments, Modules assignments, Quizzes, Formal papers)</td>
<td>Assignment points allow students the opportunity to earn points in a variety of ways rather than by exams alone.</td>
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<tr>
<td>Passing (75%) Course Grade</td>
<td>Passing course grade reflects at least a basic level of ability in nursing knowledge and clinical decision making (exams).</td>
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</table>

Exams
RN-BSN students must demonstrate the ability to pass exams and they also must achieve a passing (75%) average on exams (simple average of all unit exams and final exam, if one is given) alone in order to pass a nursing course. Once a student has met exam passing requirements, other assignment points are added. Exams consist primarily of items written at the application or higher cognitive level, which requires “multilogical thinking” in order to assess critical thinking, nursing judgment and clinical decision making.
skills (Morrison et al, 1996). It is not enough to “recall” or “know” facts...you must recall facts and use them to make decisions in a given situation.

**Graded Assignments and Projects**

A variety of graded assignments and projects are included in nursing courses in order to foster self-directed learning, to evaluate student learning from multiple perspectives, and to encourage creativity and critical thinking. Such assignments increase in number and complexity as student’s progress through the program, and may include:

1. Written case studies, reports, research papers, reflective journals, discussion boards, research critiques and other similar assignments.
2. Oral presentations, teaching projects, group projects, poster presentations and other similar assignments.

**Grievance Procedure**

**These initial steps should be used to resolve issues in the nursing program:**

a. If a student wishes to discuss an issue or concern with a faculty facilitator, the student should make an appointment so that sufficient time can be scheduled for a discussion. It is the responsibility of the student to schedule and keep this appointment.

b. If after meeting and discussing the issue the faculty facilitator and student cannot reach a resolution, the program director should then be consulted. It is the responsibility of the student to schedule and keep this appointment.

c. If the faculty facilitator and program director cannot reach a resolution of the issue, the Director of the School of Nursing should be consulted. It is the responsibility of the student to schedule and keep this appointment.

d. If the issue is not resolved, the student will meet with the Director of the School of Nursing.

e. Appeal of School of Nursing Director decisions will follow CSU policy and procedure (see CSU Handbook).

It is important that the sequence listed above be followed so that all individuals involved are fully aware of a student’s concerns. During this process, every effort should be made to resolve the issue at the lowest level.

Columbus State University’s official procedure for the resolution of grievances, accepted by both faculty and students, is outlined in the CSU Student Handbook. Keep in mind that simply disagreeing with a test grade, clinical evaluation, or established policy is not grounds for a grievance.

Last Updated 7/14/2011
Group-Work Guidelines and Policy

Purpose
The purpose of this policy is to promote harmonious and productive group work among students.

Policy
All students are expected to follow these guidelines when participating in group work, both for professional nursing organizations and academic assignments.

Expected Behaviors and Attitudes of students:
1. Be fair and equitable in the assignment and distribution of tasks and workload to accomplish the group project.
2. Plan meeting times that will accommodate either all members schedules OR the majority on a rotating basis.
3. Organize workload so that multiple after hour meetings are not necessary...use e-mail, telephones, lunch times, etc. Avoid changing agreed upon meetings times and places, but if a meeting time must be changed, inform all group members in a timely manner.
4. Participate actively and productively in the group process and dynamics to be a positive force in accomplishing group work.
5. Attend all meetings on time and be prepared with your completed task or assignment toward the group project.
6. Submit work as requested by the group and/or by the agreed upon or assigned deadline.
7. Maintain a professional attitude in both verbal and written communication as well as interpersonal behavior with each other.
8. All group members should review the total completed assignment before submission to assigned faculty.
9. A listing of each group member’s contribution(s) should be attached to the assignment.
10. Maintain a professional and respectful tone in all e-mail communications

Conflict Resolution
In the event a team member defaults on his/her responsibility to the group, or other conflicts arise, the members should respond in accordance with these guidelines.

Step 1
- As soon as it is recognized that a group member is not meeting their obligations, immediately inform the defaulting individual about his/her failure to comply with group work requirements.
- If you are the person who is approached by the group for failure to meet responsibilities, listen to them and discuss options for immediately resolving the issue and meeting your obligations.
- Other issues or problems should be brought to the group’s attention as soon as they are recognized by any group member.

Step 2
- If the defaulting individual does not respond to step 1 above, the group should plan a meeting with the assigned faculty member to discuss the problem as soon as possible. The same applies for other issues or problems that the group is unable to resolve.
• The assigned faculty member will mediate options, but the final course of action will be the collective consensus of the group. Options can range from a reduction in points earned by the defaulting individual to expulsion for the group with no points earned by the individual for the group assignment.
• Assigned faculty members can serve as a resource and are available to meet with groups to discuss ongoing goals, progress, and problems. This often prevents small problems from becoming big ones.
• Do not wait until a situation is out of hand or disastrous before implementing this conflict resolution procedure and contracting your faculty member.

**Peer Evaluations**
At the conclusion of all group projects, group members will anonymously complete a peer evaluation for each member. Forms and guidelines will be provided by the course coordinator. These peer evaluations will be considered in assigning grades for the group work.

*Student Group Work Policy*
*Approved April 2003, Reviewed 7/10/2011*
Professional Behavior

As a student member of the nursing profession, nursing students are expected to exhibit professional appearance and behavior at all times during school related activities. This policy is based upon the fundamental principle of behavior that reflects courtesy and respect for others. Students should act respectful and be honest. Most adult learners need no instructions in how to act. The following behaviors are not respectful and usually arise because a person is being dishonest.

- Bullying, whining, complaining, hiding, cheating, and insulting are each outrageous behavior which will not tolerated. Being hostile, over-protective, over-sensitive, and silly are inappropriate. Acting helpless, confused, clueless, and refusing to take responsibility does not excuse you from meeting your responsibilities.

BART
(Behavioral Assessment and Recommendation Team)

Identifying, Assessing, and Reducing Threats in Order to Foster a Safe Campus Environment

Why are Behavioral Assessment and Recommendation Necessary?
In the post Virginia Tech shooting era, colleges and universities around the country are becoming more diligent and proactive in providing a safe environment for students, faculty, staff, and visitors to their campuses. State and federal legislation is being enacted and amended to allow local authorities and university employees the ability to communicate vital information concerning possible threats. Changes in the Family Educational Rights and Privacy Act (FERPA) will give administrators “appropriate flexibility and deference” with regard to the disclosure of educational records and information (Federal Register, 2008).
Columbus State University understands the climate that exists on college campuses. Additionally, each public institution in Georgia has been directed by the Chancellor’s office to develop a plan and select a committee to address potential threats of this nature. In response, Columbus State University has established the Behavioral Assessment and Recommendation Team (BART) to serve as an additional measure for campus safety. That having been stated, it must be understood that even with the best intentions, situations may arise that are unforeseen by any member of the university community. BART will operate in some instances with very limited information while exercising due diligence to protect the university, community and the individual.
You may review this information via the CSU website by visiting the website below: Behavioral Assessment and Recommendation Team (BART)
Or by visiting: http://sa.columbusstate.edu/bart.php

BART Mission Statement
The Behavioral Assessment and Recommendation Team (BART) is dedicated to a proactive, coordinated and planned approach to the identification, prevention,
assessment, management, and reduction of interpersonal and behavioral threats to the safety and wellbeing of Columbus State University students, faculty, staff, and visitors.

**BART Goals**
- Provide a safe physical environment for members of the university community
- Provide a safe emotional environment for the university community
- Promote peace of mind for friends and family of the university community

**Report to BART Behaviors Such As:**
- Violent fantasy content
- Anger problems
- Fascination with weapons and accoutrements
- Homicidal ideation
- Stalking
- Non-compliance or disciplinary matters
- Interest in previous shooting situations
- Victim/martyr self-concept
- Strangeness and aberrant behavior
- Paranoia
- Violence and cruelty
- Acting out
- Recent police contact
- Mental health history related to dangerousness
- Unusual interest in police, military, terrorist activities and materials

**PROFESSIONAL BEHAVIOR POLICY**

**Purpose:** To support a positive environment conducive to quality patient care and student learning, all students are expected to comply with the following behavior requirements:

1. Active attention and participation in class, clinical and other learning activities
2. Speak one at a time in class or group meetings so that all can hear.
3. Voice your opinions and ideas in a calm, courteous manner and maintain
4. When you disagree with others, do so in a firm, but tactful and courteous manner
5. No side conversations or remarks during class or any group learning activity requiring your attention.
6. Arrive for class, clinical and other scheduled learning activities at least 5 minutes early and be prepared to begin on time.
7. Arrive back to class, clinical unit or learning activity on time from breaks.
8. There will be no entry into class after lecture begins.
9. All electronic devices, such as cell phones and other sound producing devices must be silenced during class or clinical activities. These devices include, but are
not limited to: iPods, iPads, cellular phones of any type, electronic reading devices, and any other sound producing devices. The type of device prohibited may be left to the discretion of the nursing faculty.

10. Do not conduct phone conversations, texting or other electronic communication during class, clinical or other learning activities...it is disruptive to your learning and to that of others.

11. Laptop computers may be used for classroom activities, however, these devices are to be used as a learning resource during class and should not be disruptive to your learning or to that of others. Utilizing social networking websites during class time is prohibited, as this may be distracting and impede student learning.

12. Demonstrate respect for patients, families and faculty by addressing them by title and last name (Dr., Mr., Ms., etc). Exceptions may be made for pediatric patients and adult patients who prefer to be called by a given name.

13. Maintain a professional attitude by demonstrating respect and courtesy with patients, families, and all members of the health care team. If issues arise that you are unable to resolve calmly alone, seek the assistance of the nursing faculty.

14. To protect patient safety and maximize your educational experience, you must arrive for clinical experiences prepared. The preparation required varies with course, agency and clinical experience.

15. Demonstrate initiative and eagerness to maximize your own learning experience by actively seeking out learning experiences during all clinical experiences.

16. Demonstrate a desire to resolve problems according to the chain of command when attempting to resolve differences (See Grievance Procedure).

PROFESSIONAL ATTIRE and APPEARANCE

Purpose: To project a positive image, respect and trust, students are expected to comply with the following attire and appearance requirements, which are based on clinical agency dress codes for nursing personnel.

1. Maintain a professional appearance when functioning as a student in the CSU BSN program. This includes attending class, visiting any clinical agency for any purpose (e.g. observational assignments, clinical assignments, teaching project).

2. Tattoos must be covered.

3. Each student is expected to maintain neat and clean personal grooming as related to hair, beards, and mustaches. Hairstyles or cuts such as spikes and Mohawks and similar extremes are not acceptable. Long hair must be pulled up or confined. No bows, hair ribbons, turbans, etc. should be worn during clinical experiences. Hair colors of a natural tone are acceptable, while unnatural colors (greens, bright reds, pinks, etc.) are not acceptable.

4. Fingernails should be trimmed short and kept clean. Length of nails should not protrude above the top of the fingertip when viewed from the palm side of the
Fingernail polish must not be chipped and no artificial fingernails are allowed for infection control reasons.

5. Makeup, if worn, must be used in moderation, including false eyelashes and/or lash enhancements. No strong perfume or after shave colognes should be used, as they may make patients nauseated.

6. Jewelry – One or two small stud earrings per ear. No dangling earrings will be allowed. No facial piercing. Ex: nose, tongue, lip(s) and/or eyebrow(s). A wedding ring or band or one simple ring may be worn. No bracelets are allowed. One necklace is acceptable but may not be worn on the outside of the uniform. Jewelry may not display symbols, emblems, or other designs which represent sexist, racist, drug, alcohol, or organizations which may be offensive to others.

7. Watch – students must possess a watch with a second hand. Preferably the watch should be waterproof, have a date indicator, and have all twelve Arabic numerals printed on the dial.

8. Stethoscope – Any color is acceptable. Students should put some type of identification on the stethoscope.

9. Bandage scissors – Scissors should be taken to each clinical experience. Some way to identify the scissors should be made.

10. Penlight – May buy disposable or reusable penlight.

11. Black ink pen and small note pad.

Students will wear either a scrub uniform and name tag and/or a lab coat and name tag over street clothes (as instructed by faculty) whenever entering a facility in the role of nursing students. Apparel that is not acceptable in a health care environment includes blue jeans, t-shirts, shorts, short skirts, athletic, camouflage, capri-length pants, tank tops, crop tops, low cut blouses, baseball caps, jelly shoes, beach type shoes, and/or high heels. Apparel that is “see through”, low cut, too short, “skin tight”, or excessively baggy, is torn, patched, or discolored in an irregular manner, exhibits slogans, advertising, etc… is also not acceptable.

A student may be asked to modify their appearance or leave the clinical area if any of the above policies are not adhered to. Following instructions is a part of the students’ clinical evaluation.

Approved: Dept of Nursing Dec 2002
Updated & Approved: July 2011; Addendum updated and approved by Policy and Bylaws Committee 9/15/2011
**Web-Sites and Online Resources Policy**
(Including copyright and fair use)

**Purpose**
The purpose of this policy is to outline basic guidelines and expectations of students for use of BSN program course web-sites and online learning resources.

**Background**
CSU nursing students are expected to use course web-sites and online learning resources to support and enhance the educational program and their learning experiences. Health care agencies are rapidly moving toward a “paperless” record keeping system which requires knowledge, skill and ability in the use of computer technology. Thus, computer literacy (the ability to communicate and to access and input information using computer technology) is a learning outcome related to the program outcome “communication”.

**Policy**

**Course Web-Sites**
The CSU BSN program uses **CougarView VISTA** as the course management system for nursing course web-sites. Each nursing course has a web-site. The following guidelines outline expectations for all nursing students related to use of course web-sites.

1. **Computer Access** – There are numerous computer labs across campus for student use. In addition, there is a computer lab in Illges 201 for nursing student use. These computers are connected to the local CSU server and to the internet. There is also a laser printer connected to all of the computers. **Students must bring their own paper.** Of course, many students prefer to access course web-sites and online resources from the convenience of home or work. Be aware that if you have a computer more than 2 or 3 years old OR your internet service provider uses a phone line rather than a cable modem, you may have difficulty accessing some of the online course materials. In this case, using the computer lab may be more efficient for you.

2. **Enrolling in Course Websites** – Students are automatically enrolled in the course website after registering for the course itself. If you have problems accessing a course website or discover that your name is not on the website roster, notify your instructor immediately. More than likely you will already have a USER ID and PASSWORD for CougarView. If not, contact your instructor immediately. Be sure to write down your USER ID and your PASSWORD so you will not forget them…you must use them every time you log into a course web-site.
3. **Course Website E-mail**
   a. Students are to use only the CSU CougarView email system for coursework communication.
   
b. Every student is responsible for reading and complying with all communications through CSU CougarNet e-mail and for knowledge of materials and information posted on the course web-sites. **Students are expected to check their email and announcements daily.**
   
c. Faculty will respond to your emails in a timely manner during the school week, **generally within 48 hours.** If you have a question that requires more than a brief answer, your email should request an appointment to talk with the instructor. Faculty Facilitators cannot “re-teach” material via email but are happy to meet with you to help you with difficult material. Do not expect instant answers or lengthy answers or answers over week-ends or holidays. Individual faculty facilitators will provide further guidelines regarding email.

4. **Posted Materials** — Each student is responsible for accessing and using all information and materials posted on the course websites. Student responsibilities include:
   
a. **Log in to your course websites daily during the week** to check for new announcements and information. Don’t wait until the last minute or you may encounter technical problems that prevent you from obtaining needed materials and information in a timely manner...this is poor planning and will not excuse being unprepared.
   
b. **Check your email daily during the week** for new messages and information related to course requirements and learning experiences. If you wait until the last minute and encounter technical problems that prevent you from obtaining needed materials and information in a timely manner, it will not excuse being unprepared.
   
c. **STUDENTS ARE TO USE THE CSU CougarNet EMAIL ACCOUNT FOR OFFICIAL SCHOOL EMAIL UNRELATED TO A PARTICULAR COURSE.** If you have CougarNet messages forwarded to a home email account, you must **verify that your home e-mail account is functional** periodically by sending yourself an email message from each course website and make sure it comes through to you. You are responsible for maintaining your email account in a manner that allows information to be sent to you.
d. Log into course websites at least **THE DAY PRIOR TO CLASS DAY** and print any handouts or other materials required for use in class. **DO NOT WAIT UNTIL A FEW MINUTES BEFORE CLASS...BEING LATE DUE TO**

5. **Nettiquette** – “Netiquette” is a term coined to mean “internet etiquette”. Students are expected to become familiar with principles of netiquette and abide by them. A few major examples are listed below:

   a. Don’t send anything in an email that you would not want posted on a **bulletin board**. Although you may send an email to one person, absolute confidentiality cannot be guaranteed.

   b. Don’t type in ALL CAPS when posting to a discussion board or sending email...it indicates you are YELLING.

   c. Don’t “flame” anyone...that is, don’t send rude, sarcastic, profane, degrading, or otherwise offensive messages via email.

For more netiquette guidelines, visit:
http://www.albion.com/netiquette/corerules.html

**Copyright and Fair Use** – These terms are often misunderstood.

**Copyright** gives authors, artists and others the right to exclude others from using their works”

**Fair Use** permits the use of others’ works even without approval in accordance with some **very specific guidelines and limitations**.

For information about internet copyright and fair use laws/rules, visit:
http://www.templetons.com/brad/copymyths.html

**Online Grade Access** – Grades will be posted on each course website in the online grade book. Each student has access to only his/her own grades because each student has selected his/her own private password. Do not share passwords or someone else will have access to our private information and grades.

**Media (Videos) Online**
The CSU nursing program has added a number of online learning resources available for student use. They are available on the web from any computer with internet access
A few resources may only be available through the on-campus network, which means they are only accessible only from an on campus computer (marked LOCAL). The resources are listed below. Instructions for use will be provided in class. Remember, these resources (especially those with video) may not work well with computers more than 2-3 years old or with a phone line connection to the internet.

**Bates Health Assessment Video Series (WEB)**
The entire set of Bates Health Assessment videos is available online to students enrolled in the nursing program. These are copyrighted materials and require a specific password (provided to you in class) for access.

**Videos Online (WEB)**
These video series are available on a web-based password-secured site.

**Ethical Issues**
- **Video 2: Respect: Dignity, Autonomy, and Relationships** 18:04 | MPG
- **Video 3: Commitment: Patients, Professionalism, and Boundaries** 12:02 | MPG
- **Video 4: Protection: Privacy, Safety, and Standards** 21:16 | MPG

**Neuro Assessment**
- **Video 1: Mental Status and Cranial Nerve Evaluations** 22:52 | MPG
- **Video 2: Reflex and Motor Evaluations** 18:07 | MPG
- **Video 3: Cerebellar Function and Sensory Evaluations** 13:49 | MPG
- **Video 4: Diminished Level of Consciousness** 16:15 | MPG

**Schizophrenia**
- **Video 1: Understanding the Disorder** 25:16 | MPG
- **Video 2: Effects on Daily Life** 28:06 | MPG
- **Video 3: The Community Response** 28:02 | MPG

**Teamwork**
- **Video 1: Building Effective Teams** 20:45 | MPG
- **Video 2: Problem Solving and Conflict Resolution** 22:42 | MPG
- **Video 3: Leadership** 19:10 | MPG

**Dementia**
- **Video 1: Enhancing Quality of Life** 21:33 | MPG
Video 2: Communicating Effectively 18:24 | MPG
Video 3: Meeting the Special Challenges 21:58 | MPG
Video 4: Dementia and Resident Rights: Freedom of Sexual Expression 17:02 | MPG

Acids and Bases
Video 1: Ups and Downs of pH 15:47 | QuickTime
Video 2: Respiratory alkalosis and Acidosis 22:01 | QuickTime
Video 3: Metabolic Alkalosis and Acidosis 26:42 | QuickTime

Cognitive
Video 1: Hearing Impairment 19:38 | MPG
Video 2: Visual Impairment 18:40 | MPG
Video 3: Cognitive Impairment 21:35 | MPG

See Me
Video1: See Me 9:52 | MPG

Wound Management
Video 1: Wound Healing
Video 2: Wound Evaluation
Video 3: Arterial Wounds
Video 4: Venous Wounds
Video 5: Neuropathic Wounds
Video 6: Pressure Ulcers
Video 7: Atypical Wounds
Video 8: Debridement
Video 9: Dressings
Video 10: Physical Modalities

Physical Assessment of a Child
Video 1 21:16 | WMV | QuickTime
Video 2 17:06 | WMV | QuickTime

Elderly Issue
Video 1: Elderly Abuse 26:52 | QuickTime | WMV
Video 2: Nutritional Risks and Challenges 23:18 | QuickTime | WMV
Video 3: Preventing Falls 26:34 | QuickTime | WMV

Chronic Respiratory Disorders
Video 1: Chronic Obstructive Pulmonary Disease Flash
Video 2: Cystic Fibrosis Flash

Specimen Collection and Screening
Video 1: Specimen Collection 27:43 | QuickTime
Video 2: Point of Care Testing 15:42 | QuickTime
Video 3: Sterile Dressing Change 15:11 | QuickTime

Respiratory Suctioning
Video 1: Introduction to the Upper Airway 15:05 | QuickTime
Video 2: Lower Airway 23:07 | QuickTime

Respiratory Disorders
Video 1: Allergies and Anaphylaxis Flash
Video 2: Asthma Flash
Video 3: Lung Cancer Flash

3-Lead EKG by sections
Video 1: Introduction
Video 2: Sinus and Atrial Dysrhythmias
Video 3: Heart Block
Video 4: Ventricular Dysrhythmias

3-Lead EKG (Full length)
Video 1: Introduction 22:55 | QuickTime | WMV
Video 2: Sinus and Atrial Dysrhythmias 20:16 | QuickTime | WMV
Video 3: Heart Block 12:11 | QuickTime | WMV
Video 4: Ventricular Dysrhythmias 13:37 | QuickTime | WMV

Cardiac Disorders
Video 1: Coronary Artery Disease - Part One Flash
Video 2: Coronary Artery Disease - Part Two Flash

Avoiding Malpractice
Video 1: Introduction 16:36 | WMV
Video 2: Case of the Green Drainage 22:21 | WMV
Video 3: Case of the Pelvic Fracture 18:43 | WMV
Video 4: Case of the Elderly Fall 18:44 | WMV

Cardiac Disorders: Heart Failure
Video 1: Heart Failure - Part One Flash
Video 2: Heart Failure - Part Two Flash

Caring for the Cancer Patient
Video 1: Basic Genetics for the Oncology Nurse - Part 1 115:00 | QuickTime | WMV
Video 2: Basic Genetics for the Oncology Nurse - Part 2 20:56 | QuickTime | WMV

Caring for the Cancer Patient: Leukemia
Video 1: Diagnosis 10:13 | QuickTime | WMV
Video 2: Treatment Options and Laboratory Data 18:45 | QuickTime | WMV
Caring for the Cancer Patient: Breast Cancer
Video 1: Managing Side Effects of Specific Treatments 13:30 | QuickTime | WMV
Video 2: Promoting Psychological Health 13:47 | QuickTime | WMV
Video 3: Treatment Modalities & Informational Needs 11:47 | QuickTime | WMV

Lung Cancer
Video 1: Overview 16:12 | QuickTime | WMV
Video 2: Psychosocial Challenges 14:36 | QuickTime | WMV

Managing Physical Assessments and Supportive Cancer Care
Video 1: Part 1 18:15 | QuickTime | WMV
Video 2: Part 2 18:17 | QuickTime | WMV

Goyne Lectures
Video 1: Evidence Based Practice pt 1 43:00 | QuickTime | WMV
Video 2: Evidence Based Practice pt 2 1:52:15 | QuickTime | WMV

Caring for the Patient: Psychiatric Disorders
Video 1: Psychotropic Medications 27:25 | QuickTime | WMV
Video 2: Schizophrenia 21:60 QuickTime | WMV
Video 3: Bipolar Disorder 14:17 QuickTime | WMV
Video 4: Depression 21:34 QuickTime | WMV
Video 5: Anxiety 16:49 QuickTime | WMV

Patho 3279
Video 1 51:02 | QuickTime | WMV
Video 2 47:38 | QuickTime | WMV

Others will be added as they are acquired.
STUDENT INFORMATION and SERVICES

HOW DO I...

Log in to CougarNet?
2. Click on CougarNet on the left side of the page.
3. Type in your username and password (If you need assistance with this, contact UITS Help desk @ 706 507-8199 or e-mail CSU at helpdesk@columbusstate.edu.)

Log in to AdvisorTrac?
1. If you are not logged in to CougarNet, follow steps 1-3 above.
2. Click the Enrollment Services tab.
3. Located in the center of the page is the Registration Menu; near the bottom is AdvisorTrac.
4. Log in to AdvisorTrac and choose School of Nursing. Choose an adviser and search for availability.
5. If you have any problems, call 706-507-8560 or e-mail the pace_office@columbusstate.edu.

See if I have holds on my account*?
*Check for holds well in advance of when you want to register for classes.
1. If you are not logged in to CougarNet, follow steps 1-3 above.
2. Click the Enrollment Services tab.
3. Located in the center of the page is Personal Information.
4. Click the View Holds option.
5. If you have a hold, do the following:
   - Advisor Hold: E-mail pace_office@columbusstate.edu or call 706-507-8560.
   - Transfer Orientation: Go to www.columbusstate.edu/orientation/transfer

   All other holds must be taken care of through the department that has issued the hold.

**Register?**

1. If you are not logged in to CougarNet, follow steps 1-3 above.
2. Click the Enrollment Services tab.
3. Located in the center of the page is the Registration Menu.
4. Click the Drop/Add/Withdraw option.
5. Select a Term.
6. When the registration form opens go to Class Search or input the Course Registration Numbers (CRNs) of the courses you have selected in the boxes. Place only one CRN per box.
7. Click Submit Changes when you have selected the courses you will take.
8. Unless you receive an error message stating otherwise, your courses are saved. You should print your invoice and schedule.

**Print an Invoice?**

1. If you are not logged in to CougarNet, follow steps 1-3 above.
2. Click the Enrollment Services tab.
3. Located to the right is Student Accounts.
4. Click on Print Invoice/Bill.
5. Select a Term.
6. Click Print.

**Print a Schedule?**

1. If you are not logged in to CougarNet, follow steps 1-3 above.
2. Click on the Enrollment Services tab.
3. Located in the center of the page is the Registration Menu.
4. Click View My Schedule option.
5. Click on Print Friendly.
6. Click Print on the tool bar.

**Change my Name?**

Before your name can be changed on the CSU Student Information System, you must present the following information to the Office of the Registrar in University Hall:
1. Picture ID and one other ID in new name, or
2. Copy of marriage License (if name change is due to marriage), or
3. Copy of Divorce Decree (if name change is due to divorce).
The above information can be found by following these steps:
1. If you are not logged in to CougarNet, follow steps 1-3 above.
2. Click on the Enrollment Services tab.
3. Located on the bottom right of the page is the Services Menu.
4. Click on Name Change Information.

After your name has been changed in enrollment services:
1. Go to the Help Desk, Center for Commerce & Technology, Room 124 or call 706-507-8199
2. Request a work order for a new e-mail with new name
   All of your old e-mail will be deleted, along with all information that was on that e-mail.

Pi Beta Chapter

Pi Beta Chapter is the 384th chapter of Sigma Theta Tau International Honor Society of Nursing, which was established in 1922. The Honor Society is committed to fostering excellence, scholarship, and leadership in nursing to improve health care worldwide. The society promotes the use of nursing research and health care delivery and makes its resources available to all people and institutions interested in the latest nursing care knowledge.

Sigma Theta Tau International is the second largest and one of the most prestigious nursing organizations in the world. The society is comprised of chapters located on more than 400 college and university campuses in the United States, Puerto Rico, Canada, South Korea, Taiwan, and Australia.

Membership is by invitation based on specific national Sigma Theta Tau guidelines and is conferred upon students in baccalaureate programs, students in graduate nursing programs, and practicing nurses who are community leaders and demonstrate excellence in scholarship and exceptional achievement in nursing. The induction ceremony for the Pi Beta Chapter is held each spring in May.
Financial Aid

The CSU financial aid program includes scholarships, loans, grants, and part-time employment. The Financial Aid Office provides financial counseling on matters pertaining to educational expenses.

Nursing Scholarships and Awards
Only nursing students accepted into the upper division clinical nursing courses are eligible for nursing scholarships or awards through the university. Students will be given specific information at appropriate times during the nursing program.

General Scholarships and Loans
The CSU Catalog lists many of the scholarships and loans available to students.

In addition to those listed, check with your employer or hospital in your geographical area, specialty organizations, such as the local chapter of the nursing honor society, and also check certain websites, such as Tylenol.com, or the Johnson & Johnson website. Be sure to read their list of criteria for scholarship selection.

For additional information regarding these scholarships and their terms and stipulations, students should contact the human resource department at the individual hospital.

CSU School of Nursing awards merit scholarships to nursing students based on pre-established criteria. The amount of these scholarships is dependent on money available in scholarship funds.
Graduation Requirements: Summary

Students must meet the following criteria to graduate from the RN-BSN program:

1. Maintain grade point average of 2.0 or better.
2. Review their Degree Evaluation Record (DER) and be aware of exactly what requirements are needed for graduation. The RN-BSN students are responsible for contacting their RN-BSN advisor for advisement every semester for assistance in this area.
3. Complete all university requirements for graduation with a minimum of 123 earned credit hours required for degree completion.
4. Comply with all procedures for application for graduation, which are listed in the Columbus State University Catalog 2011-2012.

Ceremony Participation Guidelines:

- **“Walking” in CSU Graduation Ceremony**
  
  CSU has allowed, and will likely continue to allow, students who have completed all graduation requirements except courses to be completed in the summer to “walk” at the spring graduation ceremony in May. Students must understand that “walking” in this ceremony does not mean they have graduated. Graduation and award of a diploma will ONLY occur after all degree and graduation requirements are met.

- **Participating in Nursing Honors Ceremony**
  
  Nursing students who have completed all graduation requirements except courses to be completed in the summer may participate in the previous spring Nursing Honors Ceremony. Students must understand that participating in this ceremony does not mean they have graduated. Graduation and award of a diploma will only occur after all degree and graduation requirements are met.
FORMS
MEDICAL/EMERGENCY CARE

I UNDERSTAND THAT AS A NURSING STUDENT AT COLUMBUS STATE UNIVERSITY I AM NOT COVERED BY WORKMAN’S COMPENSATION, NOR IS THE CLINICAL FACILITY RESPONSIBLE FOR ANY INJURIES I MIGHT INCUR WHEN FUNCTIONING IN THIS ROLE.

IF MEDICAL CARE IS NEEDED I MAY SELECT THE FACILITY AND PHYSICIAN AND WILL BE RESPONSIBLE FOR THE FINANCIAL ARRANGEMENTS OF SUCH TREATMENT.*

I HAVE BEEN ADVISED TO OBTAIN PERSONAL HEALTH INSURANCE, THOUGH I HAVE THE RIGHT TO WAIVER IT. I AM INDICATING BELOW MY DECISION REGARDING HEALTH INSURANCE BY INITIALING THE APPROPRIATE STATEMENT.

MY SIGNATURE INDICATES THAT THIS INFORMATION HAS BEEN EXPLAINED TO ME AND ANY QUESTIONS ANSWERED TO MY SATISFACTION.

_________ I have obtained health insurance for myself.

_________ I decline to obtain health insurance and assume full responsibility for costs and financial arrangements for all health care I receive.

DATE STUDENT SIGNATURE

DATE WITNESS SIGNATURE

*All medical or health care (emergency or otherwise) that a student or College faculty member receives at the Facility will be at the expense of the individual involved.

From: Memorandum of Understanding Concerning Affiliation of Students for Clinical
STUDENT HANDBOOK PLEDGE

I have read and understand the contents of the RN-BSN Nursing Student Handbook and agree to abide and be governed by the policies set forth and described in this handbook.

HONOR PLEDGE

I am familiar with and agree to abide by Columbus State University and the Georgia Board of Regents Academic Honesty policies. I understand and agree that all work to which I put my name and submit as my work will be my own original work. I certify that any work submitted will not violate copyright, trademark, or other intellectual property laws. I further agree that I am responsible for reporting, and will report, any suspected or known instance wherein others have cheated or violated this pledge. This pledge will be in effect for the duration of my time spent in this nursing program. I agree that when I type my name on the line below, it is intended to have the same validity as my handwritten signature.

*We expect you to abide by the above pledge at all times in the RN-BSN program.