2015-2016
Graduate Nursing Student Handbook

A supplement to the Graduate Bulletin
Previously published handbook rules and regulations are superseded by this document

Adult Gerontology Acute Care Nurse Practitioner
Adult Gerontology Acute Care Nurse Practitioner/Adult Gerontology Clinical Nurse Specialist
Family Nurse Practitioner
Nurse-Midwifery/Women’s Health Nurse Practitioner

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Chapter 1: Introduction to the Program

Welcome to Georgetown University’s Master of Science (M.S.) degree in nursing program. We wish you a productive, enlightening, and enjoyable year as you begin the program. In this chapter, we hope to highlight the tradition of Georgetown as a Jesuit university and the values of the Department of Nursing.

The Georgetown University Graduate Bulletin describes the policies, rules, regulations, and procedures of the Graduate School, which applies to all graduate students at Georgetown: [http://grad.georgetown.edu/pages/bulletin.cfm](http://grad.georgetown.edu/pages/bulletin.cfm). You are responsible for knowing the rules and policies contained in the Graduate Bulletin, this NHS Graduate Student Handbook, and the Handbook Supplement for your particular concentration (specialty). All contain vital information about the policies and procedures of your program.

Georgetown University Mission Statement

Georgetown is a Catholic and Jesuit, student-centered research university.

Established in 1789 in the spirit of the new republic, the University was founded on the principle that serious and sustained discourse among people of different faiths, cultures, and beliefs promotes intellectual, ethical and spiritual understanding. We embody this principle in the diversity of our students, faculty and staff, our commitment to justice and the common good, our intellectual openness, and our international character.

An academic community dedicated to creating and communicating knowledge, Georgetown provides excellent undergraduate, graduate, and professional education in the Jesuit tradition for the glory of God and the well-being of humankind.

Georgetown educates women and men to be reflective lifelong learners, to be responsible and active participants in civic life, and to live generously in service to others. [http://www.georgetown.edu/about/governance/mission-statement/index.html](http://www.georgetown.edu/about/governance/mission-statement/index.html)

School of Nursing & Health Studies Mission Statement

The School of Nursing & Health Studies' mission is consistent with that of the University's mission to provide student-centered, excellent undergraduate and graduate professional education in the Catholic, Jesuit tradition. The School of Nursing & Health Studies continues its long tradition of preparing morally reflective health care leaders and scholars who strive to improve the health and well-being of all people with sensitivity to cultural differences and issues of justice. [http://college.georgetown.edu/about/mission-statement-and-history/](http://college.georgetown.edu/about/mission-statement-and-history/)

Our Shared Values

The following graphic demonstrates the shared values between Georgetown University, the School of Nursing & Health Studies, and the Department of Nursing demonstrating congruence, both philosophically and programmatically.
Model of Department of Nursing

The conceptual model of the Department of Nursing in the Georgetown University School of Nursing & Health Studies is a graphic representation of a paradigm that provides a “broad frame of reference for a systematic approach to the phenomena with which the discipline is concerned.” The purpose of the model is to explicitly recognize Georgetown’s vision of nursing that serves as the core of the curriculum. The model serves to guide the development of knowledge and to facilitate the understanding and application of nursing science.

The model is composed of two distinct elements - the core, represented by the circle at the center of the model, and the complementary processes, which contribute to and encourage the dynamic process. Each of these components is in dynamic motion, individually and interactively.

At the core of the model is Values Based Caring, surrounded by the nurse-patient synergistic component. At Georgetown, Values Based Caring is seen as essential to excellence in health care and practice and includes the core values of individual and collective excellence, professional care and compassion, person centered orientation and a commitment to human flourishing, commitment to the common good, and social justice. The goal of the Department of Nursing at Georgetown is to produce graduates who demonstrate great integrity and combine the highest level of scientific knowledge and technological skill with responsible, caring practice.

Definitions of the Model Components

Caring is reflective of the Department of Nursing Values-Based Framework and includes individual and collective excellence, professional care and compassion, person centered orientation
and commitment to human flourishing, commitment to the common good, and social justice. The Values Based Framework is seen as the core of the model, and synergy operationalizes these values.

1. Individual and collective excellence is the development and maintenance of a culture that challenges complacency and mediocrity. It applies life long commitment to learning, excellence in practice, and community and professional service.

2. Professional care and compassion are essential behaviors that embrace patients, families, and community groups (especially the most vulnerable), colleagues and external groups. These values provide a solid foundation for collaborative practice.

3. Person-centered orientation and commitment to human flourishing are qualities that address respect for all persons that is central to nursing at Georgetown. This demonstrates that confidence for better health care outcomes is placed not only in scientific and technologic advances but also in the choices humans make for themselves and their communities. This includes, but is not limited to, the recognition and integration of the influence of growth and development factors on health care outcomes.

4. Commitment to the common good is recognition of the sum total of those things necessary for all persons to have fulfilling lives. It includes working to create a world in which individuals and the communities in which they live and interact are empowered through the process of values, reflection, sharing, compassion, and developing partnerships.

5. Social justice is a commitment to utilizing health care education, practice, and research to address inequities in the way benefits and burdens of health care and other social goods are distributed among members of society

Integral to the core are nurse competencies and person characteristics. Adapted from the American Association of Critical Care Nurses Synergy Model, the nurse competencies include clinical judgment, advocacy, caring practices, facilitator of learning, collaboration, systems thinking, response to diversity, and clinical inquiry. The nurse competencies include an expanded view of the professional nurse as providing health promotion, education, and primary, secondary, and tertiary care in both institutional and community settings. The nurse competencies provide a framework for the nurse to address the health and well-being of all people. The “person(s)” as recipient of nursing care may be an individual, a family, or a population. Person characteristics include stability, complexity, vulnerability, resiliency, predictability, resource availability, and participation in decision-making and care.

For more information about the Model of the Department of Nursing, please visit http://nhs.georgetown.edu/nursing/masters/mission/.

**Accreditation**

Georgetown University is accredited by Middle States Commission on Higher Education (MSCHE) and its graduate nursing programs offered through its School of Nursing & Health Studies (NHS) are accredited by the Commission on Collegiate Nursing Education (CCNE). The Nurse-Midwifery/Women’s Health Nurse Practitioner (NM/WHNP) program is also accredited by the Accreditation Commission for Midwifery Education (ACME). MSCHE, CCNE, and ACME are recognized by the US Department of Education. For the most up-to-date information, please see:
http://www.georgetown.edu/academics/accreditation.
Chapter 2: Curriculum

Overview of Academics
The School of Nursing & Health Studies offers a program of study leading to the Master of Science degree in Nursing. The Master's program prepares professional nurses to meet the certification requirements for respective specialized areas of nursing practice: Adult Gerontology Acute Care Nurse Practitioner (AG-ACNP)/Adult Gerontology Clinical Nurse Specialist (AG-CNS), Family Nurse Practitioner (FNP), Nurse-Midwifery/Women's Health Nurse Practitioner (NM/WHNP), and Nurse Educator (NEP), and Nurse Anesthesia (NAP). The School's mission of improving the health and well-being of all people and its core values provide the framework for the program.

Graduates are prepared to improve nursing and health care through expert practice and the advancement of nursing knowledge. The graduate nursing curriculum emphasizes the development of professional specialty roles as acute care or primary care providers. The graduate core courses encompass interdisciplinary, nursing and science requirements that provide content essential to all advanced practice nurses and educators.

The courses, which vary by specialty area, expand and extend knowledge gained in the core, and provide an opportunity for students to develop skills in evidence-based, holistic practice. Following program completion, students are prepared to sit for national certification exams. For further information on certification exams, please see the Handbook Supplement for your particular specialty.

Terminal Objectives
The Master’s program terminal objectives provide clear statements of expected results. The terminal objectives, derived from the mission and core values of the Georgetown University School of Nursing & Health Studies, require that the graduate nursing student is able to:

1. Integrate advanced nursing knowledge, ethical principles and clinical excellence in advanced practice nursing within an area of specialization to promote human flourishing.
2. Develop the role of the advanced practice nurse with commitment to excellence and quality outcomes.
3. Utilize research skills and a scholarly approach to assist in the development and validation of nursing science.
4. Integrate theoretical and scientific concepts that influence leadership in advanced practice roles consistent with education, practice and research.
5. Participate in the process of health policy development for continued improvement of health care systems.

Program Descriptions
The all courses, learning objectives, course numbering system, and credit hour allotment, follow the guidelines of the Georgetown University Graduate Bulletin. Students may complete
the programs typically in 18-30 months depending on whether you choose the full-time option (typically 9 credits per term) or part-time option (typically 6 credits per term). The Master of Science degree in Nursing program offers five concentrations:

<table>
<thead>
<tr>
<th>Master’s in Nursing Concentration</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Gerontology Acute Care Nurse Practitioner/Adult Gerontology Clinical Nurse Specialist</td>
<td>48</td>
</tr>
<tr>
<td>Adult Gerontology Acute Care Nurse Practitioner</td>
<td>41</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>44</td>
</tr>
<tr>
<td>Nurse-Midwifery/Women’s Health Nurse Practitioner</td>
<td>49</td>
</tr>
<tr>
<td>Women’s Health Nurse Practitioner</td>
<td>44</td>
</tr>
<tr>
<td>Nurse Educator</td>
<td>35</td>
</tr>
<tr>
<td>Nurse Anesthesia</td>
<td>45</td>
</tr>
</tbody>
</table>

Adult Gerontology Acute Care Nurse Practitioner (AG-ACNP) and Adult Gerontology Acute Care Nurse Practitioner/Adult Gerontology Clinical Nurse Specialist (AG-ACNP/CNS)

The Adult Gerontology Acute Care concentrations combine advanced knowledge from the physiological and psychosocial sciences throughout the life span continuum with emphasis on skill development for the role. They prepare registered nurses to improve outcomes of acutely ill patients and to impact evidence based practice in health care organizations. The AG-ACNP and AG-CNS role combines advanced knowledge from the physiological and psychosocial sciences emphasizing theories of nursing with clinical expertise, consultation, research, education, and leadership.

Family Nurse Practitioner

Family Nurse Practitioners (FNPs) are clinical experts who implement a holistic approach, stressing both care and cure. They apply cutting-edge science and practice management of the health needs of primary care patients across the lifespan. Georgetown provides the academic knowledge and clinical skills necessary for health promotion, disease prevention, assessment, and management of common acute and chronic illnesses.

Nurse-Midwifery/Women’s Health Nurse Practitioner

Students in the Nurse-Midwifery/Women’s Health Nurse Practitioner (NM/WHNP) concentration learn women’s health and midwifery practice through a strong didactic program that includes advanced courses in pathophysiology, pharmacology, and health assessment. It also includes a four-semester clinical sequence that provides didactic content and clinical experience across the full scope of practice in a wide range of women’s health settings. Students learn to manage the primary and reproductive health care of women from adolescence through post-menopause including pregnancy and care of the newborn (from birth to four weeks of age).
Women's Health Nurse Practitioner

Students in the Women’s Health Nurse Practitioner (WHNP) are experts in women’s health throughout the life span. The plan of study for this profession includes learning alongside your midwifery colleagues until the last term wherein the WHNP student pursues Integrated Health Care of Women. Students learn to manage the primary and reproductive health care of women from adolescence through post-menopause including prenatal and post-partum care.

Nurse Educator

The Nurse Educator Program (NEP) offers professional nurses the opportunity to combine their clinical experience with a passion for teaching in academic and/or professional development settings. Grounded in theoretical perspectives of nursing and education, the program prepares graduates for advanced practice roles related to nursing education, educational research, and nurse educator leadership.

Nurse Anesthesia

The Nurse Anesthesia Program (NAP) is a two-phase front loaded program with Phase I primarily didactic (40 credits) and Phase II primarily clinical (5 credits). The program has had since its inception a strong emphasis on basic science and has an interdisciplinary teaching agreement with the School of Medicine. The program prepares graduates to provide nurse anesthesia in varied settings, including acute care environments, primary care offices and freestanding surgical centers.

Core Courses

As a MS in nursing student you will complete a complement of core courses, inclusive of Advanced Pathophysiology, Advanced Pharmacology, Advanced Health Assessment, Health Care Ethics, Health Policy, Research and Biostatistics and Evidenced Based Research of Nursing. In addition, you will complete a complement of specialty courses specific to your program of study.

The nature of learning in our academic programs is formative and the pace and expectations are rigorous. Skills learned in courses are directly applicable to licensure exams and to delivering patient care. As such, students who are enrolled in our academic program may not be enrolled in another academic program nor participate in academic coursework at another institution without written permission from their Academic Advisor and Program Director.

All course descriptions may be found online in the course catalog: [http://courses.georgetown.edu](http://courses.georgetown.edu). On-campus classes are designated as NURS, whereas classes conducted online are designated as NURO.

NURS- 518/NURO-518: Health Care Ethics

Bioethics is a field of study directed to the interdisciplinary ethical analysis of the moral
dimensions of health professional practice; this includes an analysis of moral character and vision, judgment, decision-making, clinical practices, health policies, etc. Toward this end, the goals of this course are: 1) to introduce the wide range of ethical issues in health care; 2) to familiarize students with the bioethical literature that addresses these issues; 3) to develop the basic skills of analysis, interpretation, moral communication, and argument used in bioethics, especially as it affects nurses and other professional caregivers, functioning separately and jointly, and 4) to facilitate the application of those habits of thought that integrate bioethics into the intellectual and moral life advanced practice nurses.

Credits: 2

NURO-528: Advanced Health Assessment

This course focuses on providing students with advanced knowledge and skills in the health assessment of individuals across the lifespan within the context of the advanced practice role. Emphasis is placed on the collection, interpretation, and synthesis of relevant historical, genetic, biological, cultural, psychosocial, and physical data for the development of a comprehensive and holistic health assessment. Evidence-based practice concepts related to health promotion/disease prevention are introduced. Critical thinking and diagnostic reasoning skills are developed.

Credits: 3

NURO-530: Research Methods & Biostatistics for Health Care Providers

This course provides students with an overview of quantitative and qualitative research methods commonly used by the health care provider in systematic clinical inquiry. Use of research design and methodology along with analytic tools will assist the learner to evaluate clinical issues. Emphasis is given to the application of statistical methods in the evaluation of clinical questions, focusing on selection and application of appropriate statistical procedures. The course will provide a broad framework for understanding and applying commonly used research methodologies and data analysis techniques in health care research. Basic concepts of interpretation and application of statistics are included, such as types of distributions, concepts of significance testing, and discussion of basic descriptive statistics. The student is introduced to common non-parametric and parametric statistical tests of association and trend analysis, including a practical experience with various methods to manage a data set. Qualitative techniques of data analysis based on ethnography, critical social theory, phenomenology, and grounded theory are also applied.

Credits: 4

NURO-538: Professional Aspects of Advanced Practice Nursing

This course focuses on advanced roles for professional nursing practice. Emphasis is on philosophical inquiry, theory analysis, and the development of leadership skills for working with individuals and groups in advanced nursing practice.

Credits: 3

NURO-540: Research Evidence and Best Practices in Health Care

This course is designed to prepare the master’s level nursing student to critically evaluate knowledge, research and evidence for implementation of best practices in health care. Students will formulate and conceptualize clinical research questions, critically appraise the evidence, and synthesize research findings with the development of an innovative, evidence based research plan.
NURO-544: Advanced Concepts in Pharmacology

This course focuses on the pharmacologic concepts important to advanced practice nurses. These concepts include receptor theory, receptor-effector coupling, dose-response relationships, mechanisms of action of important classes of drugs, pharmaco-kinetics, and pharmacodynamics. Course content is geared toward providing the student with an understanding of basic pharmacologic principles that can be applied to new drugs as they become available in the future. Application of these principles to real-world situations will also be highlighted.

Credits: 3

NURO-546: Advanced Concepts in Physiology and Pathophysiology

This course pre-supposes a basic knowledge of human physiology and pathophysiology. Topics are covered from a molecular, cellular, tissue, organ, and system perspective, and related to disease states that are important to advance nursing practice. The focus of this course is to impart concepts of advanced physiology and pathophysiology which are elemental to advanced practice nursing based on a comprehensive understanding of the patient’s underlying physiological and disease processes and their impact on the plan of care. Emphasis is also placed on integrating and conceptualizing information gained from many sources to develop a diagnosis and a plan of care for clients of all ages, with any disease states.

Credits: 3

NURS-624/NURO-624: Health Policy

This course examines the complex political, economic, and social forces that shape health care systems. It provides an introduction to general principles of health care organization, financing and regulation, and then sets forth a dynamic comparison of various approaches to health care delivery systems in different parts of the world. Current policy initiatives are analyzed for their impact on cost, quality, access and the health of populations. Students develop beginning skills in the epidemiological approach to population-based health care systems.

Credits: 3

Master’s Specialty Courses

For course descriptions and sample plans of study for your specialty courses, refer to the Handbook Supplement for your particular specialty.

Academic Calendar

The most up-to-date program academic calendar can be found on the program’s website: http://nhs.georgetown.edu/students/graduate/calendars/.

Preparing for Secondary Certification

Occasionally students want to pursue a secondary credential during their course of study. If you are interested in this option, you should discuss it with your Academic Advisor. Details on this option can be found at http://nhs.georgetown.edu/nursing/masters/pmc/admissions/.
Mode of Delivery

Students in the CRNA Program will pursue their course of study on-campus. Students in the NP or CNM programs will pursue their course of study through the distance learning modality.

Campus students use multiple learning management systems, such as Blackboard and 2GU. For distance students, the platform on which the program is delivered incorporates the best of available web technologies. The platform uses Web 2.0 tools to stimulate classroom discussion, and anyone familiar with popular social networks or other online communities should feel comfortable with the tools. Students will not need to be proficient with distance education technology before enrolling, but basic computer literacy, such as knowing how to access a Web site, is required. Students log onto the learning management platform using a secure GU login and password. Synchronous sessions in the distance graduate nursing program are small and done via a web video camera. An orientation module for the program is provided and a technology help-desk is available to both students and faculty.

Information on technology requirements for the graduate nursing program are available online: http://online.nursing.georgetown.edu/about/frequently-asked-questions/the-online-experience/
Chapter 3: Academic Integrity and Performance Expectations

Academic Integrity

All graduate students at Georgetown University are expected to maintain high standards of integrity in the pursuit of their educational and professional goals. This includes an expectation to abide by the University Honor Pledge:

“In the pursuit of the high ideals and rigorous standards of academic and professional life, I commit myself to respect and uphold the Georgetown University Honor System: to be honest in any academic endeavor, and to conduct myself honorably as a responsible member of the Georgetown community, as we live and work together.”

As a graduate student, you should pay special attention to giving credit to others for their work. Faculty will expect you to cite references using the proper APA format, unless otherwise instructed. Pay special attention to the “Academic Integrity and Academic Misconduct” section of your orientation, which addresses:

- The meaning of academic integrity and academic misconduct
- Examples of adversity you may face in graduate school
- Examples of academic misconduct
- Consequences of academic misconduct
- Academic Misconduct

Some forms of academic misconduct may not seem obvious to you. The orientation reminds you to not copy and paste from websites, “If you think that you can plagiarize from the Internet without getting caught, consider this: If you can find it on the Web, so can we” (Schaefer, 2011, Academic Integrity and Academic Misconduct Georgetown University Video). A website should be treated in the same manner as any other reference source.

The orientation also addresses examples of properly and improperly paraphrasing others’ ideas. You can paraphrase in some circumstances and in small amounts, but you must give credit to the original source. Additionally, always check with your professor before collaborating with others on an assignment. If you work with another student or colleague on an assignment that is meant to be accomplished individually, then you are guilty of academic misconduct. Finally, did you know that re-using a paper, even though it is solely your work, for more than one assignment could constitute cheating? (Schaefer, 2011, Academic Integrity and Academic Misconduct Georgetown University Video).

An example of fabrication that nursing students face during clinical would be falsifying records, including hours, within your clinical database in the Typhon system. Remember that faculty verifies all Typhon entries.

Preventing Plagiarism

As a graduate student, you can prevent plagiarism by:

- Managing your time – don’t wait until the last minute to begin a large assignment. Proper time to prepare the assignment will prevent careless mistakes
and reduce the temptation to cheat
• Avoiding websites that allow you to purchase someone else’s work
• Following your professor’s instructions. Find out if you are to work alone on an assignment or if you are permitted to collaborate with other students
• Preparing each assignment from scratch. Submitting an assignment that you prepared from another course can be considered cheating and
• Remembering that Georgetown faculty use online services to help identify plagiarism (Adopted from “Avoiding Plagiarism” by the Academic Resource Center)

Giving credit to others’ work is a huge part of preventing plagiarism. Remember to:
• Provide citations in PowerPoint presentations, handouts, video presentations, online discussion questions, blogs, and case presentations
• Use quotation marks if cutting and pasting or quoting someone word for word even if you cite the source of the words, and
• Cite your source when you paraphrase (use sparingly and following the guidelines from your orientation)

Other technologies and methods may be used to discourage acts of academic misconduct, and students will be informed of these methods. These may include submission of work to anti-plagiarism software.

Electronic Testing
While you may be occasionally asked to go to a local testing site for a proctored, high stakes examination, most of your quizzes and tests will be conducted electronically. Unless otherwise stated, you may not collaborate with others or use any references during any examination. This means that during an exam you may not:
• Open another browser window or use any other method to look up an answer
• Communicate with anyone via online chat, telephone, email, text message, in-person, or via any other method.
• Use your phone or mobile devices.
• Ask someone to take the exam for you
• Copy, print, or photograph exam questions for your personal use or to share with others.

For distance students, please remember, unless otherwise instructed, you will be required to have your functioning two-way video camera on during the online exam and a faculty member with access to your photo ID will be proctoring the exam online. If your video camera is not functioning properly, you will not be allowed to take the exam. After the exam, you should not discuss it with other students who have not yet taken it.

If you have any further questions regarding the University’s academic integrity policies, please visit: http://grad.georgetown.edu/pages/info-acad-integrity.cfm.
Ethics and Professional Behavior

In its Code of Ethics for Nurses, the American Nurses Association has stated that:

“ethics is an essential part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, vulnerable and for social justice. This concern is embodied in the provision of care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities.”

--“American Nurses Association Code of Ethics for Nurses with Interpretive Statements

Nursing students are expected not only to adhere to the morals and standards of the profession, but also to embrace ethics as part of what it means to be a nurse. The nurse recognizes that his/her first ethical obligation is to the patient’s welfare and that all other needs and duties are secondary; the nursing student adheres to this same value.

It is therefore expected that the graduate nursing student at Georgetown University will strive to act in a professional, ethical manner in accordance with the Code of Ethics for Nurses, the Jesuit values of Georgetown University values, and the NHS Ethics Policy. Each student will:

1.) Read the NHS Ethics policy and be accountable for its contents in the following pages.

2.) Be responsible for his/her own learning and clinical practice and honor other students’ right to learn and be successful in academic and clinical environments e.g., develop own knowledge base through study and inquiry, recognize others’ right to do well on their written work, have access to reserved material, and have access to their own preparation materials and supplies (used in clinical areas).

3.) Demonstrate respect in verbal and non-verbal behaviors to all others in clinical and academic settings (e.g., interact with others without using threats of, or commission of, physical harm, verbal abuse, unwanted sexual advances or contact, or other unwarranted physical contact; arrive to class and clinicals on time; silence beepers and cell phones in class, etc.).

4.) Avoid use of any substances that would impair clinical ability or judgment

5. Provide the same standard of care to all patients and families regardless of race, ethnicity age, sexual preference, disability, religion, economic status, employment status, or the nature of their health problem(s). Accept that others have the right to their own cultural beliefs and values and respect their choices (e.g., demonstrate compassion and respect for every patient; be non-judgmental of cultural differences).

6. Provide patient care without expectation of, or acceptance of, any remuneration
over and above salary (if applicable) (e.g., do not accept gratuities or personal gifts of monetary value).

7. Document in a thorough, accurate, truthful, and timely manner data that reflects findings from one’s own personal assessment, care, interventions, teaching, or the patient’s and/or family’s response to those activities (e.g., documentation errors are corrected in an acceptable manner, documentation is unaltered, late entries are duly noted).

8.) Act in a manner that contributes to the development and maintenance of an ethical educational and practice environment. Recognize that the primary commitment in clinical practice is to the patient and that respectful interactions are expected. If a student is being uncivil, speaking disrespectfully to colleagues, classmates or faculty, or exhibiting unsafe professional practice, work through appropriate organizational channels to share concerns about situations that jeopardize patient care or affect the educational process.

9.) Keep all clinical/patient data confidential. Clinical/patient data used in in all school work, papers, presentations, research findings and in the clinical setting must be used in a manner that is accurate, truthful, and confidential. Patient data must have a justifiable reason for its presence. Acknowledge real data gaps that may exist in written work.

10.) Adhere to all NHS policies related to professional behavior.

Reference:


Ethics Procedures

Any graduate nursing student violation of the NHS Ethical Policy is treated in a serious manner. Behavioral misconduct of this type may result in suspension or dismissal from the program.

Responsibilities of Students and Faculty for Reporting Behavioral Misconduct

Allegations of behavioral misconduct are investigated and resolved using a standardized procedure. Faculty members generally initiate investigations, either by detecting violations themselves or by receiving reports from faculty, preceptors, staff, and/or students. Faculty members must notify the Associate Dean for Academic Affairs or designee when a violation occurs that merits an investigation and potential hearing.

Students or staff who witness violations should report these to the appropriate course faculty and Assistant Dean of Academic Affairs. The Associate Dean or designee may in turn refer information from any source to the Graduate Committee on Students for investigation and
resolution.

In the case of a potential violation of the NHS professional behavior policy, both students and faculty should follow these procedures:

1. Serious allegations or overt violations of the Ethics Code will be immediately referred directly to the Associate Dean or designee and may result in a suspension of clinical and class activities prior to a student’s hearing or other interim actions as determined by the Associate Dean or designee.
2. In the case of a suspected ethics violation, a faculty member should meet with the student or students involved in the incident to discuss the accusation. If the faculty member believes the accusation has no merit, the issue can be dismissed, but documentation of the conversation should be forwarded to the Associate Dean for Academic Affairs or designee.
3. If, after meeting with the student(s) involved, the faculty member believes the situation may have merit, he/she should contact the Associate Dean for Academic Affairs or designee.
4. Discuss the situation with the Associate Dean of Academic Affairs or designee to determine whether there are grounds for calling a Graduate hearing or whether a resolution can be reached between faculty and student. If it is determined that the faculty and student may agree upon a resolution without any hearing, the resolution must be recorded in writing and signed by both the faculty member and the student. A copy of this document must be sent to the Associate Dean for Academic Affairs or designee.
5. If a resolution cannot be reached, the Associate Dean for Academic Affairs or designee will convene the hearing of the Graduate Committee on Students within 10 business days of receiving the request for a hearing. Along with the Committee, the Program Coordinator for Distance Education and a staff member from the Office of Academic Affairs will attend the hearing to document the proceedings and answer any procedural questions.
6. All documentation for the hearing will be held on file in the Office of the Associate Dean for Academic Affairs or designee.

Please note the following, pertaining to the Graduate Committee on Students. A hearing by the Committee is an orderly discussion, not a legal proceeding. Legal representation is not permitted. The hearing proceeds in this manner:

A. The party initiating the complaint will present an account of the events to the charge of behavioral misconduct.
B. Witnesses will give their accounts. Ethics hearing panel members, and initiating parties, may ask questions.
C. The alleged violator may refute the charges and invite witnesses.
D. The initiating party and the alleged ethics violator will be allowed to make a closing statement.
E. At the conclusion of the hearing, all parties will withdraw, and the deliberations of the hearing board will be held in private.
F. The alleged ethics violator and the initiating party will be informed in writing by the Associate Dean for Academic Affairs or designee within five working days of the Committee’s decision.
G. Depending on the severity and type of infraction, the student may be removed from the clinical or laboratory setting immediately after a decision has been reached. Such
decisions will be communicated verbally to the student by the Associate Dean for Academic Affairs or designee, followed by written confirmation. The Associate Dean or designee will work to notify University personnel (i.e., Registrar, faculty adviser, course faculty, program director).

H. Students found in violation may face a variety of potential sanctions as determined by the Committee. If a student has multiple offenses, this will be factored into the sanction process. Some potential sanctions include:

- Failure on an assignment
- Lowering of a grade or failure in a course
- Notation on a student’s transcript of academic dishonesty
- Suspension or expulsion from the University
- Other sanctions as deemed app of committee

I. All decisions of the Committee are final. The Associate Dean or designee will present a written response to the student. This will include notifying appropriate faculty or University personnel (i.e., Registrar, faculty advisor, course faculty, appropriate program director). There is no further appeals process.

J. The Associate Dean for Academic Affairs or designee, with the assistance of the graduate program coordinator, maintains original notes from all Board meetings in a confidential file.

K. The Associate Dean for Academic Affairs or designee submits a yearly report to the Executive Faculty outlining types of hearings held and decisions made during the year. Students will not be identified by name in this report.

L. Georgetown University will report the outcomes of hearings to other state, local, and nursing governance bodies as required by law.

Student Experience

Being accused of an ethics violation is a stressful process for students. Students are encouraged to be completely honest in all discussions associated with this process and to take advantage of University resources.

Your Academic Advisor will provide an overview of the process and procedures associated with evaluations, Ethics Code violations, and advice about preparing for the hearing.

In advance of the Ethics hearing, you will receive written notification of the hearing date, time, and location from the chairperson of the board. You are required to attend the hearing as scheduled.

Academic Performance Expectations

Grading System

Grades for graduate coursework are recorded as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.333</td>
</tr>
</tbody>
</table>
Grade Interpretation

Withdrawal
If you are unable to continue in a specific course you can withdraw from the course up until two weeks prior to the end of the term. It is highly recommended that you speak to your course faculty prior to requesting a withdrawal. A “W” will be noted on your official transcript.

As an MS in Nursing student you are eligible to withdraw failing from a course only once. Upon repeating the course for the second time, if not successful, you are not eligible to continue in the MS in Nursing program.

Audit
You are eligible to audit a class with permission from the instructor. The cost to you is the same, however you are not awarded credits. It might be helpful to audit a course that you have transferred from another institution and need review. If you are interested in auditing a class, you should register for the class on MyAccess, but then complete an add/drop form within the first week of class clarifying your request for audit.

In Progress
Occasionally you will need additional time to complete clinical hours or course work. In Progress (IP) is one example of the transcript notation for a delay in work completion. If there are special circumstances regarding the completion of your work, please speak with your course faculty.

No Grade Reported (NR)
A faculty member who has not received adequate work from the student in order to provide a final grade, may report an NR. This NR may convert to an F without course objectives being met without clear communication between you and your faculty.

Incomplete (I)
You are expected to complete all coursework by the end of the term in which that coursework is
taken. In special circumstances, an instructor may grant a student permission to delay submission of work up to the end of the next term. However, instructors are not bound to grant such requests. When an instructor has granted such permission, he or she will assign the student a grade of “Incomplete” (I) for the course; this grade will appear on the student’s official transcript until a final grade is reported. If an "I" is assigned by an instructor and not subsequently changed to a grade by the instructor before the last day of classes in the following term, it will be converted to an “F” on your transcript.

Academic Performance

As a graduate nursing student, you are required to satisfy the academic standards of the Graduate School as well as the standards of the School of Nursing & Health Studies (NHS).

Students in NHS graduate programs are required to achieve a Quality Point Index (QPI) of no less than 3.000 in order to remain in good academic standing. An overall GPA of 3.000 is required for students to enter into their clinical/practicum courses. Failure to meet this requirement following the prescribed plan of study will result in termination from the respective students' program. If termination occurs, students are not eligible to reapply.

Students may not fail any course. A student who receives a grade of “F” in any course will be terminated from the program; the nursing graduate programs do not allow repeat of courses for credit. Finally, NHS graduate nursing students are also required to meet clinical standards established by program faculty, as outlined in Chapter 5 and the program’s Handbook Supplement.

Grounds for Termination

The following are grounds for termination from a graduate nursing program:

1. Inadequate academic performance, as reflected by a student’s:
   a. Failure to achieve an overall QPI of 3.000 at the time of entry into the clinical phase of the nursing program
   b. Receipt of a grade of F in a core course (a grade below 70%);
   c. Receipt of a B- or below in a specialty course (a grade below 83%); or
   d. Failure to meet clinical performance standards as addressed in each program’s Supplement

2. Unethical behavior or professional/personal misconduct. Behaviors warranting termination include, but are not limited to,
   a. Violations of Georgetown University’s Code of Conduct
   b. Positive drug screen and/or a forged or altered drug screen for illicit drugs
   c. Violations of Professional standards of care
   d. Violations of Code of Ethics for Nurses, and
   e. Violations of the regulations governing nursing practice through the individual state/district Nurse Practice Acts.

Georgetown University’s Code of Conduct can be found at the link below:
[http://studentconduct.georgetown.edu/codeofconduct/](http://studentconduct.georgetown.edu/codeofconduct/)

The Code of Ethics for Nurses can be found at the link below:
Appeals

Appeals Contesting Grades
The following steps must be taken in order to contest a final grade received as part of your core coursework,

1. You should first seek an acceptable resolution through a discussion with the instructor of the course. This must be initiated no later than 30 days after the start of the term following the one in which the disputed grade was assigned. If a satisfactory resolution is not reached, you should then:
2. Discuss the matter with the Director of your graduate program. This discussion must be initiated no later than 60 days after the start of the term following the one in which the disputed grade was assigned.

If a satisfactory resolution is still not reached you might have the right to an appeal. The appeal must be based on factual evidence and based on one of the following criteria: (1) miscalculation of grade, (2) unfair/biased treatment by the instructor, (3) extreme, unanticipated, and sudden external circumstances that affected performance. If you feel your appeal has merit based on the above criteria, please consult with your Academic Advisor. Your Academic Advisor will then go over your merits for appeal, answer any questions, and establish a timeline for the appeals process. If you choose to move forward with an appeals process, you will submit your written appeal to your Academic Advisor.

Your Academic Adviser will then submit your written appeal to the Chair of the Graduate Committee on Students. Upon receipt of an appeal, the Chair will determine if the appeal meets the criteria outlined above. If the Chair finds the appeal meets the criteria it will be sent to the Graduate Committee on Students. The Committee’s review must be initiated no later than 60 days after the start of the term following the one in which the disputed grade was assigned or 60 days after the formal appeal was filed. The committee’s decision (to raise, lower, or sustain the grade) is final. A student may not progress to the next prescribed set of courses until the appeal has been heard and the outcome decided.

Appeals Contesting GPA Prior to Clinical

Each student follows a full time or part time prescribed plan of study. In each case the plan of study calls for completion of NURO 528, Advanced Health Assessment which immediately proceeds the first clinical course. Students who do not have a 3.0 after completing NURO 528 following the full time or part time prescribed plan of study will be dismissed from their program.

If your overall GPA is not 3.0 immediately prior to your first clinical term, you may have the right to an appeal. The appeal must be based on extreme, unanticipated, and sudden external circumstances that affected your performance.
If you feel your appeal has merit, please consult with your Academic Advisor. Within 30 days of receiving the disputed grade, your Academic Advisor will then go over your merits for appeal, answer any questions, and establish a timeline for the appeals process. If you choose to move forward with an appeals process, you will submit your written appeal to your Academic Advisor.

Your Academic Adviser will then submit your written appeal to the Chair of the Graduate Committee on Students. Upon receipt of an appeal, the Chair will determine if the appeal meets the criteria outlined above. If the Chair finds the appeals meets criteria it will be sent to the Graduate Committee on Students. The Committee’s review must be initiated no later than 60 days after the end of the last term with the understanding that a leave might be necessary for due process.

The Graduate Committee on Students is made up of membership from the Department of Nursing. The Committee’s decision (to raise, lower or sustain the grade or decision) is final. A student may not progress to the next prescribed set of courses until the appeal has been heard and the outcome decided.

Prior to the Committee meeting at which the vote will be taken, the student will be:

1. Notified of the time, place, and date of the Committee’s meeting by the Associate Dean of NHS (or designee). The student may come to campus or attend the appeal via Skype or Adobe Connect (through the learning management platform).
2. Provided with an overview of the order of the procedures of the appeal hearing.
3. Advised that he/she may challenge any member of the Committee upon presenting persuasive evidence that the member would be unable to render a fair, impartial, and objective decision based only upon the information presented at the meeting.
4. Advised that he/she may submit a written statement and any other evidence he/she believes relevant to the appeal. The student must submit any such information a minimum of three days prior to the scheduled meeting.

Conduct of Appeal Meetings

1. The meeting is an educational process, and administrative in nature.
2. The Committee may consider any information it deems relevant to the appeal.
3. The meeting may be recorded at the discretion of the Committee.
4. A support person of the student’s choosing may accompany the student to the meeting, but that individual may not participate in the meeting in any way.
5. The faculty of record will forward the student’s pertinent information to the Committee.
6. The faculty of record will be present either in person or via teleconference to present information and answer questions about the student’s record.
7. The student will be present either in person or via teleconference and shall have an opportunity to make a presentation to and answer questions from the Committee.
8. After all information pertinent to the case has been presented, the involved faculty and the student will be excused and the remaining members of the Committee will hold closed deliberations for discussion and voting.

All decisions of the Graduate Committee on Student Appeals are final. A summary of the outcome of the hearing shall be communicated in writing to the (1) Associate Dean of NHS, (2) Chair of Nursing, and (3) Director of Academic Affairs. In the event there is disagreement among members of the Committee, a minority opinion may be prepared and
submitted.

Appeals Regarding Termination of Degree Candidacy

A student’s candidacy for a graduate degree may be terminated by the Dean of the Graduate School for reasons that include, but are not limited to, failure to make satisfactory progress toward completion of degree requirements or findings of academic misconduct.

A student whose degree candidacy has been terminated for any reason will be notified in writing by the Dean of the Graduate School. The student shall have the right of appeal. The student must present the grounds for appeal to the Dean of the Graduate School in writing within 30 days of the date of the Dean’s letter terminating degree candidacy. While the student may submit any evidentiary materials deemed relevant to the appeal, the narrative presenting the basis of the appeal must be limited to ten typewritten pages, double-spaced.
Chapter 4: Enrollment, Advising and Student Support Services

Admissions Requirements and Application Fees
The admissions requirements and standards for the Master of Science degree in Nursing program are as follows:

- A Bachelor of Science degree in Nursing (BSN) is required, with a minimum cumulative undergraduate GPA of 3.0 or higher and a minimum science GPA of 3.0
- A current Registered Nurse (RN) license from a state/territory within the United States.
- Satisfactory completion (C or better) of a statistics course is also required prior to matriculation.
- A successfully completed and submitted online application.
- A successfully submitted and non-refundable application fee.
- Some specialties require specific experience as an RN prior to admission.
- Program faculty will review all complete applicant files and will render admissions decisions in conjunction with the School of Nursing & Health Studies (NHS) admissions office.

Additional information, including admissions deadlines and application fees, can be found online: [http://nursing.georgetown.edu/admissions/admissions-overview/](http://nursing.georgetown.edu/admissions/admissions-overview/)

Students admitted to the graduate nursing program are required to submit a $500 non-refundable deposit to confirm enrollment in the program. These funds are deposited into an individual’s student account and are then deducted from their tuition bill.

Advisement
All students will have two advisors, an Academic Advisor (AA) and a Clinical Faculty Advisor (CFA). Additionally, the Program Coordinator of your specialty will provide directions to specific resources that you may need or specialized communications from your program faculty.

Academic Advisement
Your academic advisor (AA) provides guidance in regards to academic progression and requirements. You should reach out to them with concerns or questions that might arise with course progression, plans of study, and leave(s) of absences. In addition your AA might assist with academic difficulties you may be experiencing in relation to learning styles, academic support, or other learning needs. Your AA will also provide guidance and support in reaction to guidance about materials found in the Graduate Bulletin, Student Handbook, or any other official university document or policy.

Faculty Advisement
As a graduate nursing student, you will be assigned a Clinical Faculty Advisor (CFA) at the beginning of your clinical sequence. Your CFA will serve to promote academic, clinical, and professional mentoring through your specialty courses. The goals are to complement services provided by your Academic Advisor and Student Support Associate (see below). Your relationship
with your CFA will provide a forum for clinical enrichment, establish a mechanism to ensure continuously open communication, and provide professional support to each student. Specifically, faculty advisement may focus on:

- Identification of your learning styles and needs during the clinical practicum
- Clarification of expectations related to the clinical experience
- Oversight of mastery of instructional content as integrated in the clinical setting
- Evaluation and promotion of skill development
- Monitoring of clinical progress to include discussion of clinical cases, review of clinical evaluation tools and communication with preceptors
- Collaboration with didactic course faculty to ensure achievement of course objectives
- Support for professional problem solving

**Student Support Associate for Online Students**

In addition to the support systems outlined above, distance students will also have contact with the Student Support Team. As a distant student, this will be your first point of contact for logistical and technical support. You should contact Student Support for technical support of the learning management platform (2GU) throughout the program. Student Support will also reach out to you periodically with reminders (registration, account settlement, clinical clearances, etc.) and other important information. You will be provided with a personal Student Support Associate (SSA) to serve as your main logistical point-of-contact for the duration of the program. For matters outside of their area of expertise including academic advisement, academic progression, interpretation of rules and policy, and academic and professional mentorship, your SSA will refer you to your course faculty, AA, and CFA when appropriate.

**Clinical Placement Support**

The clinical placement process is a joint partnership between you as a student and the clinical placement team. Both partners will be actively engaged in the search process for an acceptable clinical site. The Clinical Support Specialists will assist in this process. They will provide you with an initial clinical placement survey and follow up with questions and informational updates as to how your clinical placement process is progressing. If you have leads or referrals about specific clinical sites or preceptors, that information should be given to your Clinical Support Specialist. Your Clinical Support Specialist works closely with your CFA and AA and may refer you to them when appropriate.

**Registration**

The registration process will begin for all students well in advance of the first day of courses. For campus-based students, pre-registration of classes occurs midway through the prior semester. You will receive information from your Program Coordinator or Faculty Advisor prior to this process. Once pre-registration closes, your program coordinator will approve your classes based on your plan of study. There is a ten-day period after the first day of the semester that is referred to as “Add/Drop.” It is during this time period that you can add or drop classes without financial refund penalty and without the courses appearing on your transcript.

For distance students, course registration will typically open six weeks prior to the first day of
classes for any given term. Students must register for courses prior to the first day of classes or face Administrative Withdrawal. Distance students will be able to add/drop classes from the time registration opens up through the seventh calendar day after the first day of classes for that term (e.g., if classes begin on a Monday, registration will be open until 11:59 pm the following Monday). The period from the first day of classes through the seventh following calendar days is commonly referred to as "Add/Drop." It is during this time period that you can add or drop classes without financial refund penalty and without the courses appearing on your transcript. Courses dropped after this seven-day period will be recorded on your transcript as a “W.” Any additional adds or drops to your scheduled after the seventh day must be coordinated through your Academic Advisor.

**Course Cancellation Policy**

Georgetown University reserves the right to cancel any courses without prior notification. However, every effort will be made to provide information on cancellations in a timely manner. In the event of cancellation, Georgetown University will refund tuition charges according to the refund schedule listed below and in the Graduate Bulletin.

**Program Tuition and Tuition Calculation**

Graduate nursing tuition is charged by the credit hour. Tuition charges may be obtained by multiplying the number of credits by the per-credit tuition rate. The current tuition rate is available on the Office of Student Accounts Web site (see below). Additional information related to graduate nursing tuition and available financial aid may be found on the following websites:

Net Price Calculator:
http://finaid.georgetown.edu/net-price-calc

Georgetown University Office of Student Financial Services (OSFS):
http://finaid.georgetown.edu

Office of Student Accounts:
http://studentaccounts.georgetown.edu

Estimated Price of Attendance for Distance Students:
http://finaid.georgetown.edu/cost-of-attendance/graduate-nhs-online/

Students are also a charged a one-time $50 transcript fee as well as a $75 Typhon fee. A complete current listing of University tuition, fees, payment due dates, and payment plans is available by visiting:http://studentaccounts.georgetown.edu

Students are not required to purchase books and supplies from the University; however, required textbook information can be found on the University’s bookstore Web site:
http://www.georgetown.bkstr.com and from the online course schedule:

Nursing students are required to be clinically cleared in order to register for courses and enter the clinical setting to interact with patients. More information about the clinical clearance can be found here: http://nhs.georgetown.edu/nursing/resources/clearance/ The process of being clinically
cleared will take place via https://www.certifiedbackground.com/ There is an annual fee of approximately $60 to maintain the required Certified Background documentation.

**Withdrawal and Reinstatement**

If you need to withdraw from a class within the Add/Drop period you may do so on MyAccess utilizing the add/drop link. If you wish to withdraw from a class after the Add/Drop period you must contact your Academic Advisor. Campus students refund schedule is found on the following link: http://registrar.georgetown.edu/registration/refunds-and-tuition/

Online student tuition refunds will be calculated according to the following schedule below, based on the date from which the student makes the request:

<table>
<thead>
<tr>
<th>Week of Semester</th>
<th>Percent of Tuition Charges Refunded for Online Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-2</td>
<td>100%</td>
</tr>
<tr>
<td>Week 3</td>
<td>80%</td>
</tr>
<tr>
<td>Week 4-5</td>
<td>70%</td>
</tr>
<tr>
<td>Week 6-7</td>
<td>50%</td>
</tr>
<tr>
<td>Weeks 8-9</td>
<td>40%</td>
</tr>
<tr>
<td>10th week and beyond</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Residents of Iowa and Wisconsin:* Please see additional refund policy information in Appendix C.

**Change of Address/Relocation Policy**

Students, particularly in the online learning environment, may be transient and occasionally relocate for personal reasons unrelated to graduate studies. Relocation may impact your plan of study, progression in the program, and the ability to secure appropriate clinical placements. Every effort will be made to accommodate a timely clinical placement given relocation, however a delay should be anticipated.

**A minimum notice of at least one term (16 weeks)** is required in order to provide ample time to identify a new clinical/practicum placement.

Due to challenges in clinical/practica placement, notification of greater than one term (16 weeks) is strongly advised. If relocation is needed with less than one term of notice Georgetown will not attempt to secure a placement with less than 16 weeks notice, and a Leave of Absence may be required.

Even with advance notice, relocation may result in a delay in your academic progression (or a Leave of Absence) and completion of clinical terms, or a deceleration in your plan of study. State specific regulatory requirements may additionally delay the ability to make a timely re-placement for your clinical term(s).

In the event that relocation is necessary during a clinical term, there is an expectation you will complete your clinical hours for that term in your assigned site.
If you are moving to a new state, you need to determine if you will need to acquire a new RN license in that state. Please refer to your program faculty for location-based licensure information and requirements. It should also be considered if obtaining a license in a bordering state is worthwhile, and this conversation should take place with your CFA and Placement Team Specialist.

At the first point in time that a relocation or move is determined to be likely, you will need to:

1. Notify your SSA (Student Support Associate) to have further discussion around relocation parameters and any complicating factors (i.e. ensure you are moving to a state where we currently operate).
2. If you have already begun your clinical sequence you will also contact your CFA.
3. Update your address in MyAccess.
4. Complete the Relocation Notification Form found here: [http://nhs.georgetown.edu/students/graduate/](http://nhs.georgetown.edu/students/graduate/)
5. Submit the Relocation Notification Form to your SSA
6. Once your form is submitted and relocation is confirmed, further academic planning will take place with your Academic Advisor.
7. Contact your Clinical Placement Specialist to discuss next steps and any referrals you have in your new state of residence. (Note: You may have a new Placement Specialist depending upon your new location.)
8. Begin the process to obtain any new RN licensure required if you are relocating to another state and a different license is required.

**PLEASE NOTE:**

Nursing@Georgetown is not yet operational in all 50 states. If you move to a state where the program is not offered, you will be unable to continue in the program. Please refer to the current program state operational status here: [http://online.nursing.georgetown.edu/state-information/](http://online.nursing.georgetown.edu/state-information/)

This policy pertains to students who may have a change of address unrelated to clinical placement. Should your circumstances require relocation or moving from one state to another due to clinical placement challenges, discussion will take place with your CFA and Academic Advisor.

**Program of Study**

Your plan of study is the ultimate guide to your academic success. Your Student Support Associate (SSA) or your Program Coordinator will provide you with the initial copy of your Plan of Study. It can also be found in the Handbook Supplement for your particular specialty. Any changes in your plan of study must be discussed and carefully planned out with your Academic Advisor (AA) and Clinical Faculty Advisor (CFA).

The nature of learning in our academic programs is formative and the pace and expectations are rigorous. Skills learned in courses are directly applicable to licensure exams and to delivering patient care. As such, students who are enrolled in our academic program may not be enrolled in another academic program nor participate in academic coursework at another institution without written permission from their Academic Advisor and Program Director.
The graduate nursing curriculum is designed to be taken without interruption in order to maximize learning. Graduate School policy also mandates that you must either be actively enrolled in courses, be in the process of registering for courses, or on an approved Leave of Absence (LOA). If at any time you are not in classes, registering for classes, or on an approved LOA you will be subject to an Administrative Withdrawal.

You are eligible to transfer up to 25% of graduate course work completed at another institution. This should be discussed with your Academic Advisor (AA) once admitted to the University to identify whether or not the transfer of credit is recommended. If supported you will complete the Petition for Transfer of Course form found on the NHS website http://nhs.georgetown.edu/students/graduate/forms/ and send the completed form to the Office of Student Academic Affairs at NHSgradacademicaffairs@georgetown.edu. Your Academic Advisor will then work with your Program Faculty to evaluate the transfer petition.

Upon matriculation to the School of Nursing & Health Studies you are given three years to complete your degree program. If you require additional time (e.g., life or work issue) you must apply to the Office of Student Academic Affairs for an extension to graduate during your final term of eligibility. Complete the online Student Petition for Extension of Time form found on the NHS Web site http://nhs.georgetown.edu/students/graduate/forms/ file for an extension and send the completed form to the Office of Student Academic Affairs at: NHSgradacademicaffairs@georgetown.edu

Students are permitted to petition to change concentrations within the graduate nursing programs as long as there is a minimum GPA of a 3.0. You are encouraged to speak with your Academic Advisor to identify your strengths and assess the correct concentration for your professional goals. Across the graduate nursing programs, this process is handled internally by completing a student Petition for Program Change for the graduate nursing student, which can be found on the NHS Web site: http://nhs.georgetown.edu/students/graduate/forms/. Your Academic Advisor will then work with your proposed new Program Faculty to evaluate your proposed concentration change. The final approval is made by the Program Director of the intended concentration.

**Student Services and Resources**

As a graduate student at Georgetown University you have access to many support services that will facilitate the successful completion of your graduate nursing education.

**Financial Aid and Student Accounts**

If you are receiving financial aid, it is extremely important to remain in contact with your financial aid counselor at the Office of Student Financial Services. More information about their office may be found at: http://finaid.georgetown.edu

To ensure that your financial and student accounts records are in order, please visit: http://studentaccounts.georgetown.edu

**Learning Resources**

The Academic Resource Center (ARC) can provide you with services to support any academic challenges. If you encounter academic difficulty in your courses you should first speak with your
program faculty, Academic Advisor, and Clinical Faculty Advisor. After these initial conversations, you may be referred to ARC for additional support. For additional information on the ARC, please visit http://guarc.georgetown.edu or contact Jane Holahan, Director of ARC at holahajf@georgetown.edu or 202-687-9530 between 9:00 and 5:00pm EST.

Special Learning Needs
Georgetown University’s American Disabilities Act (ADA) statement can be found at the following link: http://ideaa.georgetown.edu/ADA/

Students who believe they have a learning difference or learning or physical disability should contact the Academic Resource Center (ARC) for further information. ARC’s Web site is: http://guarc.georgetown.edu/.

ARC is responsible for determining reasonable accommodations for all students in accordance with the American Disabilities Act (ADA) and University policies.

Library Resources
The Georgetown University Library fully utilizes online and information technologies that facilitate providing information resources and services that support the University's curricular and research activities. The Library website (http://www.library.georgetown.edu) serves as a gateway to research tools and resources such as online periodical index databases, electronic journals, and information available on the web from other scholars. In addition, information about the library and its services, ways to contact the library, including online forms, simplify use of library resources. For additional information, please visit: http://www.library.georgetown.edu.

University Writing Center
The Georgetown University Writing Center is a free writing resource with specially designated tutors familiar with NURO assignments. The Writing Center offers assistance in topic development, general organization, revision and specific or recurring structural problems with writing. The role of tutors is not to proofread papers, but rather to help individuals improve their critical thinking, revising and editing skills. The goal is to develop the student’s skills and awareness so that the student becomes a better writer.

Students may access writing support by visiting the social group “The Nuro Online Writing Center” for more information about tutors and services. Students may also direct questions and make an appointment by emailing onlinenursingwriting@georgetown.edu.

Personal and Cultural Resources
The Office of Mission and Ministry, with the support of colleagues across the University, educates Georgetown's women and men to be reflective, life-long learners, to be responsible and active participants in civic life, and to live generously in service to others. For additional information, please visit: http://missionandministry.georgetown.edu/

The Center for Multicultural Equity and Access (CMEA) promotes educational excellence and racial equality at Georgetown University by serving African American, Latino, Asian American and Native American students, who were historically excluded from the university. For additional
information please visit: [http://cmea.georgetown.edu/](http://cmea.georgetown.edu/).

The Counseling and Psychiatric Service (CAPS) provides a multiple array of services to support your emotional wellness. CAPS also provides assistance if you need to apply for a Medical Leave of Absence (see below). For additional information, please visit: http://studenthealth.georgetown.edu/mental-health/medical-leave/

GU Wellness is an additional resource support that we believe is key to your overall physical, emotional and spiritual outcomes. For additional information please visit: [http://wellness.georgetown.edu](http://wellness.georgetown.edu).

The Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) Resource Center provides education, programming, support services, and voice to Georgetown students, faculty, staff, and alumni of all sexual orientations and gender identities. We are committed to understanding sexual orientation and gender identity in the context of and as it intersects with race, religion, ethnicity, nationality, ability, socio-economic status, and culture. For additional information please visit: [http://lgbtq.georgetown.edu](http://lgbtq.georgetown.edu).

**Career Advisement and Placement Services**

Georgetown does not place students for employment; however, Georgetown does provide resources to students to assist them in their job search.

The School of Nursing & Health Studies (NHS) collaborates with Georgetown University’s Career Education Center to offer career programming and development. The Career Center offers a variety of services, including assistance with forming a job search, mock interviews, and resume and cover letter writing. Additionally, the NHS Academic Council sponsors an annual NHS Career Fair that attracts health care recruiters from organizations worldwide to recruit undergraduate and graduate students for a variety of jobs and internships. Further, Hoya Career Connection (HCC) is an online job and internship database that is maintained exclusively for Georgetown students and alumni. HCC includes over 4,000 listings and postings are searchable by type, industry and location.

NHS has also collaborated with AfterCollege, an online job resource tool for nursing internship and job opportunities nationwide, to provide listings for NHS nursing students. Nursing students may also access job placement information via ExploreHealthCareers.org, a free, multi-disciplinary, interactive health careers website designed to explain the array of health professions and provide easy access to students seeking information about health careers.

Graduates of Georgetown University’s School of Nursing and Health Studies find employment in a variety of clinical and academic settings. Graduates of the Family Nurse Practitioner (FNP) program accept positions as FNPs in settings including community based clinics, retail clinics, private practices, Federally Qualified Health Centers (FQHC) and clinics that provide care primarily to the underserved population nationwide. Graduates of the Nurse Educator program find jobs at university schools of nursing as faculty or in health care settings as patient and clinical staff educators. Graduates of the Nurse-Midwifery/Women’s Health Nurse Practitioner program find jobs in birth centers, home birth practices, women’s health clinics, hospitals, FQHCs, and private practice settings. Graduates of the Adult Gerontology Acute Nurse Practitioner/Adult Gerontology Clinical Nurse Specialist program work in acute care settings serving as acute care experts in in-
patient care within hospitals in departments such as Intensive Care Units, Emergency Departments, and Medical Surgical Units and Step-Down Units. They also serve as clinical experts, staff and patient educators, consultants, researchers, and leaders in acute and critical care settings.

Leaves of Absence

The graduate nursing programs within the School of Nursing & Health Studies are formative in nature. Each specialty features a curriculum that provides a core of science and research based courses that students then draw upon to complete courses with clinical or practical components. As such, the curriculum is meant to be started, progressed through, and completed without interruption. This allows not only for optimal learning, but also optimal success on licensure exams that follow the completion of the program of study. This is especially true once a student begins Health Assessment and then progresses through their clinical courses. However, there are instances where students experience circumstances beyond their control, which necessitate a leave of absence (LOA). Below is information about the different type of leaves available to graduate nursing students in all specialties:

Personal Leave

During your course of graduate studies you might find it necessary to apply for a Personal LOA. Personal Leaves are designed to help students to cover unexpected, unplanned, and acute life circumstances. Examples of this type of leave include but are not limited to birth of a child, death of a family member, loss of a job, or an unexpected relocation. It is not meant to be taken in order to deal with upcoming planned life events (i.e. weddings, vacations, class reunions) or as a way to get out of potential academic consequences (i.e. failing a course).

Students have up to four terms of Personal Leave they are allowed during their program of study (around 12 months). Two of those terms may be taken consecutively. Personal Leave may be granted more liberally before the start of the Health Assessment course than subsequent clinical sequences. Personal Leaves are rarely granted after the completion of Health Assessment through the end of the clinical sequence of courses.

To apply for a personal leave or to clarify any questions you have, please contact your Academic Advisor who can help guide you through the process. Please note the following pertaining to Personal Leave:

1. Personal Leave will count against the three years of eligibility for completing your degree. If you apply for and are granted two terms of leave, you will still complete the program in the prescribed period of time. However, if you apply for all four terms of leave you will also need to justify the need for an extension of time to completion of your degree. A Student Petition for Extension of Time can be found here: http://nhs.georgetown.edu/students/graduate/forms/
2. If you take a LOA, you are eligible to request to return to classes after the term in which you took a LOA has ended (e.g., if you take a LOA during the term that runs from May 23 to September 12, you may request to return to a term that begins on or after September 13).
3. Students who are granted a personal leave of absence and withdraw from classes while failing are permitted to register for the same classes upon their return to the
University. However, upon their return to the University such students will not be permitted to withdraw from the same class a second time.

4. Students may withdraw while failing and take a personal leave from only one specialty course during their time in their graduate program.

**Leave for Military Deployment**

A student who is deployed abroad into active military duty will be permitted a military leave of absence. The student should report his/her obligation for military service in writing to their Academic Advisor as soon possible after the student receives his/her orders. The student’s courses will be marked with a "W" grade and a record will be made on the transcript to explain the withdrawal.

Please note the following pertaining to Leave for Military Deployment:

1. Approved periods of military leave of absence will extend the time permitted to complete degree requirements to graduate.
2. If you are granted a military LOA, you are eligible to request to return to classes after the term in which you took a LOA has ended (e.g., if you take a LOA during the term that runs from May 23 to September 12, you may request to return to a term that begins on or after September 13).

**Medical Leave of Absence**

Georgetown University is interested in supporting your success along with the safety and welfare of the community.

**Mental Health**

Accordingly, the deans’ offices have looked to CAPS to make recommendations for a medical leave of absence (MLOA) when a student is unable to function in school for mental health reasons and also in those rare situations when the safety of an individual or the community is adversely affected due to a student's mental health issues. A faculty member or the student may trigger a leave of absence due to mental health issues. In addition, the deans’ offices look to CAPS to advise them as to when a student on a MLOA is functioning well enough to return.

**Mental Health Leave Procedure**

You may request a recommendation for a MLOA from CAPS if you are experiencing significant difficulties in functioning that impact your academic performance or safety. It is expected that the time you take away from the University for the MLOA will be used for treatment and recovery. CAPS provides you with specific expectations for treatment while you are away on leave. Compliance with treatment expectations is a significant factor in the eventual decision as to whether to make a recommendation for a return.

In order to obtain an MLOA and to return from an MLOA, you must obtain a recommendation from CAPS and an administrative approval from the Assistant Dean of Enrollment Management at the School of Nursing & Health Studies.

In terms of deadlines for requesting an MLOA, you must have completed an evaluation with a
CAPS staff member and all of the necessary paperwork no later than the final day of classes in a term in order for an MLOA to be processed for that term. A request for a MLOA made after this deadline will only be considered for the following term. CAPS does not recommend a MLOA retroactively, nor are recommendations based solely on evaluations done by non-CAPS providers.

For more specific information please visit:
http://studenthealth.georgetown.edu/mental-health/medical-leave/

Physical Health
At some point during your tenure as a graduate student it may be necessary to request a medical leave for a physical illness. It is expected that the time you take away from the University will be used for your treatment and recovery.

Physical Health Leave Procedure
You must submit written documentation establishing the need for leave to the Assistant Dean for Enrollment Management from your healthcare provider. This includes verification from the treating health care provider validating the need for a leave. The Assistant Dean of Enrollment Management will consult with the Medical Director of Student Health who will make the decision whether to grant the leave of absence. The academic dean will inform the Registrar of a voluntary medical leave and will forward a letter to you providing advice for re-enrollment procedures.

In order to return from MLOA due to a physical illness, you must submit an update from your health care provider validating that your health status is satisfactory to return to school three weeks prior to the start of the next term. A copy of this documentation will be shared with the Director of Student Health who will concur with your return to school.

More information on LOAs can be found online:

Return from Leave Policy
If you have begun an APRN clinical course and are approved by your department for a leave of two consecutive terms or more (for medical or military), you will be required to pass a reentry assessment to demonstrate clinical safety and competence in order to continue in the clinical sequence. The APRN clinical course sequence begins with Advanced Health Assessment and ends with the last special clinical course in your area of concentration.

In most cases, the assessment will consist of a proctored written exam. The assessment will include content from the student’s clinical specialty area encompassing relevant didactic and clinical courses completed prior to the leave of absence. Reentry into the program is contingent upon successful achievement of an 80% on the exam. The reentry assessment may be taken one time only; a student who does not pass the reentry assessment will be administratively withdrawn from the program.

Additionally, a student may be asked demonstrate clinical safety and competence by performing necessary clinical skills in person, either in a supervised clinical setting, on a standardized patient, or in the simulation lab at Georgetown University. Decisions to be screened in-person rather than
via a proctored test will be based on a number of criteria including past academic/clinical performance, length of leave, type or reason for leave, point of progression in the program, and specific specialty area.

**Student Grievance Information**

The NHS Academic Affairs Office advises students regarding academic-related grievances (such as grade appeals) and guides students to appropriate University offices and resources for other types of concerns. As per University policy, those who file good faith grievances or reports of problems will not be subject to retaliatory action.

Students enrolled in the online graduate nursing programs may contact their respective state department/agency for complaints about the University. State-specific contact information can be found online:

http://online.nursing.georgetown.edu/state-information/
Chapter 5: Your Clinical Experience

The graduate nursing program at Georgetown University provides you with the highest quality of graduate preparation. A key piece of that preparation is through direct clinical experience known as a clinical practicum. Clinical Practica provide you with opportunities to practice skills learned in class in a Georgetown University-approved health care facility or educational setting with a Georgetown University-approved and certified preceptor. Georgetown University only selects preceptors who will act as highly skilled mentors to our students. The role of the preceptor includes guiding, evaluating, supporting, encouraging, and advocating for the student as they learn the appropriate care of patients. Preceptors can share valuable knowledge and unique perspectives in their specialized field and provide students with an opportunity to understand the creativity and caring that occurs in the process. The preceptor will work with your clinical faculty advisor as your support team during the program.

Clinical Placement

After successful completion of Advanced Health Assessment, students may enter the clinical phase of their course of study. Our goal is to partner with you to secure a site where you will be able to meet the learning objectives for each course and where you will encounter the clinical experiences you need for academic progression and professional preparation. Our desire is to have a good match between you, the clinical agency, and the preceptor. The Clinical Placement Team will work with you to facilitate the clinical placement process with input from your Clinical Faculty Advisor, program faculty, and Academic Advisor (AA). We will ask for your input through a Clinical Placement Survey/Referral Form, which allows the process of identifying possible clinical sites to begin. For specific information about the placement process, please refer to your concentration’s clinical supplement.

Clinical Schedule

You will be informed of your clinical placement 2-4 weeks in advance of the start of your clinical course. You should contact your preceptor(s) promptly in order to solidify the placement and to negotiate a mutually agreed upon clinical schedule. Due to the high demand for preceptors, failure to contact the assigned preceptor may result in the placement being given to a student from another specialty or university.

Once you finalize your clinical schedule with your preceptor, you are required to send the schedule to your Clinical Faculty Advisor (CFA) in accordance with the guidelines in your concentration’s clinical supplement. You must inform your CFA and preceptor of any changes to this schedule (e.g. health care providers’ appointment, jury duty, etc.); failure to do so may lead to an unexcused absence. Attendance, punctuality, and professional attire are expected at all clinical experiences. If you experience any unexpected schedule conflict on a previously arranged clinical day (illness, family emergency, etc.) you should notify your CFA and the preceptor/agency as soon as possible. Missed hours must be made up and course requirements met before a grade can be assigned.

On-Campus Intensives (OCI)

Online students are required to participate in skills assessments on the Georgetown University
Campus, known as On-Campus Intensives (OCI). For more specific information regarding OCIs, please visit the following web link:
http://nhs.georgetown.edu/docs/OnCampusIntensiveInformation.pdf

**Travel Time**

Clinical sites are selected relative to your region and at the discretion of your Program Director. While every effort is made to keep commute times to a reasonable amount, it may be necessary for you to travel up to 100 miles each way to reach your clinical site. In some circumstances, students may be required to exceed the 100-mile radius limit to travel to a clinical site. Travel time is not part of your clinical hours. You are responsible for arranging and paying your own transportation and lodging, if necessary, to and from the clinical site.

The placement team will search for placements that are ideally within a 100-mile radius to the student’s home. However, in some instances, students may be required to travel significant distances or temporarily relocate to successfully complete their clinical or practicum experiences, depending on their specific specialty.

**Licensure**

All students are required to hold registered nurse licensure in their state of residence and states where clinical/practicum rotations may be completed. The license must be unrestricted, and in good standing in the state of residence and the state of clinical/practicum placement four weeks prior to the start of the term in order for the student to proceed in the clinical sequence. If the student does not hold a license in the state where clinical/practicum placement has been secured, the student may need to take a leave of absence. Students may not attend clinical without a registered nurse license in that state. Students that do not hold proper licensure could face an ethical violation and could result in expulsion from the university.

**Changing Clinical Sites**

You may be transferred to a different practica assignment at any time during the semester if the site is not able to meet the course and individual clinical learning objectives, or if deemed inappropriate by faculty. If you have concerns about your site, please contact your CFA.

**Required Documentation**

**Medical Insurance**

As a health care clinician you know that good health is essential to achieving educational goals. Because maintaining good health requires access to health care when you need it, Georgetown University requires all full-time (8+ credits) graduate students to have adequate health insurance:

1. Your medical plan should include a minimum coverage of at least $100,000 per illness and $100,000 per injury.
2. Your plan should be in effect no later than the last day of Add/Drop.
3. Your medical plan needs to remain in effect for the duration of your full-time student enrollment at Georgetown. For more information about insurance plans, please visit: [http://finder.healthcare.gov/](http://finder.healthcare.gov/).
The Student Health Center (SHC) is staffed by family practice faculty physicians and nurse practitioners who are dedicated to providing high quality health care. SHC is a service provided by Georgetown University Hospital for students at Georgetown University. Fees are charged for their services and may be billed to students’ health insurance providers. More information about the Student Health Center can be found on the SHC website: http://shc.georgetown.edu/.

Psychological evaluations and consultations at the GU Counseling and Psychiatric Services (CAPS) are provided without charge. In the event that continued care at CAPS is recommended, a modest fee will be negotiated with the CAPS clinician. CAPS does not deny services due to a student's financial limitations. More details can be found on the CAPS website: http://caps.georgetown.edu/.

Health Education Services is comprised of health professionals who are available to help students deal with a range of health issues, including pregnancy, alcohol and drug use and abuse, adult children of alcoholics, eating disorders, sexual assault, relationship violence, stalking, stress management, and general health promotion. In addition, Emotional Intelligence is an area of interest and expertise for the staff of Health Education Services. All services are individualized, confidential, and free for students. More details can be found on the Health Education Services website: http://healthed.georgetown.edu/.

Clinical Clearance Information

In order to begin your graduate program, the following documents must be received by Certified Background: http://www.certifiedbackground.com/. More information about the clinical clearance can be found here: http://nhs.georgetown.edu/nursing/resources/clearance/

Every clinical agency is unique. Some will have additional requirements that you will be required to complete and/or provide.

It is the responsibility of the student to maintain updated clinical clearance requirements. All information in Certified Background must be complete, accurate, and up to date in order to register for classes. Incomplete or expired information will prevent a student from registering for classes and thus prevent them from progressing in the clinical sequence and may necessitate a deceleration in the plan of study. A $100 fee may result if all requirements are not met prior to the first day of class. You must meet these requirements to participate in the nursing graduate program.

Drug Screens

Students are expected to be drug free and illicit drug use is forbidden. Testing for drug use must be done by the start of the first day of classes of a student’s first term, and may performed randomly in some clinical settings. Drug testing must also be done annually after the initial screen for the remainder of the student’s program and is the responsibility of each student. Any student who is on prescription drugs that may affect his/her performance should notify their academic advisor who will direct as appropriate to the clinical faculty advisor. A note from the physician that states the medications do not interfere with the decision making of the student and the safety of the patient must be on file before the student progresses into the clinical arena.
Certified Background Checks

Criminal background checks will be conducted on all students admitted to the Georgetown University School of Nursing & Health Studies.

This policy applies to all nursing applicants to the School of Nursing & Health Studies. All applicants are asked to self-report felony, and misdemeanor convictions on the NURSCAS or MS in Nursing application. The check will be conducted by the NHS designated vendor, Certified Background (CB), who will complete a preliminary review all background checks. A report of all irregular background checks will then be compiled and reviewed.

Any report that includes an incident not previously disclosed by the applicant in his/her application for admission will be forwarded to the Office of Student Academic Affairs for review. If the background check results are not congruent with what the student reports on his/her application, it may be grounds for revocation of the admission.

If the applicant discloses information on his/her application and it is consequently reported on the criminal background check, the student will have the opportunity to submit written comments regarding the incident reported. Comments must be provided within five (5) days of date that the NHS notifies the student that his/her file needs further review. These comments will be initially reviewed by the Office of Academic Affairs. If additional review is necessary, the appeal will be presented to the Graduate Committee on Students.

The Committee on Students is a standing committee established by the Dean of the School of Nursing & Health Studies and is chaired by the Associate Dean or designee. The Committee hears all student appeals and is involved with the investigation of all matters of student misconduct.

The Committee shall meet on an as-needed basis to review applications referred to it by the Office of Academic Affairs. The Committee will review the background check report, any additional information provided by the applicant, and any other information it considers relevant. The School of Nursing & Health Studies may independently seek additional information about the incident that is the subject of the report. If it does so, it will share any additional information obtained with the applicant.

Each member will act in the best interest of the profession of nursing, potential patients of the applicant, and the Georgetown University community when reviewing cases and shall abstain from serving on the committee in instances where there is a conflict of interest with regard to a case before the Committee.

Each case will be considered individually, and no information will automatically result in the revocation of acceptance. A decision regarding final enrollment will be made only after careful review of factors including, but not limited to:

1. The nature and seriousness of the offense
2. The circumstances under which the offense occurred
3. The relationship between the offense and the student’s participation in the Department of Nursing curriculum, including its clinical components
4. Whether the offense was isolated or part of a pattern of behavior
5. The length of time since the offense was committed
Past employment and volunteer experience
Past history of misconduct at prior institutions
Evidence of successful rehabilitation
Forthrightness of the information about the incident when given the opportunity to self-report.

After fully considering each referred case, Committee members shall vote either to uphold or withdraw the offer of acceptance. The Committee’s decision is final. If an admissions offer is withdrawn, an applicant may not reapply to the School of Nursing & Health Studies. The Office of Academic Affairs shall advise the applicant of the Committee’s decision within ten (10) business days of the date of the decision.

Professional Conduct in the Clinical & Academic Setting
The expectation is that, as a professional, you will be fully prepared for each clinical day. If you have any questions, contact the clinical preceptor or your CFA. Students are expected to comply with the following:

- Students are expected to dress in a conservative professional manner (i.e., no shorts or revealing or offensive clothing).
- Lab coats will be site specific and you will need to check with your preceptor before attending clinical to see if lab coats are required. If lab coats are required, they should be well maintained and washed regularly.
- Due to OSHA requirements, closed-toed shoes must be worn in the clinical setting.
- Your Georgetown University student ID should be worn at all times.
- Bring your stethoscope, resource materials, and any “clinical assignments” as determined by your preceptor.
- Fingernails should be clipped to a short length
- Hair should be up so it cannot touch patients.
- Refrain from wearing perfume or strong scents.
- No revealing clothing, i.e. bare midriff or back, spaghetti straps, visible cleavage.
- No dangling earrings or jewelry
- Students must comply with the codes of professional dress and conduct of the clinical site in which they have been placed.

Your Responsibilities for Learning in the Clinical Setting
- Arrive professionally dressed 15-30 minutes before scheduled rotation and review appointments for the day.
- Review the course objectives with the preceptor prior to the start of clinical and throughout the clinical experience.
- Review charts as available and question preceptor as needed.
- Verbalize specific goals for that day’s experience.
- You and your preceptor agree on an approach/plan including degree of management responsibility and/or amount of direct supervision.
- Evaluate client history and conduct examination with your preceptor in the examination room unless otherwise directed.
- Preceptor validates findings as needed.
- Give full report to your preceptor privately, if preceptor is not present in the
clinical room with the patient.

- Preceptor clarifies data, discrepancies, and significant findings.
- You and your preceptor discuss the interim management plan.
- You and your preceptor revise plan as needed.
- Implement the plan (with your preceptor present) as needed.
- Document in chart, update problem list, labs, and collect any missing data.
- Your requirements for documentation as a student will be different according to the practice, however you must document within the clinical setting on every encounter.
- Preceptor reviews and co-signs written documentation.
- Patients never leave facility until the preceptor is informed regarding patient status and plan is approved.

**Policy for Use of Protected Health Information (PHI) and Other Confidential Information**

Access to patient information is a privilege and as such is on a need to know basis. Failure to comply with this policy violates professional standards and may result in clinical failure and/or other disciplinary action. The policy is as follows:

1. Students and faculty are to uphold and abide by the Privacy and Security Rules outlined by The Insurance Portability and Accountability Act of 1996 (HIPAA). Violations of HIPAA are punishable by law.
2. No part of the medical record, or duplication thereof, may be removed from the clinical setting. At all times, the medical record must be secured according to the clinical setting’s policy.
3. All printouts, photocopies, written and electronic information produced for use during a clinical shift must be secured at all times and destroyed prior to the end of that clinical shift. Notes, email and work products, necessary for academic requirements, that contain protected health information, must use minimal identifiers.
4. Laptop computers, electronic devices, and web-based applications used in the clinical setting should be afforded the same level of protection as written information and must employ power-on passwords, timeout features, and an automatic logoff. Devices must be secured at all times. All sensitive data should be encrypted.
5. Students may not discuss or disclose protected health information outside the academic setting. This includes, but is not limited to, areas of public and social gatherings, on line social networking, social media, blogs and any areas specified by the policy of the clinical setting.
6. Projects and papers, containing the name, logo, uniforms, or images of Georgetown University, the School of Nursing & Health Studies, and the proper names or images of the clinical/classroom settings, are restricted from public access.
7. Students must comply with all rules and regulations regarding confidentiality and patient data that are specific to their clinical setting.
8. Immediately report to the course faculty any incident or suspected incidents of unauthorized access and or disclosure of protected health.
information.

9. If in doubt about the use or disclosure of any protected health information, contact course faculty. In the absence of course faculty, students should report suspected violations to the course lead, program director or department chair.

**Alcohol and Substance Abuse**

Georgetown University is concerned with the national problem of alcohol and substance abuse. A principal goal is to educate graduate nurses so they are able to identify and to treat such problems in their patients. A second goal is to assure, in the true spirit of the mission of “cura personalis”, that our graduates who will be advanced practice nurses not only prove themselves trustworthy to care for others, but also prove themselves capable of prescribing and handling controlled substances responsibly.

**Students with Substance Abuse Problems**

The School of Nursing & Health Studies (NHS) recognizes the widespread availability in our culture of alcohol and drugs, which lend themselves to abuse. It is equally clear that Georgetown cannot responsibly grant a graduate degree to a student whose life and performance may be impaired by drugs or alcohol.

Illegal possession of, distribution of, or trafficking in any drugs, the non-medical or illicit, use of mind altering drugs, or the abuse of drugs or alcohol, are violations of the law and school policy. Such violations are not in accord with the school's requirement of fitness or suitability for the practice of nursing, outlined in the Technical Standards for Admission and Graduation. Students should be aware that a student with an untreated alcohol or other substance abuse problem is, by definition (see Technical Standards for Admission and Graduation), unfit to continue in courses or graduate.

The School of Nursing & Health Studies, through its administrative bodies and procedures, is the final arbiter on questions of a student's fitness to study or prepare for the advanced practice of nursing, and shall make the judgment about appropriate action in cases in which alcohol abuse or illegal drugs use is known or suspected.

**Students Who Proactively Disclose Alcohol and/or Substance Use:** Students who admit to such use are required to present themselves for evaluation and treatment recommendation to the Student Health Psychiatry Service (if living in the greater Washington Metro area) or in a Georgetown endorsed treatment facility in geographic area where they live. Students must also take the following steps:

1. Report alcohol and/or substance abuse use to their Clinical Faculty Adviser, Academic Adviser, and Clinical Preceptor. Each of these resources will be critical in assisting students through any academic and logistical challenges that may arise.
2. Report alcohol and/or substance use to their state board, so they may avail themselves of all available resources and follow all state board regulations.
3. Follow all stipulation agreements set forth by state board regulations and report all stipulation agreements to their Clinical Faculty Adviser, Academic Adviser, and Clinical Preceptors.
4. Follow any protocols which may be in place at a student’s clinical site that involve alcohol and/or substance abuse

Students who recognize such use in other students have the ethical responsibility to discuss the problem with the student and to inform their course faculty, professionals at Counseling and Psychiatric Services (CAPS), or their Academic Advisor. The goal is to have the student admit use and voluntarily enter treatment.

Students Whose Behavior Leads to Suspicion of Alcohol and/or Substance Use: When a student's behavior gives cause for suspicion of impairment, they may be immediately removed from the clinical or academic setting. The student may be sent for immediate medical attention or laboratory testing if warranted. After patient and student safety have been secured, the faculty member, preceptor or administrator observing such behavior should report it to the student’s Program Director and Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs or designated GU representative will counsel the identified student and may require the student to undergo immediate laboratory testing. The first test will be done at the school's expense. Refusal to undergo such a test will result in punitive action, up to and including dismissal from the NHS.

**Blood or Bodily Fluid Exposure Policy**

The following procedures should be followed if you sustain a needle stick injury or exposure to blood or bodily fluids while working in a clinical agency or clinic. First and foremost, take care of yourself:

- **DECONTAMINATE** the injury site by washing skin with soap and water for thirty seconds.
- Report the incident to the clinical preceptor and clinical faculty advisor immediately.
- The clinical preceptor should request that the primary care provider obtain permission to obtain the following specimens on the source patient, if they are not already available on the patient’s medical record:
  - Hepatitis B Surface Antigen
  - Hepatitis C Antibody
  - Rapid HIV
- If your site does not have protocol for exposure, you should proceed to the nearest emergency department immediately
- You should follow the clinical agency’s employee exposure to blood and bodily fluid’s protocol for receiving immediate medical treatment.
- You should make a follow-up appointment at your primary care provider’s office post initial blood specimen draw.
- **Procedural Paperwork:** The agency’s incident report will need to be completed for full documentation and submitted to the designated office per agency policy.
- **An Exposure reporting form:** [http://nhs.georgetown.edu/students/graduate/forms](http://nhs.georgetown.edu/students/graduate/forms) must be completed by the student within 48 hours of the exposure incident.
- Once completed, you should submit the Exposure Reporting Form to the Office of Student Academic Affairs Office who will follow up with the GU Department of Risk Management. This allows for the University to provide financial support for the treatment of the exposure.
- The GU Risk Management Office will call you for demographics and validation.
- A record of your exposure will be kept on file in the student’s file.
- You should report the exposure to the following NHS administrators:
  - Faculty advisor of the affected student
  - Assistant Dean for Enrollment Management

**Graduate Programs Policy for Georgetown University Closure due to Inclement Weather and Other Untoward Occurrences**

Weather and emergency situations impacting the DC metro area may or may not impact students and faculty residing in other geographic locations.

If the University is closed due to weather or other emergencies, consistent with the University policy for Instructional continuity: [http://registrar.georgetown.edu/communications](http://registrar.georgetown.edu/communications), classes will be held as long as faculty have internet capability and are safely able to conduct class.

Students are allowed to attend clinical during a University closure provided they can safely travel to their clinical location given their local weather conditions. Reasonable decision-making is expected as to if student can safely travel to their clinical site(s). If a student is unable to attend clinical due to weather related emergency they are expected to contact their clinical site and their CFA with as much advanced notice as possible.

If there is an urgent issue with a student that arises during a University closure, the student should reach out to his/her CFA immediately. The CFA will follow up with the on-call director or designee, as appropriate if the CFA is unable to be reached, the student should reach out directly to the on-call program director or designee.

**Program-Specific Clinical Information**

For clinical record keeping and other program-specific clinical information, refer to the Handbook Supplement for your particular specialty.
Chapter 6: Faculty Roles and Responsibilities

Faculty
Specific information regarding course faculty can be found at: http://nhs.georgetown.edu/facultystaff

Course Lead/Course Coordinator
Course Leads/Course Coordinators are faculty members who have the following responsibilities: annually review and update the course, add new learning objectives and current text/readings that advance the evidence base for practice, develop the concept map for online seminar content, invite guest lecturers as necessary, and develop evaluation methods for the course. Course leads are responsible for updating the test bank and preparing examinations specific to the course content. Course Leads/Course Coordinators also hold regular course faculty meetings for feedback regarding course operations and student issues.

Course Faculty
Course Faculty members report to the Course Lead/Course Coordinator and are responsible for teaching course content to students. Course Faculty members choose the presentation style of content, maintain command of group discussions, prepare for seminars by completing requisite readings and lectures, and answer students’ questions. They maintain office hours, provide content tutoring and remediation, monitor learners’ performance, provide timely feedback, and grade assignments and examinations. Course faculty members also keep the Course Lead/Course Coordinator and/or program director abreast of any student issues.

Clinical Faculty Advisors (CFAs)
CFAs assume overall responsibility for the teaching of the student in the clinical course and determine the educational requirements for clinical experiences. They act as role models, mentors, and advisors for graduate students. They are responsible for student evaluation, preceptor evaluation, and clinical site evaluation, and keep the Program Director abreast of the student’s progress and will address any problems and concerns related to the clinical practica.

Clinical Preceptors
Preceptors at clinical sites have the following responsibilities: provide verbal feedback to the student frequently during clinical experiences, guide and mentor students, provide documented feedback to students through use of the program’s clinical evaluation tools, communicate with clinical coordinator and/or program director on a regular basis regarding student progress. A designated preceptor must supervise students at all times. The preceptor has the ultimate responsibility for all patient care decisions.

Faculty and Advisor Availability
Faculty members, Academic Advisors, and Clinical Faculty Advisors (CFA) will be available by email, and be available to advisees on a regular basis. Individual advisors will maintain office hours. Arrangements may be made with individual students to assure the facilitation of regular meetings. Some meetings may be in groups with other students assigned to the advisor.

For online students, Student Support Associates (SSA) are available by phone at 1-877-503-4676
or email at onlinenursingstudentsupport@georgetown.edu. Business hours are posted on the Student Support page of 2GU.

**Program Communication**

All official communications from the program faculty, advisors, or staff will be distributed via your Georgetown email address, 2GU, and/or the US Postal Service. All correspondences from students to faculty, staff, clinical sites, or university departments must be sent from their Georgetown e-mail account. Students are required to check your Georgetown e-mail and log-in to the 2GU platform daily.

Faculty members will check their email inboxes during workdays intermittently to maintain contact with colleagues and students. Individual faculty members will share their preferred contact method(s) with advisees and students, including method for notification when a student will be late or absent from class or a clinical session.

For distance students, any outreach to your Student Support Associate or the Student Support Team in general will receive a response within one business day, if not immediately.
Chapter 7: Student Responsibilities

Policies and Procedures
You are responsible for reading the information contained in all of the pertinent Georgetown University student handbooks and for abiding by the rules, regulations, procedures and policies described therein. If you have questions about any stated policies, please see your Clinical Faculty Advisor.

There are three documents that are highly relevant to you as a graduate nursing student. You may go to the URL sites for accessing the following publications:

1. The Georgetown University Graduate Bulletin describes the policies, rules, regulations, and procedures of the Graduate School:
2. The Graduate Nursing Student Handbook provides a reference to the regulations, policies, and procedures common to the graduate nursing programs:
   http://nhs.georgetown.edu/students/graduate/forms/
3. The Handbook Supplement for your particular specialty provides a reference to the regulations, policies and procedures that are specific to each program:
   http://nhs.georgetown.edu/students/graduate/forms/

These three publications are also available as a link from 2GU under “Resources.”

Advisement
As noted earlier, you are assigned advisors to promote optimal progress through your educational program. Online students should contact your Student Support Associate (SSA) at anytime if you have questions about registration, clinical clearances, technical support, equipment, or other logistics. Students should contact their Academic Advisor with any curricular issues and how to navigate your plan of study. This may include a deceleration in the program, leave of absence or referral to additional resources.

Once you begin your clinical experience we hope that you will find the mentoring process afforded by your CFA to be an integral part of your learning experience at NHS. Your CFA is available to you as an academic, clinical, and professional advisor and mentor. You and your CFA share equal responsibility for staying in regular contact and developing and following a regular advisement schedule. You should contact your CFA immediately any time you have a concern regarding your clinical progress.

Coursework
You are responsible for meeting all course module objectives, whether or not the material has been covered in synchronous class meetings. Additional information is below:

1. Attendance is required at all class meetings. You should notify your Course Faculty member in advance if you must miss a class for any reason.
2. Punctuality is expected for all classes. You should notify your Course Faculty member as soon as possible if you are going to be late for class.
3. You should be prepared for class by reading all assigned materials and completed
preparatory activities prior to the class meeting and be able to discuss pertinent issues with faculty, colleagues, and guest lecturers.

4. All announcements, course related materials, and examinations are available on 2GU or Blackboard.

**Problem Solving with Faculty or Advisors**

NHS strives to provide excellent student-centered professional education that encompasses “cura personalis,” or care of the whole person. If you have a problem, please seek out a faculty or staff member to assist you. We have resources and people who are committed to helping you. Please follow the guidelines below to help you determine who is the appropriate person for you to speak with about a particular issue.

1. If your situation relates to an academic course, please contact your Course Faculty member, then your Course Lead/Course Coordinator.
2. For online students, if your situation relates to the 2GU platform, course technology, clinical clearances, course registration, or video/audio issues, contact your Student Support Specialist.
3. If your situation relates to a clinical issue, please contact your preceptor or CFA.
4. If your situation relates to your Clinical Faculty Advisor, please speak with your CFA then your Clinical Faculty Director.

For any issues you can contact your Academic Advisor (AA) for consultation, advice, or information.

**Procedures for Students Filing a Complaint**

Students wishing to file a complaint should consult the Graduate Bulletin for the proper procedure and the appropriate administrators to contact. Detailed information can be found in the Graduate Bulletin:


Additional state-specific information regarding filing complaints with your state department of higher education may be available in the appendix at the end of this handbook and is available online:

http://online.nursing.georgetown.edu/state-information/.

**Description of Governance Processes**

For more information on the University governance processes, including the role of students, please see the following Web sites: Georgetown University’s Governance website:

http://www.georgetown.edu/about/governance/index.html

1. Graduate School of Arts & Science Executive Committee:
   http://grad.georgetown.edu/pages/executive_committee.cfm
2. Georgetown University Graduate Student Organization (GSO):
   https://commons.georgetown.edu/blogs/georgetowngso/
Student Grievance Against Faculty

For policies related to student grievances against faculty, please refer to the Graduate Bulletin: http://grad.georgetown.edu/pages/bulletin.cfm
Chapter 8: Evaluation of Student Performance

Each course will have a syllabus that clearly describes the performance expectations for the course including details on each assignment, quiz and examination.

Class Preparation and Active Participation

Being prepared for class and participating with your classmates and faculty are essential to your learning and that of others in the class. Therefore, some courses will dedicate a percentage of the overall grade to student participation in the class. This percentage will depend upon the teaching modality and time required by students to prepare for the work of classroom seminars. Faculty will determine and post the criteria for evaluation.

Written Course Assignments

Each course will describe the percentage of the overall grade that is comprised by student written and multimedia presentations. All assignments and presentations are expected to be professional using appropriate software. Faculty as well as peers may evaluate student presentations.

Written assignments must demonstrate graduate level grammar, composition and documentation. All written work must be submitted in APA format. It is strongly suggested that each student own the most current addition of the Publication Manual of the American Psychological Association, or refer to the APA Web site at:
http://www.apastyle.org/faqs.html

Clinical Documents and Logs

You are expected to assume responsibility for completing and maintaining current and accurate records for all clinical experiences on the appropriate designated forms. This is further explained in the Handbook Supplement for your particular specialty.

You are also responsible for maintaining cumulative clinical experience logs using the Typhon Student Tracking System. These records are considered confidential and should not contain any identifying patient information. The expectation is that the required number of clinical hours or experiences will be met by the end of the last week of the semester. You are responsible for submitting evaluations from your preceptor. A final grade cannot be awarded until the faculty has received the final evaluation by the preceptor and such as the Declaration of Safety. All clinical experience logs are entered and approved in the Typhon Student Tracking System.

Examinations

All examinations are given under the Georgetown University honor system. This means that you will neither give nor receive assistance in taking exams. Examination content may not be discussed with other students who have not yet taken the exam or with future students. You must keep your video camera on at all times during the examination and make sure you save all of your answers before submission. It also means that you will report to a faculty member any observed violations of the honor code, i.e., other student/s giving or receiving examination assistance. Examinations may include multiple choice, short-answer, short essay, and/or extensive case management questions. Assistance with test taking strategies is available through the Academic Resource Center (ARC):
Exams will be time-limited or proctored at the discretion of the instructor. Course grades will be calculated according to the grading rubric outlined on the course syllabus.

**Academic Standing**

Students must maintain an overall grade point average (GPA) of no less than 3.000 to remain in good academic standing and to be eligible to graduate. A grade of B- (83% or below) in any specialty course during the student’s course of study is equivalent to an F and will result in the student being dismissed from the program.

**Clinical Performance**

As noted in Chapter 5, your clinical attendance and participation is expected. In order to pass each clinical course, a final course grade of B (83% or higher) must be achieved in all clinical courses and the following clinical requirements must be met each module (term):

1. Completion of required clinical hours and/or clinical experiences for each clinical course,
2. Forms as outlined in the syllabus completed and given to preceptor/faculty as appropriate,
3. The majority of the scores on the clinical evaluation tool must be a “3” or higher with a minimum of “2” in any category, and
4. Satisfactory evaluation by clinical/course faculty.

**Clinical Remediation**

As a graduate nursing student, you are required to meet the clinical standards established by program faculty. If you experience difficulty meeting these standards, your faculty may offer you a remediation plan.

Examples of instances in which remediation is likely to be appropriate include cases in which the student’s performance reflects a deficit of knowledge, inability to think critically and prioritize care, a lack of psychomotor/technical skills, deficits in overall ability, or otherwise presents a serious safety threat.

The ways in which a student is failing to meet the clinical standards shall be documented in the student’s record (e.g., evaluations, performance appraisals, counseling notes, anecdotal reports as appropriate), and the student shall be notified as soon as reasonably possible of any perceived difficulties.

Any student who demonstrates serious issues meeting clinical standards may be placed on a remediation plan at the discretion of the program director after consultation with the program faculty. The remediation plan shall be discussed with the student, and documented in writing. It will identify specific problems, the plan for resolution of those problems, and the time frame for resolution.

Remediation plans, which may lead to additional costs incurred by the student, may also:

1. Identify a preceptor or preceptors to work with the student;
2. Specify the length of the remediation period
3. Identify specific steps for addressing the student’s identified deficiency; and
4. List the standards or criteria the student must meet to be released from the remediation status.

The determination of whether a student has satisfied the criteria for release from remediation will be made by the preceptors and Clinical Faculty Advisor of the program in which the student is enrolled, in consultation with the Program Director.

If a student is unable to satisfy the criteria of the remediation plan, the student may be terminated from the program. Students who successfully complete a remediation program may continue in the program in good standing. A student can be on remediation only once during their enrollment in a Georgetown University graduate program. Failure to meet the clinical guidelines or requirements after a period of remediation may result in termination from the program.

Course and Program Evaluations
Throughout each course, you will be asked for your opinions and evaluation of lectures, content, the faculty, and the overall online experience. Please give honest, accurate feedback in order to allow for corrections or amplification of course content.

At the end of each course you are required to evaluate the course in a confidential evaluation. Each evaluation is a series of standard questions with space for written comments at the end. We value your feedback on courses and use it to continually improve the classes and offerings. We need to know what enhanced your learning and what activities and lectures did not work for you. The evaluations are confidential, but the faculty members are able to determine whether a student has completed the course evaluations.

Permanent Student Record
A final evaluation of your overall performance in the program will be maintained in you permanent academic file and will be the basis for future recommendations. Access to your student record will be in accordance with the policy delineated in the Graduate Bulletin:
http://grad.georgetown.edu/pages/bulletin.cfm

Graduation
The Graduate School can award degrees on the last day of every month of the year, with the exception of the month of June. You must apply to graduate by completing the online graduation application form on MyAccess.

If you are applying for graduation for July through January, you must file an Application for Graduate Degree by the first working day of the month in which you wish to receive the degree. Failure to complete the application can delay graduation. All grades must post inclusive of transfer credit before this clearance may occur.

Students must complete the following requirements in order to graduate from the Master of Science in Nursing program:

- Required coursework and required clinical hours
- The program of study must be completed within three years of the date of entry
• Cumulative GPA of 3.0 in required courses

Official copies of a student's final transcript showing award of the Graduate School degree may be ordered via MyAccess or directly from the Registrar’s Office. University policy does not permit the release of either diplomas or final transcripts to students with unpaid balances greater than $100. Students with unpaid balances should contact the Office of Student Accounts for information on how to clear their accounts.

For additional information related to the graduation process, please visit this website:  
http://grad.georgetown.edu/academics/how-to-graduate/

For additional information related to Commencement Weekend, please visit this website:  
http://nhs.georgetown.edu/students/events/commencement/
Appendices

Appendix A: University Officers and Board Members

The following list includes the names and titles of the officers of Georgetown University:

- John J. DeGioia, Ph.D., University President
- Robert M. Groves, Ph.D. Provost
- David Rubenstein, University Treasurer & Vice President of Finance
- Edward M. Quinn, Secretary of the University

Additional University administrators are listed in the Graduate Bulletin.

Georgetown University is a private not-for-profit, congressional chartered institution of higher education located in Washington, D.C. As a private corporation, Georgetown University is governed by the President and the Board of Directors. The names of the Board of Directors for Georgetown University are listed on the University’s Web site: [http://www.georgetown.edu/about/board-of-directors/index.html](http://www.georgetown.edu/about/board-of-directors/index.html)

Appendix B: Graduate Nursing Faculty

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<th>Degree/Credentials</th>
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<tr>
<td>Abdillah</td>
<td>Safia</td>
<td>RN, MSN, ACNP-BC</td>
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<tr>
<td>Addison</td>
<td>Ridgeway</td>
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<td>Assistant Professor</td>
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<td>Allyn</td>
<td>Liz</td>
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<td>Anderko</td>
<td>Laura</td>
<td>PhD, RN; Robert and Kathleen Scanlon Endowed Chair</td>
<td>Associate Professor</td>
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<tr>
<td>Anderson</td>
<td>Jennifer</td>
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<tr>
<td>Anderson</td>
<td>Kelley</td>
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<tr>
<td>Arcenaux</td>
<td>Leslie</td>
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<td>Beach</td>
<td>Tara</td>
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<td>Belanger</td>
<td>Sue</td>
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<td>Belmonte</td>
<td>Stephen</td>
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<td>Benendetto</td>
<td>Heather</td>
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<td>Benson</td>
<td>Melanie</td>
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<td>Berry</td>
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<td>Sarita</td>
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<td>Brien</td>
<td>Lori</td>
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<td>Chatterji</td>
<td>Dev</td>
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<tr>
<td>Jacobwitz</td>
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<tr>
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<td>Tosha</td>
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<td>Margaret</td>
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<td>Sue</td>
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<td>McGary</td>
<td>Maureen</td>
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<td>McHugh</td>
<td>Kate</td>
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Appendix B: Graduate Nursing Faculty
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<th>Degree/Credentials</th>
<th>Appointment</th>
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<td>Dane</td>
<td>MS, CRNP</td>
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<td>Miyamoto</td>
<td>Suzanne</td>
<td>PhD, RN</td>
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</tr>
<tr>
<td>Montbertrand</td>
<td>Lois</td>
<td>RN, BA, JD</td>
<td>Adjunct Assistant Professor</td>
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<tr>
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<td>Maureen</td>
<td>DPN, APRN</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Moriarty-Sheehan</td>
<td>Maureen</td>
<td>DNP, MS, FNP-BC</td>
<td>Assistant Professor</td>
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<tr>
<td>Nadelson</td>
<td>Sandra</td>
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<tr>
<td>O'Brien</td>
<td>Mary Alice</td>
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<td>Stephen</td>
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<td>Powell</td>
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<td>Puhl</td>
<td>Johnathan</td>
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<td>Rainie</td>
<td>Blake</td>
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<td>Sciarra</td>
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<td>Seifert</td>
<td>Anne</td>
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<td>Ellen</td>
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<tr>
<td>Spaulding</td>
<td>Diana</td>
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<td>Speaks</td>
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<td>Adjunct Instructor</td>
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<td>Julie</td>
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<tr>
<td>Swanson</td>
<td>Dee</td>
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<td>Sullivan</td>
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Appendix B: Graduate Nursing Faculty
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<tr>
<th>Last</th>
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<td>Sweeny Fee</td>
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<td>Taliano</td>
<td>Jacki</td>
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<td>Carol</td>
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<td>Professor</td>
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<td>Thomulka</td>
<td>Johnathan</td>
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<td>Tierney</td>
<td>Cathy</td>
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<td>Zvenyach</td>
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**Appendix C: State-Specific Information**

**Information for Residents of Arkansas**

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301.

The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

**Information for Residents of Colorado**

State regulatory requirements mandate students to be covered under workman’s compensation. Due to this, Colorado students will be offered a Graduate Assistantship (GA) to assist in successful
clinical placement given the state regulations. The Graduate Assistant will be paid on an hourly basis for providing specific and limited programmatic support during the on-campus intensives (OCI), as determined by program faculty. The Graduate Assistantship is voluntary, however, declining the GA program will impact the ability for Georgetown to facilitate a clinical placement in the state of Colorado.

Information for Residents of Georgia

Procedures for filing a complaint in 18-point font:
Please see Graduate Bulletin Pages 48-62. If you have additional questions or concerns, you may also contact:

Patricia Cloonan, Ph.D, RN, Interim Dean
School of Nursing & Health Studies 3700 Reservoir Road, NW
St. Mary’s Hall 101 Washington, DC 20057-1107 nhsdean@georgetown.edu (877) 503-4676

Students also have the right of appeal of the final institutional decision to:
Georgia Nonpublic Postsecondary Education Commission 2082 East Exchange Place, Suite 220
Tucker, GA 30084
(770) 414-3300
www.gnpec.org

Information for Residents of Indiana

This institution is authorized by:
The Indiana Board of Proprietary Education
101 W. Ohio St., Suite 670
Indianapolis, IN 46204-1984

Information for Residents of Iowa

“The information in this handbook is provided to students in compliance with Iowa Code section 261B.9.

Additionally, Per Iowa Code section 261.9(1)g, Georgetown University has adopted the following policy for residents of Iowa who are students within Georgetown’s online graduate nursing programs:

Not less than the following options will be offered to an Iowan online graduate nursing student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa
national guard or reserve forces of the United States and who is ordered to state military service or federal service or duty:

(a) Withdraw from the student’s entire registration and receive a full refund of tuition and mandatory fees.
(b) Make arrangements with the student’s instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student’s registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
(c) Make arrangements with only some of the student’s instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.”

Information for Residents of Louisiana

“Georgetown University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.”

Information for Residents of Minnesota

“Georgetown University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.”

Information for Residents of New Mexico

Refunds and “Cooling Off Policy” for residents of New Mexico will be calculated pursuant to New Mexico Administrative Code 5.100.2.20 NMAC.

Students may file a compliant with the institution by referencing the process and procedures in the Georgetown University’s Graduate Bulletin, pages 48-62. Students in New Mexico have the right to appeal the final institutional decision to New Mexico Higher Education Department (NMHED):

NMHED/PPSD
2044 Galisteo St. Suite 4
Santa Fe, NM 87505-2100
505-476-8442 or 505-476-8416
http://www.hed.state.nm.us/institutions/compliants.aspx
Information for Residents of North Carolina
A copy of the Guaranty Bond is located in the Office of the Dean, School of Nursing & Health Studies, 3700 Reservoir Road, NW, St. Mary’s Hall 101, Washington, DC 20057-1107.

Information for Residents of Washington State

“Georgetown University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Georgetown University to offer clinical training within specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.”

Information for Residents of Wisconsin

Students are not required to purchase textbooks, materials and supplies from Georgetown.

The refund policy for Residents of Wisconsin will follow under Wis. Adm. Code § EAB 8.05 (partial refund) outlined below for these online graduate nursing programs:

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<td>5th Week</td>
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<td>9th Week</td>
<td>40%</td>
</tr>
<tr>
<td>Weeks 10 – 15</td>
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Per Wis. Adm. Code § EAB 8.05, Georgetown will send the appropriate refund to the student within 40 days after dismissal or notification of withdrawal.

In addition to the existing withdrawal policies listed in the Graduate Bulletin, Georgetown also complies with Wis. Stats. 38.50(7)(e).

Students shall have the right to cancel enrollment for a program until midnight of the third business day after receipt of notice of acceptance. This notice of cancellation document (exact language from Wis. Adm. Code § EAB 6.03) is provided to students via email immediately after they have submitted their enrollment deposit online. Students who utilize the cancellation privilege will receive a full refund within 10 business days, per Wis. Adm. Code § EAB 6.