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SECTION I
GENERAL INFORMATION

1. WELCOME TO CALIFORNIA STATE UNIVERSITY, LONG BEACH

Dear Graduate Nursing Student,

We welcome you to our Master of Science program. You have successfully completed a rigorous admission process and have met the qualifications to pursue an advanced practice nursing degree. Both faculty and staff look forward to working with you as you pursue your goals. We will work diligently to provide you with excellent theory and clinical course experiences to prepare you to assume a leadership role in nursing and in health care. Our program is fully accredited at both the state and national levels.

As you expect us to provide you with an excellent education, we also expect and require you, as a graduate student, to become actively involved in the learning process. This will require that you spend a significant amount of time engaged in reading, research, reflective thinking, and clinical practice. To be successful you will need to find a balance between work, family, and school responsibilities. During the next 2+ years your education must become an integral part of your life if you are to successfully attain your goal of a master’s degree.

This handbook has been developed to provide you with information, policies, and procedures that are specific to the School of Nursing. You are responsible for the information presented. The contents of this handbook are NOT a substitute for the CSULB Catalog. The Catalog is your official contract with the university to degree attainment at CSULB. Each graduate student is responsible for information included therein.

We hope that you will enjoy and be challenged by the process of master’s education at CSULB. And we look forward to welcoming you into the family of our alumnae in the near future.

Sincerely,
Loucine Huckabay
Director School of Nursing

2. HISTORY OF CSULB SCHOOL OF NURSING

The Master Plan for Higher Education in California (1959) identified the function of the California State University as provider of undergraduate and graduate education in liberal arts, sciences, applied fields, and professions through the master's degree level. CSU
faculty was authorized to conduct research to the extent that such research was consistent with the primary mission, i.e., provision of instruction. The CSU System now has 23 campuses. Twenty of the campuses have nursing departments offering the bachelor's degree in nursing and thirteen of these also offer Master of Science degrees in nursing. This is evidence of a fundamental belief of the CSU system and the communities in which each campus exists that nursing is a valued professional educational program in increasing demand.

Since their inception, the baccalaureate and the master's degree programs in nursing at CSULB have continued to receive approval by all accrediting bodies: the State of California, Board of Registered Nursing, the, Commission on Collegiate Nursing Education (CCNE) the Council on Program Accreditation of the University (internal review), the Western Association of Schools and Colleges, and the American Association of Colleges of Nursing (AACN).

The School of Nursing at California State University, Long Beach began in 1952 with the offering of two courses open to registered nurses. Although baccalaureate degrees (BA, BS) have been awarded to registered nurses at CSULB since 1952, it was not until 1961 that the three-year, generic (basic) baccalaureate nursing program was established.

The nursing program was fully approved for the first time by the California Board of Nursing Education and Nursing Registration in 1964 and was nationally accredited by the National League of Nursing for the first time in 1965. Its first 13 students graduated in 1965.

The master's degree program was initiated in 1971 in collaboration with the Medical School at the University of California/Irvine, the first time such a collaborative program had been developed in the UC/CSU system. The program gained approval of the CSULB Academic Senate and UCI's Board of Regents and the Trustee Coordinating Council for Higher Education in 1975. The National League for Nursing accredited it for the first time in 1977. Since 1978 the master's program has been governed under the auspices of California State University, Long Beach.

In keeping with the baccalaureate and master's degree level of educational programs in the CSU system, the School of Nursing offers only these two degrees. However, a state law passed in 1973 required every California nursing program to offer a "30-unit option" to Licensed Vocational Nurses wishing to be prepared to sit for the State Board Licensure examination for Registered Nurses. This 30-unit option is a non-degree program, which provides only the basic content, required to sit for the examination.

The School offers two additional programs: the RN Pathway Program and the Entry Level Master Program. The RN Pathway program accommodates registered nurses whose basic education is the associate degree in nursing (ADN) and who are seeking the bachelor's degree in nursing. Course equivalencies for lower division work have been established through extensive course equivalency checks, so that registered nurses with an associate degree in nursing from an accredited college, who meet all other prerequisites for admission, may enter (with a minimum of 60 semester units of lower
division credit) into the junior year of the CSULB nursing program. The Accelerated Entry Level Masters program is specifically designed for students with a baccalaureate degree in another field.

The masters nursing at CSULB has five Nurse Practitioner track (AGNP, FNP, WHNP, PMHNP, PNP), Clinical Nurse Specialist, and two Dual-degrees: Master in Nursing/Master in Public Health and Master in Nursing/Master in Health Care Administration programs. A student must have a minimum GPA of 3.0 for each of these GPAs to be eligible for admission. Refer to the current CSULB Catalog and the Nursing School website for a complete list of prerequisites.

3. PHILOSOPHY OF THE NURSING PROGRAM

In accordance with the philosophy of California State University Long Beach, the faculty of the School of Nursing believes that undergraduate and graduate nursing education should encompass a broad background in the sciences and liberal arts studies. The nursing discipline-specific courses prepare students to assess, plan, implement and evaluate care based on sound evidence in a variety of nursing practice. The School of Nursing academic programs are planned in response to societal needs including but not limited to the need for greater access to healthcare, the role of technology in healthcare and public education surrounding self-care responsibility. The faculty believes that professional registered nurses at the baccalaureate level are prepared as generalists, and the masters prepared nurses as experts in advanced nursing practice. Students are prepared at the master’s level to assume one or more of the following roles: nurse practitioner, clinical nurse specialist, nurse educator, or nurse administrator. In addition, the master’s prepared nurses are beginning nurse researchers, catalysts for change, independent and critical thinkers and most importantly, client/patient-care advocates. This belief supports the most fundamental belief of faculty that the focus of nursing is the patient/client as individual, family or community. The philosophy underlying the School of Nursing programs is based on a set of commonly held beliefs by the faculty. These beliefs reflect the faculty’s attitudes about the individual, health, nursing, environment and learning.

**Nursing Students** are adult learners who are committed to the profession to improve the health and well-being of individuals, families and communities. They are capable of inquiry, critical thinking and are responsible for their actions. Faculty recognizes that students come with great potential, needs and personal beliefs that are reflective of their diverse backgrounds. The faculty of the School of Nursing upholds and fosters the following values in student teaching/learning activities: integrity, respect for self and others, commitment, responsibility, individual differences and rights, inherent capability of the individual, family and community, freedom of expression, freedom of choice, innovation and life-long learning. See Appendix 1: Philosophy of the School of Nursing

**Our Vision**
To be the premier university-based professional nursing program.

**Our Mission**
The CSULB School of Nursing is a student-centered program whose mission is to educate undergraduate and graduate students to become quality professionals for entry into practice in diverse community settings.
4. **MSN Graduate Learning Outcomes**  
(Condensed version of the terminal objectives on Section 5)  
Upon successful completion of the Master of Science in Nursing (MSN), the graduate will have the following competencies:

1. Integrate and apply the scientific theories from nursing, biopsychosocial fields, physical sciences, genetics, public health, quality improvement, organizational sciences for the delivery of evidence-based nursing care, as an advanced practice nurse, to diverse groups of individuals, families, communities, and populations.

2. Synthesize knowledge from the leadership, management, finance and organizational sciences in planning, implementing and evaluating the efficacy of delivery of advanced nursing care at the patient care level, inter-professional, and system-wide system level to patients, families, communities and populations.

3. Implement quality improvement and safety measures at the patient care, inter-professional and organizational levels using appropriate methods, tools, performance measures, culture of safety principles, and standards related to patient outcome quality measures.

4. Translate current evidence into practice by demonstrating competence and the knowledge base for research methodology and the research process, to design and implement evidence-based research, evaluate the merits of evidences found in the literature to guide practice, to participate in conducting original research on a multidisciplinary or nursing research team, to make decisions about the protection of human subject in a research study, and to model and teach the staff on translational research.

5. Integrate current and emerging technologies to deliver timely, accurate and coordinated patient care across all settings, including virtual settings, while maintaining communication and participation of the inter-professional healthcare team, to achieve high quality patient care outcomes.

6. Demonstrate an understanding of the relationship between legal and political determinants of delivery of health care at the local, state, national and global levels; and take an active role in promoting health, shaping health care delivery systems and advancing values such as social justice, accessibility and affordability of health care to all, through policy processes and advocacy.

7. Implement high level inter-professional collaboration, communication, and coordination to achieve health promotion, disease prevention, with the goal of improving patient and population health outcomes.

8. Implement clinical prevention and promotion of health strategies to improve the health status of the population in United States and globally, by providing culturally
competent care that takes into consideration the clients’ cultural and ethnic identity, socio-economic conditions, emotional and spiritual needs literacy levels, values and preferences.

9. As an advanced practice nurse (APN) whether as a nurse practitioner or a clinical nurse specialist in their own specialty, the masters prepared APN will be able to assess, diagnose, plan, intervene, evaluate and revise patient care to positively affect healthcare outcomes for individuals, families, communities, populations or systems in a multicultural society, using advanced knowledge in physical assessment, pharmacology, pathophysiology, patient safety, quality improvement, healthcare economics, environmental sciences, cultural competence, epidemiology, global perspectives, informatics, organization and systems theories, informatics, communication, healthcare policy, advocacy and inter-professional practice.

Licensing, Certification, Credentialing, and Employment Opportunities of our MSN graduates

The MSN graduate of the CSULB will be eligible to obtain licensing, certification and assume employment positions in any of the following areas as appropriate to their clinical specialization:

1. Be eligible to take the national certification examination in their own specialty, either as a nurse practitioner or a clinical nurse specialist, as appropriate.

2. As an Advanced Practice Nurse (APN), be eligible to obtain privileges to legally furnish specific medications and treatments and obtain the prescription writing furnishing license.

3. Be able to practice as an APN within the parameters of the California Board of Registered Nursing’s scope of practice as a nurse practitioner (NP) or as a clinical nurse specialist (CNS) in any of the following selected clinical specialties:

   a. Family Nurse Practitioner (FNP)
   b. Adult-Geriatric Primary Nurse Practitioner (AGNP)
   c. Pediatric Primary Care Nurse Practitioner (PNP)
   d. Psychiatric/Mental Health Nurse practitioner (Psych NP)
   e. Women’s Health Nurse Practitioner (WHNP)
   f. Clinical Nurse Specialist in Adult-Gerontological Care (Acute and Chronic)
   g. Clinical Nurse Specialist in Community Health Nursing and Public Health
4. Be able to practice collaboratively with a physician in their own clinical specialty area in a variety of settings, such as, in doctors’ offices, community clinics, and in hospital settings.

5. Those with an MSN degree in nursing administration and Health Care Administration can assume executive leadership positions in a variety of health care settings.

6. Those clinical nurse specialists with MSN/MPH degrees in Community Health Nursing and in Public Health can assume positions/roles of expert providers of population –based preventive care at the local level, state-wide level and globally.

7. Those with a certificate in Nursing Education or a functional minor in education can assume positions as nurse educators in schools of nursing at college or university settings, and/or become patient educators, and as in-service education instructors and directors in a variety of health care settings.

8. Those with post baccalaureate or post master’s degree School Nurse Credentials can practice as school nurses and/or in student health centers.

9. Be eligible to apply to any doctoral programs in nursing or allied health field.

5/21/12 (SON Website)

5. TERMINAL OBJECTIVES OF THE NURSING PROGRAM

Expanded version of learning objectives

Ten terminal objectives were identified for the graduate program. Core courses are developed to prepare the student for the clinical component of the program. Thus, the graduate program was developed to facilitate student learning and the mastery of content and/or skills necessary for the accomplishment of these objectives.

Upon completion of the Master of Science in Nursing Program, the graduate will achieve the following competencies and Objectives:

**Terminal Objective I: Scientific Underpinning for Practice**

Integrate and apply the scientific theories from nursing, bio-psychosocial fields, physical sciences, genetics, public health, quality improvement, organizational sciences for the delivery of evidence-based nursing care, as an advanced practice nurse, to diverse groups of individuals, families, communities, and populations, by demonstrating ability to:

1. Synthesize relevant scientific theories from nursing and related sciences as a foundation for the delivery of advanced nursing care to diverse populations.

2. Use advanced levels of physical assessment skills, pharmacology, and pathophysiology, clinical reasoning, and ethical reasoning about genetics and genomics in making nursing
diagnosis, and decisions about educational and therapeutic interventions, and evaluations
to individuals, families, and communities.

3. Design, implement and evaluate delivery of advanced nursing care for a clinical or
   community-based population based on biopsychosocial, economic, public health and
   organizational sciences.

4. Apply principles and theories from technology and information sciences, health
   communication, pedagogic principles and literacy in providing nursing care as an
   advanced practice nurse (APN) to culturally diverse populations.

5. Use principles from the quality improvement and organizational sciences, evaluation
   techniques to provide safe and highest quality of nursing care as an APN.

**Terminal Objective II: Organizational and Systems Leadership**

Synthesize knowledge from the leadership, management, finance and organizational sciences
in planning, implementing and evaluating the efficacy of delivery of advanced nursing care at
the micro (patient care level), meso (inter-professional), and macro- (system-wide) system
level to patients, families, communities and populations, by demonstrating ability to:

1. Apply knowledge and skills in leadership, management, and human relations in making
decisions about delivery of advanced nursing care, coordination of healthcare teams, and
accountability delivery of care at the micro-system level.

2. Assume leadership role within the context of the inter-professional team, the effective
implementation of patient safety and quality improvement initiatives, using appropriate
communication skills.

3. Demonstrate an understanding of how health care organizations are financed, allocation
of resources are made, and how economic, legal and political factors influence the
delivery of healthcare to patients, families, communities and populations.

4. Use systems theory in the design, delivery and evaluation of health care at the patient
care and inter-professional levels.

5. Develop a business plan that includes budgeting, cost/benefit analysis and marketing
using principles and practices from the field of business, economics and nursing
administration.

6. Design and implement successful systems change strategies to improve quality of care at
the patient care level.

**Terminal Objective III: Quality Improvement and Safety**
Implement quality improvement and safety measures at the Microsystems, mesosystems and macrosystems levels using appropriate methods, tools performance measures, culture of safety principles, and standards related to patient outcome quality measures, demonstrated by the ability to:

1. Promote the importance of having inter-professional health care teams and individuals who are knowledgeable about quality initiatives related to improving patient care outcomes across the continuum of care.

2. Implement evidence-based plans that are developed based on the analysis and interpretation of data to improve safety and quality.

3. Analyze errors, design systems and use appropriate quality improvement models to sustain improvements and obtain reliable outcome measures.

4. Promote a professional environment that creates a just culture of safety, where personnel feel comfortable to report errors, including their own, while maintaining accountability; where high level communication skills are implemented in peer review, and advocacy for patients and families.

5. Implement quality improvement methods to promote integration of healthcare services to reduce fragmentation of care, promote safe, timely, effective, efficient equitable and patient centered care.

6. Use data from risk management to quantify cost of “errors” and develop strategic plan to prevent the error from recurring.

**Terminal Objective IV: Translational Scholarship for Evidence-Based Practice and Innovation**

Translate current evidence into practice by demonstrating competence and the knowledge base for research methodology and the research process, to design and implement evidence-based research, evaluate the merits of evidences found in the literature to guide practice, to participate in conducting original research on a multidisciplinary or nursing research team, to make decisions about the protection of human subject in a research study, and to model and teach the staff on translational research, by demonstrating an ability to:

1. Integrate theoretical knowledge base from all the sciences and humanities, research methodology and practice guidelines, with the goal of improving nursing care for groups of patients under his/her care.

2. Articulate to the nursing staff and to other members of the health team, the need for evidence-based decision making related to information that are being used for patient care, and the relevance of the information to the resolution of the problem.
3. Take a leadership role in retrieving, appraising, synthesizing, and applying the evidences (translational research), in collaboration with other members of the healthcare team, to guide practice and to improve patient care outcomes.

4. Integrate evidence, clinical judgment, ethical conduct regarding protection of human subjects, and inter-professional perspectives in designing, implementing evidence-based research to evaluate outcomes of care for groups of patients/aggregates.

5. Accept the ethical responsibility for safeguarding the rights and welfare of human subjects involved in research.

6. Develop a research proposal using an acceptable research format and conduct it under the supervision of an expert researcher to generate knowledge that improves practice and/or supports policy change.

7. Take a leadership role in selecting a mechanism for identifying discrepancies between identified standards and practice that may have a negative effect on patient outcomes.

8. Use appropriate information technology and research methodology to perform the following:
   a. Collect data accurately to generate evidence for nursing practice.
   b. Use data bases appropriately to generate meaningful evidence for nursing practice.
   c. Predict and analyze outcomes.
   d. Examine data for patterns of behaviors and outcomes.
   e. Identify gaps or deficiencies in evidence to guide practice.

9. Disseminate research findings and innovative outcomes from evidence-based practice to improve patient care and patient outcomes.

**Terminal Objective V: Information Systems/Technology and Patient Care Technology for Improvement of Health Care**

Integrate current and emerging technologies to deliver timely, accurate and coordinated patient care across all settings, including virtual settings, while maintaining communication and participation of the inter-professional healthcare team, to achieve high quality patient care outcomes, by demonstrating ability to:

1. Analyze the current and emerging technologies to achieve optimum patient care outcomes that are safe, cost-effective and convenient.
2. Coordinate the integration of technology and information to provide seamless care across settings and among health care providers that promotes quality outcomes and safe practice environments.

3. Use information and communication technologies to improve documentation and accessibility of health care to patients who reside in remote places.

4. Use information and communication technologies to handle large quantities of data sets to analyze, identify, and predict patient risks, including failure mode effect analysis, root cause analysis, and quality improvement methodologies; additionally, to make recommendations and develop strategies to reduce risks, and improve outcomes for different cohort groups of patients.

5. Use information and communication technologies to educate patients and healthcare team members.

6. Use information technologies for lifelong learning.

7. Demonstrate professional behavior by using information and communication technologies ethically and within the legal scope of professional practice when dealing with patient care data.

**Terminal Objective VI: Health Policy and Advocacy**

Demonstrate an understanding of the relationship between legal and political determinants of delivery of health care at the local, state, national and global levels; and take an active role in promoting health, shaping health care delivery systems and advancing values such as social justice, accessibility and affordability of health care to all, through policy processes and advocacy, by demonstrating an ability to:

1. Articulate the relationship between policies and their effect of the structure and the financing of health care, nursing practice, and health outcomes.

2. Take an active role as an advocate in the development and implementation of health care policies at the institutional, local, state, national and international levels, by interpreting research related to improving patient care outcomes and advancement of the nursing profession, for policy makers and stakeholders.

3. Participate in the development and implementation of policies that regulate nursing practice and quality control.

4. Bring to the awareness of policy makers and regulators the nursing perspective in terms of advocacy for patients, the profession, and the health-promotion.
Terminal Objective VII: Inter-professional Collaboration for Improving Patient and Population Health Outcomes

Implement high level inter-professional collaboration, communication, and coordination to achieve health promotion, disease prevention, with the goal of improving patient and population health outcomes. Competency in these core areas will be evidenced by the master’s prepared nurses by demonstrating ability to:

1. Articulate their understanding of other health profession’s scope of practice and contributions for delivery of health care within a team approach.

2. Serve as the broker for promoting high level coordination, communication and collaboration among all the members of the health care team, across care environments, to design, implement and evaluate patient-centered care and patient outcomes.

3. Bring to the awareness of each of the inter-professional healthcare team members and one’s self, the need to be knowledgeable about the following core competencies in order to work collaboratively with one another to achieve patient care outcomes:
   a. The provision of patient-centered care
   b. Willingness to work collaboratively in interdisciplinary teams
   c. Employment of evidence based practice
   d. The use of quality improvement strategies
   e. The use of appropriate informatics

4. Take patient preferences, values and cultural values into consideration to achieve health equity, reduction of barriers, facilitation of access to care, and improvement of health outcomes, through inter-professional approaches.

5. Articulate the role, responsibilities and the contribution of the professional nurse within the inter-professional health care team towards achievement of patient care outcomes across care environments.

Terminal Objective VIII: Clinical Prevention and Population Health for Improving Health

Implement clinical prevention and promotion of health strategies to improve the health status of the population in United States and globally, by providing culturally competent care that takes into consideration the clients’ cultural and ethnic identity, socio-economic conditions, emotional and spiritual needs literacy levels, values and preferences, by demonstrating ability to:
1. Design and implement evidence-based, culturally appropriate disease prevention and health promotion interventions and strategies to individuals, families, communities, and aggregates/populations, by taking into consideration the socio-economic, political, environmental, global, genetic and genomics determinants of health and illness.

2. Use appropriate health information technology and data sources to evaluate the effectiveness of interventions related to population-based disease prevention and health promotion outcome measures.

3. Use linguistically and culturally appropriate educational and communication strategies to educate individuals, families, communities, and aggregates/populations, and health professionals about disease prevention and health promotion.

4. Promote effective population-based health policies that are equitable and efficient in providing preventive and health promotion services.

**Terminal Objective IX: Advancing Professionalism and Professional Values**

Demonstrate commitment to professional values and standards for nursing practice as they are reflected in their personal philosophy of professional nursing, in the creation of new nursing meta-paradigms and new models for delivery of nursing practice in response to a changing world demographics, health care economics, new technology, issues related to social justice which epitomize the caring, professional nurse. Commitment for advancing professionalism and professional values will be evidenced by the master’s graduate’s ability to demonstrate the following behaviors:

1. Develop and live by a personal philosophy of nursing that integrates personal values with nursing profession’s code of ethics, nursing standards for moral and ethical conduct.

2. Pursue the goals for life-long learning and professional development.

3. Facilitate the growth of newer nurses in the profession and mentor them.

4. Demonstrate initiative in the work setting and take responsibility for one’s own actions.

5. Articulate one’s own viewpoints on an issue or a problem using logical, data-based, persuasive argument.

6. Create healthy work environment and healthy communities by demonstrating collegiality, cooperation, collaboration, open communication, conflict resolutions, advocacy and by upholding the dignity and the value of individuals, coworkers, communities and populations.

**Terminal Objective X: Master’s-Level Nursing Practice and Clinical Expectations**
As an advanced practice nurse (APN) whether as a nurse practitioner or a clinical nurse specialist in their own specialty, the masters prepared APN will demonstrate advanced level of competence both in terms of knowledge base and clinically, to be able to assess, diagnose, plan, intervene, evaluate and revise patient care to positively affect healthcare outcomes for individuals, families, communities, populations or systems in a multicultural society, using advanced knowledge in physical assessment, pharmacology, pathophysiology, patient safety, quality improvement, healthcare economics, environmental sciences, cultural competence, epidemiology, global perspectives, informatics, organization and systems theories, informatics, communication, healthcare policy, advocacy and inter-professional practice. These competencies will be demonstrated by the student’s ability to:

1. Conduct a systematic and complete history and physical assessment on patients with multiple complex problems, using diverse and culturally sensitive approaches.

2. Assess the care environment for possible risk factors for injury, patient safety, adequacy for promoting self-care, and health promotion.

3. Identify the effects of and potential or actual risk associated with such variables as age, developmental stage, culture, ethnicity, religion, socioeconomics, linguistic and lifestyle variations on the health status and responses to healthcare delivery systems, to plan, implement and evaluate evidence-based nursing care to patients, families, communities, populations from diverse backgrounds.

4. Integrate advanced level data-based knowledge from the bio-psycho-social and behavioral sciences, nursing, knowledge of illness and disease management; assessment of risks, to plan, implement and evaluate evidence-based nursing practice to individuals, families, communities and populations from diverse backgrounds.

5. Use information technology and communication to provide patient education programs appropriate to the literacy levels of the patients, families, communities and populations; to facilitate accessibility of care in remote places, and to analyze practice patterns to improve patient outcomes.

6. Teach and mentor other members of the nursing staff using appropriate adult learning theories.

7. Analyze and use data from epidemiological, social and environmental sources to draw inferences about the health status of diverse patient populations and interventions used to promote health, prevent illnesses and preserve healthy lifestyles.

8. Use evidence based scientific and ethical, legal principles in identifying and resolving actual and/or potential ethical problems that arise from nursing practice, use of technology or in conducting research involving human subjects.
9. Seek consultation related to international laws, public health, culture, geopolitical and economics from appropriate sources in planning and implementing delivery of care systems at the global level.

10. Use evidence-based knowledge from economics, business, public policy and human relations in coordinating multidisciplinary/inter-professional teams in designing; implementing and evaluating delivery of health care systems at the micro, meso and macro-systems level within and across settings.

11. Work cooperatively and understand one’s role and those of others within the healthcare system who are working together to manage emergencies and major disasters.

12. Take responsibility for maintaining one’s self current in practice and for lifelong learning, and promote the same for peers and coworkers.

Revised 2011

SECTION II
CSULB-CAMPUS TOPICS

6. CSULB CATALOG

Graduate students acquire "catalog rights" with respect to the requirements for a degree program by completing the advancement to candidacy, which moves the student from a "conditional classified" to “advanced to candidacy” status. Advancement to candidacy is the step that occurs after achieving classified status by conferring the equivalency of catalog rights on graduate students. A Catalog can be purchased at the University Book Store and can also be viewed on line at the CSULB web site at http://www.csulb.edu/divisions/aa/catalog/

6a. ADVANCEMENT TO CANDIDACY

Before you are eligible to take N698 Thesis, N692 Directed Project or N695 Professional Literature (N695 is required if you plan to take comprehensive exams) you must Advance to Candidacy. This important step is clearly described in the Catalog in the Chapter Graduate Degree & Post Baccalaureate Degrees. The process signifies university approval of the student’s course of studies for the master’s degree and becomes the university’s commitment to you once it is approved. To be eligible you must have:

- 6 units of graduate course work at CSULB for residency requirement
- Cumulative GPA of 3.0 or above
- All required prerequisite courses
- Successful completion of the Writing Proficiency Examination (WPE) (or GRE for dual degree programs)
- Approval of the School of Nursing Graduate Director and Associate Dean of the College of Health and Human Services.
• Must be completed one semester prior to graduation date
• Must be registered for classes in the semester of Advancement

It is strongly recommended to advance to candidacy after completion of 6 units of grad work, or no less than 1 semester before you plan to graduate.

**Process**

Pick up a draft form and instructions from the Graduate Office (Room 44), or on the School of Nursing’s web-page and complete as directed. Return the completed document to the Graduate Office for signature and approval by the School of Nursing Graduate Director. The Associate Dean’s will mail you a letter approving your advancement. The process can take several months due to the fact that the Associate Dean’s office must send the form to the Admissions and Records for all your transcripts before approval. Consult with your faculty advisor regarding electives for your program of study and for signature or approval. We encourage you to take the WPE or GRE and your prerequisites in your first semester here and Advance to Candidacy as soon as you are eligible.

6b. **WRITING PROFICIENCY EXAMINATION (WPE)**

All Graduate students are required to take the WPE to demonstrate their writing proficiency. You must have passed the WPE or (GRE where applicable) to Advance to Candidacy. Information on the test is available in the Student Services Administration Building (SS/ADM) Room 216 or call (562) 985-4007. You can also find this information at the Bookstore.

6c. **SEVEN YEAR RULE**

All courses that make up the graduate program of study (degree requirements) must be completed within seven years of the date the student program was initiated. This applies to both part-time and full time work. Course work beyond the seven-year time frame must be revalidated by examination, course work or other demonstrations of competency. See Catalog under Graduate Program.

6d. **TRANSFER UNITS**

Twelve to thirteen units of approval graduate course work may be transferred in (must be taken within the last 7 years). You must consult your faculty academic advisor graduate director as early as possible if you want to transfer units. This process requires approvals and is not automatic.

6e. **EDUCATIONAL LEAVE OF ABSENCE**

Any student in good academic standing may request an Educational Leave. Students requesting an Educational Leave must complete an Educational Leave Form, which is obtained from enrollment services. Refer to the general school catalog for University policy regarding Educational Leave. Students returning from Educational Leave are placed into clinical specialty courses on a space available basis. It is highly recommended that students who are considering taking an Educational leave consult with their specialty advisor first and the graduate director.
# Master of Nursing Degree Program Roadmap

**GRADUATE CURRICULUM for NURSE PRACTITIONERS**  
Family, Pediatric, Adult/Geriatric, Women’s Health, Psychiatric/Mental Health (only)

<table>
<thead>
<tr>
<th>CORE COURSES - THESE CORE COURSES MUST BE COMPLETED BEFORE BEGINNING SPECIALTY COURSES</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>*N510 Advanced Pathophysiology for Advanced Practice Nurses</td>
<td>2</td>
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<tr>
<td>*N520 Advanced Pharmacology for Advanced Practice Nurses</td>
<td>3</td>
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<tr>
<td>*N530 Advanced Physical Assessment for Advanced Practice Nurses</td>
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<tr>
<td>*N535 Advanced Pediatric Physical Assessment for Advanced Practice Nurses (PNP Students only)</td>
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<tr>
<td>*N530L Advanced Physical Assessment Lab for Advanced Practice Nurses</td>
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</tr>
<tr>
<td>*N535L Advanced Pediatric Physical Assessment Lab for Advanced Practice Nurses (PNP Students only)</td>
<td>1</td>
</tr>
<tr>
<td>*N540 Health Care Economics, Policy &amp; Management</td>
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<tr>
<td>*N550 Human Diversity &amp; Psychosocial Issues in Health Care</td>
<td>2</td>
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<tr>
<td>*N560 Theory and Professional Roles</td>
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<tr>
<td>*N596 Research for Advanced Nursing Practice</td>
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<table>
<thead>
<tr>
<th>SPECIALTY COURSES (18 – 24 Units total for these NP specialties)</th>
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</thead>
<tbody>
<tr>
<td>Family Theory I and Clinical Studies I+II – N620, N620A, N620B</td>
<td>9</td>
</tr>
<tr>
<td>Family Theory II and Clinical Studies III+IV – N621, N621A, N621B</td>
<td>9</td>
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</table>

| Pediatric Theory I and Clinical Studies I+II – N650, N650A, N650B | 9 |
| Pediatric Theory II and Clinical Studies III+ IV – N651, N651A, N651B | 9 |
| Pediatric Theory III and Clinical Studies V – N652, N652A         | 6  |

| Adult/Gero Theory I and Clinical Studies I+II – N630, N630A, N630B | 9 |
| Adult/Gero Theory II and Clinical Studies III+IV – N631, N631A, N631B | 9 |

| Psychiatric Theory I and Clinical Studies I+II – N640, N640A, N640B | 9 |
| Psychiatric Theory II and Clinical Studies III+ IV – N641, N641A, N641B | 9 |

| Women’s Health Theory I and Clinical Studies I+II– N610, N610A, N610B | 9 |
| Women’s Health Theory II and Clinical Studies III+IV – N611, N611A, N611B | 9 |
| Women’s Health Theory II and Clinical Studies V – N612, N612A         | 6  |

**MUST ALSO COMPLETE A THESIS (N698), DIRECTED PROJECT (N692) OR COMPREHENSIVE EXAM (695)**  

**TOTAL UNITS**  
38-45
• It is possible to transfer in up to 12-13 units of graduate nursing course work with approval from your Graduate Director and the Specialty Coordinator towards the NP specialty.

GRADUATE CURRICULUM for POST-MASTERS NURSE PRACTITIONERS
Family, Pediatric, Adult/Geriatric, Women’s Health, Psychiatric/Mental Health

<table>
<thead>
<tr>
<th>CORE COURSES - THESE CORE COURSES MUST BE COMPLETED BEFORE BEGINNING SPECIALTY COURSES</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>*N510 Advanced Pathophysiology for Advanced Practice Nurses</td>
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<td>*N520 Advanced Pharmacology for Advanced Practice Nurses</td>
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<tr>
<td>*N535L Advanced Pediatric Physical Assessment Lab for Advanced Practice Nurses (PNP Students only)</td>
<td>1</td>
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<tr>
<td>*N540 Health Care Economics, Policy &amp; Management</td>
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<tr>
<td>*N550 Human Diversity &amp; Psychosocial Issues in Health Care</td>
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<tr>
<td>*N560 Theory and Professional Roles</td>
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<table>
<thead>
<tr>
<th>SPECIALTY COURSES (18 – 24 Units total for these NP specialties)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Family Theory I and Clinical Studies I+II – N620, N620A, N620B</td>
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<tr>
<td>Family Theory II and Clinical Studies III+IV – N621, N621A, N621B</td>
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</tr>
<tr>
<td>Pediatric Theory I and Clinical Studies I+II – N650, N650A, N650B</td>
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<tr>
<td>Pediatric Theory II and Clinical Studies III+IV – N651, N651A, N651B</td>
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</tr>
<tr>
<td>Pediatric Theory III and Clinical Studies V – N652, N652A</td>
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<tr>
<td>Adult/Gero Theory I and Clinical Studies I+II – N630, N630A, N630B</td>
<td>9</td>
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<tr>
<td>Adult/Gero Theory II and Clinical Studies III+IV – N631, N631A, N631B</td>
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</tr>
<tr>
<td>Psychiatric Theory I and Clinical Studies I+II – N640, N640A, N640B</td>
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</tr>
<tr>
<td>Women’s Health Theory II and Clinical Studies V – N612, N612A</td>
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<tr>
<td>TOTAL UNITS</td>
<td>32-38</td>
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</table>

• A total of 32-38 units is required for entire post-master’s certificate program. It is possible to transfer in up to 9-12 units for the post-master’s certificate program.

GRADUATE CURRICULUM FOR CLINICAL NURSE SPECIALISTS
Adult Care

<table>
<thead>
<tr>
<th>CORE COURSES - THESE CORE COURSES MUST BE COMPLETED BEFORE</th>
<th>Units</th>
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21
### BEGINNING SPECIALTY COURSES

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>*N510</td>
<td>Advanced Pathophysiology for CNSs and NPs</td>
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</tr>
<tr>
<td>*N520</td>
<td>Advanced Pharmacology for CNSs and NPs</td>
<td>3</td>
</tr>
<tr>
<td>*N530</td>
<td>Advanced Physical Assessment for Advanced Practice Nursing</td>
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</tr>
<tr>
<td>*N530L</td>
<td>Advanced Physical Assessment Lab for Advanced Practice Nursing</td>
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<tr>
<td>*N540</td>
<td>Health Care Economics, Policy &amp; Management</td>
<td>2</td>
</tr>
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<td>*N550</td>
<td>Human Diversity &amp; Psychosocial Issues in Health Care</td>
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<tr>
<td>*N560</td>
<td>Theory and Professional Roles</td>
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<tr>
<td>*N596</td>
<td>Research for Advanced Nursing Practice</td>
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### SPECIALTY COURSES

*18 units specialty courses/13 units education courses*

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<tr>
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<td>Theories/Clinical for Adult Care CNS: Patient/Family N600/600L</td>
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<td>Theories/Clinical for Adult Care CNS: Staff Development N601/601L</td>
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<td>Theories/Clinical for Adult Care CNS: Organizational Systems N602/602L</td>
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### EDUCATION COURSES

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<tr>
<td></td>
<td>Conditions of Learning N556A</td>
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<td>Curriculum Development N556B</td>
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<tr>
<td></td>
<td>Microteaching N556C</td>
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**MUST ALSO COMPLETE A THESIS (N698), DIRECTED PROJECT (N692) OR COMPREHENSIVE EXAM (695)**

<table>
<thead>
<tr>
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<tr>
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</table>

**TOTAL UNITS**

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<tbody>
<tr>
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<td>47-48</td>
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### GRADUATE CURRICULUM FOR NURSING ADMINISTRATION

**NURSING ADMINISTRATIVE CORE COURSES**

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>*N559</td>
<td>Theories of Nursing Administration</td>
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<tr>
<td>*N560</td>
<td>Theory &amp; Professional Roles in Ad. Practice</td>
<td>2</td>
</tr>
<tr>
<td>*N596</td>
<td>Research for Advanced Nursing Practice</td>
<td>3</td>
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</table>

**HEALTH CARE ADMINISTRATIVE CORE COURSES**

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<tr>
<td>*HCA 510</td>
<td>Human Resources Manage. in Health Care</td>
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<tr>
<td>*HCA 524</td>
<td>Adv. Legal Aspects of Health. Care Admin.</td>
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**CLINICAL COURSES**

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<th>Course Code</th>
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<tbody>
<tr>
<td>*N676A, 677B, 678C</td>
<td>Advanced Nursing Administration Roles</td>
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<tr>
<td>*N676L, 677L, 678L</td>
<td>Advanced Nursing Preceptorship</td>
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**MUST ALSO COMPLETE A THESIS (N698), DIRECTED PROJECT (N692)**

<table>
<thead>
<tr>
<th></th>
<th>Units</th>
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<tr>
<td></td>
<td>1-4</td>
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<tr>
<td></td>
<td>1-4</td>
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**TOTAL UNITS**

|             | 39    |
### GRADUATE CURRICULUM FOR DUAL DEGREES

#### GRADUATE CURRICULUM FOR MSN/MPH

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Health Care Ethics</td>
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<tr>
<td>Cultural Diversity or International Health</td>
<td>2-4</td>
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<tr>
<td>Statistics</td>
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**HSC CORE COURSES**

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<tr>
<td>Admin. Relationships in Health Education – HSC 508</td>
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</tr>
<tr>
<td>Advanced Environmental Health – HSC 528</td>
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<tr>
<td>Health Promotion &amp; Risk Reduction - HSC 535</td>
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<tr>
<td>Concepts and Issues in Health Education – HSC 570</td>
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<td>Advanced Community Health Education – HSC 625</td>
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**Take one of the following:**

<table>
<thead>
<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>Principles of Epidemiology - HSC 500</td>
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</tr>
<tr>
<td>Epidemiology of Infectious Diseases MICR 429</td>
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**Take one of the following:**

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<thead>
<tr>
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<tbody>
<tr>
<td>Community Health Statistics (Bio Statistics) - HSC 503</td>
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<tr>
<td>Experimental Design/Regression Analysis BIOL 565</td>
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**Take one of the following:**

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<tbody>
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<td>Research Methods HSC 696</td>
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<tr>
<td>Research for Advanced Nursing Practice NRSG 596</td>
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**NRSG CORE COURSES**

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<tbody>
<tr>
<td>Theoretical &amp; Professional Roles in Nursing – N560</td>
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<tr>
<td>Adv. C/PHN Practice Theory – N565</td>
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**CLINICAL COURSES**

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<td>C/PHN Roles I Didactic – N670</td>
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<tr>
<td>C/PHN Roles II Didactic – N671</td>
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<tr>
<td>C/PHN Roles III Didactic – N672</td>
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<tr>
<td>Clinical Practicum 670L, 671L &amp;N672L</td>
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**MUST ALSO COMPLETE A THESIS (N698), DIRECTED PROJECT (N692)**

<table>
<thead>
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<th>Course Title</th>
<th>Units</th>
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<tr>
<td></td>
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Total Units: 56-57
## GRADUATE CURRICULUM FOR DUAL DEGREES

### GRADUATE CURRICULUM FOR MSN/MSHCA

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<thead>
<tr>
<th>Nursing Administrative Core Courses</th>
<th>Units</th>
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<tr>
<td><strong>Course Title</strong></td>
<td><strong>Pre/Co-Requisites</strong></td>
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<tr>
<td>General Accounting</td>
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<td>Micro Economics</td>
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<td>Information Systems (IS 240)</td>
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<td>Statistics</td>
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<tr>
<th>Nursing Administration Core Courses</th>
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<tr>
<td>*N559 Theories of Nursing Administration</td>
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<tr>
<td>*N560 Theory &amp; Professional Roles in Ad. Practice</td>
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<tr>
<td>*N596 Research for Advanced Nursing Practice or HCA698A</td>
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<tr>
<th>Clinical Courses</th>
<th>Units</th>
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<tbody>
<tr>
<td>*N676A, 677B, 678C Advanced Nursing Administration Roles</td>
<td>9</td>
</tr>
<tr>
<td>*N676L, 677L, 678L Advanced Nursing Preceptorship</td>
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<thead>
<tr>
<th>Health Care Administrative Core Courses</th>
<th>Units</th>
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<tbody>
<tr>
<td>*HCA 502 The Health Care System</td>
<td></td>
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<tr>
<td>*HCA 505 Organization and Systems of Health Care</td>
<td></td>
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<tr>
<td>*HCA 510 Human Resources Manage. in Health Care</td>
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<tr>
<td>*HCA 515 Adv. Financial Management in Health Care</td>
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<tr>
<td>*HCA 524 Adv. Legal Aspects of Hlth. Care Admin.</td>
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<tr>
<td>*HCA 530 Strategic Planning and Mtg. in Hlth. Care</td>
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<tr>
<td>*HCA 535 Quantitative Methods in Hlth Care Admin.</td>
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<tr>
<td>*HCA 550 Quality Assurance of Health Care</td>
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**MUST ALSO COMPLETE**

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<tr>
<th>HCA 698B A Thesis (N698), Directed Project (N692)</th>
<th>Units</th>
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**TOTAL UNITS**

53-54
7. **STUDENT HEALTH SERVICES**

The Student Health Service provides care for acute illness or injury. It is an outpatient service provided to all students, and services are paid for in part by student fees. It has a pharmacy and prescriptions for acute illnesses can be filled there. The Associated Students sponsors an individual health and accident insurance policy, which is available to enrolled students by the semester, or by the year. For details, see the University Catalog.

8. **OTHER UNIVERSITY SERVICES**

The University offers numerous services to assist students during their student days at CSULB. The Counseling Center, Learning Assistance Center, Financial Aid, Disabled Student Services and a Women's Resource Center are a few examples of the resources available to students. The student should consult the CSULB Catalog for a complete listing of services.

9. **FINANCIAL AID**

A variety of scholarships and loans are available to nursing students. Students in need of financial assistance are urged to apply for scholarships and grants available in the School of Nursing. Information on scholarship opportunities received by the committee from the External and Community sources are posted on the scholarship display board in the School of Nursing Learning Center or on our website [http://www.csulb.edu/colleges/chhs/departments/nursing/](http://www.csulb.edu/colleges/chhs/departments/nursing/) and on the University Scholarship website [http://www.csulb.edu/divisions/students/scholarships/](http://www.csulb.edu/divisions/students/scholarships/)

10. **LEARNING ASSISTANCE RESOURCE CENTER**

The University Learning Assistance Center is located in the Horn Center, Room 104. It provides a wide assortment of services. These include tutorial services and self help programs in many academic areas. Contact can be made at (562) 985-5350. On-line information is available at [http://www.csulb.edu/divisions/aa/grad_undergrad/lac/tutoring/](http://www.csulb.edu/divisions/aa/grad_undergrad/lac/tutoring/)

11. **NURSING LEARNING CENTER**

A specialized learning center, designed to enhance the learning experiences of all nursing students, is located in the School of Nursing. The learning center houses simulation labs in which students practice nursing procedures prior to applying them in clinical settings. The simulation labs are equipped with teaching models and equipment related to the practice of nursing. The learning center also serves as a repository for nursing references and media, which are assigned for student use to reinforce classroom and clinical learning. The learning center has a computer center equipped with computers that are available for
student use. Assistance in the use of media equipment and computers is available 8-5 weekdays. An additional learning laboratory is available at Long Beach Memorial Medical Center for student use.

12. LIBRARY

The University Library contains a wide assortment of nursing and nursing related journals and books. Orientation sessions about the facility and its services are available for students enrolled in the University. Eileen Wakiji is the School of Nursing’s librarian. She can be contacted at Eileen.Wakiji@csulb.edu or 562-985-7824.

13. UNIVERSITY BOOK STORE

The University Bookstore stocks required textbooks, school supplies and many other items for personal use. Services include notary public, check cashing, and the sale of money orders and stamps. The Library Copy Center is an extension of the Campus Copy Center.

14. TEXTBOOKS

While selling books at the end of the semester is an option available for students, members of the faculty recommend that students build a collection of texts for use throughout their undergraduate nursing education. The majority of the courses taught within the program require integration of knowledge from previous semesters. Furthermore, it is beneficial for students to have their texts available for reference at the end of the program when they must prepare for the National Council Licensure Examination (NCLEX), which is a comprehensive exam.

15. STUDENT ASSISTANCE CENTERS/RESOURCES

Career Development Center: http://www.careers.csulb.edu/

Center for Community Engagement: http://www.csulb.edu/divisions/aa/personnel/cce/

Counseling and Psychological Services (CAPS): http://www.csulb.edu/divisions/students2/caps

Disabled Student Services: http://www.csulb.edu/divisions/students2/dss

Financial Aid: http://www.csulb.edu/depts/enrollment/financial_aid

Learning Assistance Center: http://www.csulb.edu/divisions/aa/grad_undergrad/lac

Library: http://www.csulb.edu/library

Technology Help Desk: (562) 985-4959 http://www.csulb.edu/divisions/aa/academic_technology/thd
16. STUDENTS IMPAIRED BY ALCOHOL AND/OR DRUG ABUSE

It is recognized by the BRN and this faculty that alcoholism and drug abuse are serious personal health problems that can affect a student’s academic and clinical performance thus placing patients that are entrusted to the student's care at increased risk for injury. Therefore, students who demonstrate those behaviors suggestive of alcohol and/or drug use will be encouraged to seek and obtain appropriate help with these problems. It is the student's ultimate responsibility to seek diagnosis and treatment for any suspected problems related to alcohol and/or drug abuse. It is important that all students are aware that the diagnosis and treatment of these problems will be handled confidentially.

The nursing faculty has been provided guidelines for dealing with suspected alcohol and/or drug abuse by students. Several referral sources are available to students to assist them in dealing with the problems of alcohol and/or drug abuse. They are:

a. Employee/Student Assistance Coordinator at the Student Health Center (phone 985 4771) provides therapeutic counseling at no charge to the student.

b. University Counseling Center (phone 985-4001) provides therapeutic counseling at no charge to the student. Check with the Center for their walk-in or crisis intervention.

17. SCHOLARSHIPS: PROCEDURES

Nursing students are eligible for three types of scholarships: external scholarship, community scholarships, and the department specific endowment. Watch for announcements.

A. External Scholarship sources are those offered by the minority/ethnic nursing associations i.e. American Association of Colleges of Nursing, Nurse Practitioner Healthcare Foundation Scholarships, Hispanic Nurses Association Scholarship, Korean Nurses Association Scholarships, National Jewish Women Council of Los Angeles. These are not administered by the Scholarship Committee.

B. Community Scholarships are generally from local health care organizations.

C. School of Nursing specific endowments such as the Henderson or VNA scholarship, etc. These are the only scholarship awards administered by the School of Nursing Scholarship Committee.

Depending on the availability of funds, announcements are made three months prior to beginning of each semester: October for the Fall Semester and March for the Spring Semester.

Information on scholarship opportunities received by the committee from the External and Community sources are posted on the scholarship display board in the School of Nursing Learning Center or on our website

http://www.csulb.edu/colleges/chhs/departments/nursing/
and on the University Scholarship website.  
http://www.csulb.edu/divisions/students/scholarships/

SECTION III
STUDENT SECTION

1. STUDENT RESPONSIBILITIES
Detailed information can be found at:
On this link you will find current information for New Students.

1a. ADVISEMENT
Each student in the graduate program is assigned a Faculty Advisor in her/his specialty area. The name of your advisor and telephone number is listed in your letter of admission to the graduate program in the School of Nursing. You are expected to consult with your advisor each semester to plan your program of study. She/he will help keep you informed of policies and requirements and facilitate your progress throughout the program. The Graduate Director is also available to all graduate students if there are questions or issues that need resolution.

1b. ELECTIVES
You may take elective courses, such as Nursing Education, Nursing Administration, and Medical Spanish Electives in the School of Nursing, or in other departments where the course content is relevant to nursing. Courses must be graduate level (500 or 600 number). Your faculty academic advisor and the graduate director must approve your choice of elective graduate courses in writing.

1c. CLINICAL PLACEMENT AND ADMINISTRATIVE INTERNSHIPS
All graduate students will be required to do a certain number of clinical or administrative hours with a preceptor. Specialty advisors will assist students in finding clinical and administrative placements. Students who find a preceptor on their own will be asked to provide their specialty advisor with the name and address of the preceptor in order to establish a contract at least one semester before they plan to start preceptorship. Students are not to be precepting in facilities that the University does not have an established contract with. Specialty Advisors usually meet with students in the spring semester prior to fall clinical to review clinical placements. Letters will be sent to students notifying them of the meeting times and location.

1d. MALPRACTICE INSURANCE
All graduate students in the School of Nursing must carry malpractice insurance while they are in clinical courses. Each student is responsible for confirming that the coverage is adequate for the area of practice (special care unit, nurse practitioner student functions) and that the policy remains effective throughout the semester. Faculty will request carrier names and policy numbers at the beginning of each semester. Currently two major companies are writing policies for nurse practitioner and specialized practice student
coverage. Each company differs somewhat in the manner and extent of coverage as well as requirements for qualification. Please make sure before you apply that you are entitled to be covered by that company. Following are listed the toll-free numbers of these two carriers:

McGinnis & Associates (Transamerica)
1-800-621-3008

Cotterell, Mitchell & Fifer (American Insurance Group)
1-800-221-4904

When an application is submitted to a carrier, you must specifically state on the application (either by checking a box or writing on the form) that you are either a Nurse Practitioner or Clinical Nurse Specialist student.

1e. WORKMEN’S COMPENSATION
Workmen’s Compensation for students during approved clinical practice is covered either by the clinical practice site (hospital, clinic, etc) or by the State for all agencies where contracts have been approved with CSULB, School of Nursing. Discuss contract issues with your clinical coordinator. If you have clinical experience at a site where no contract has been negotiated, you are not covered by Workmen’s Compensation. The official statement of policies rules and regulations is found in the CSULB Catalog Undergraduate & Graduate Studies. You are responsible for complying with all dates and procedures.

2. COMPREHENSIVE EXAM/THESIS/ DIRECTED PROJECT OPTIONS
All graduate students are required to take a comprehensive examination, complete a thesis or a directed project in partial fulfillment of the requirements for a graduate degree at this University. It is highly recommended that students consult with their specialty advisor or graduate director regarding their decision between the thesis/directed project and comprehensive exam options. The MSN/MPH and MSN/MSHCA students are required to complete a thesis or a directed project in partial fulfillment of the requirements for a graduate degree at this University.

Comprehensive examinations are usually taken in the third semester of your clinical specialty or in the third semester for two semester specialties after completion of clinical. In order to take the examination, you must have advanced to candidacy, completed or be enrolled in N695 Professional Literature Review. A copy of policies related to the Comprehensive Exam is available for your review in the School of Nursing Learning Center.
Comprehensive Examination

CALIFORNIA STATE UNIVERSITY LONG BEACH

School of Nursing

COMPREHENSIVE EXAMINATION

POLICIES AND PROCEDURES

MISSION

The Comprehensive Examination is intended to measure the mastery of knowledge required of graduates of the master’s degree in nursing. The examination is designed to assess the student’s ability to apply, analyse, synthesize, integrate and evaluate current, relevant information from both nursing and allied fields in advanced practice nursing.

ELIGIBILITY

1. Graduate students must complete all required graduate nursing courses, with the exception of third semester specialty courses which may be in progress, prior to taking the Comprehensive Examination.

2. Students taking the Comprehensive Examination must have advanced to candidacy indicating the Comprehensive Examination option.

3. Students should sign up for N695 the same semester or a semester prior to the one in which they plan to take the Comprehensive Examination.

4. Successful completion of N695 (a grade of B or better) is required for admission to the Comprehensive Examination.

5. Ineligible students will be notified prior to the examination.

6. Students may elect to take the Comprehensive Examination in a semester after the one in which they successfully complete N695. If so, during the semester they plan to take examination, they:
   a. Must notify the Examination Coordinator of their intent in writing by the end of the second week of the semester.
   b. Must be enrolled in a course in the Nursing Department (N695, N590, GS 700 or another course in the University).
   c. Are responsible for reviewing and following current Comprehensive Examination policies and procedures, including the dates of the examination.
EXAMINATION CONTENT

1. Students must take the current examination, regardless of when they completed the course(s) corresponding to the area to be tested.

2. Examination content will require the student to present current literature and research from their specialty that would be expected of them as advanced practice nurses caring for a patient with the specific problem.

STUDENT PREPARATION

1. Students will prepare for the examination by doing the following:
   a. Enroll and participate in N695.
   b. Select and accumulate appropriate research, state of the art clinical reviews, and evidence-based practice resources in their specialty fields.
   c. Accumulate and review current and appropriate books, chapters, reports, articles and monographs for possible use as citations and references for writing the Comprehensive Examination (basic nursing textbooks or specific lectures are not appropriate as references).
   d. Individual study.

2. Study aids
   a. Students may register as auditors for current classes.
   b. Students may sit in on some current class sessions on a space available basis with permission of the instructor. Students should contact the instructor at least one week prior to the class or classes they wish to attend.

ADMINISTRATION OF THE EXAMINATION

1. Schedule
   a. The examination is in a take-home format and must be taken during the time scheduled with no exception.
   b. The student has 3 weeks in which to complete the examination. No extension will be granted.
   c. Examination papers are due by 5:00 p.m. on the due date with no exception. Any late paper will rate a failure for the examination.
   d. Examination papers will not be accepted by FAX or e-mail.
   e. It is the sole responsibility of the student to assure that all required copies of the examination are delivered to the nursing department by the deadline.

2. Student Guidelines for Comprehensive Examination Paper
   a. Students will be assigned randomly selected code numbers to maintain anonymity for evaluation.
   b. Students should place their code number on the upper right hand corner of each page of the examination.
c. Questions about the intent or meaning of individual questions will not be answered during the examination period.
d. The examination paper must be the student’s own independent work. No discussion, consultation or sharing of information regarding the paper is allowed.
e. The student may not discuss the examination with any faculty once the examination has been distributed.
f. The student will be required to sign an honesty pledge attesting to the fact that the paper submitted is an individual, sole effort without any assistance.
g. If a student has begun taking any part of the Comprehensive Examination and decides for any reason to discontinue, this will be considered as one attempt for the total examination.
h. A student may use editorial assistance only for proofreading, spelling, grammar, formatting, punctuation and to improve clarity and readability of writing. Writing of content by editorial services is strictly prohibited.

EVALUATION

1. The examination will be evaluated as Pass, Fail or Distinction.
2. A passing score from 2 graders is required for a passing grade on the examination.
3. If a section is failed the entire exam must be retaken.
4. Comprehensive Examination Evaluation Criteria:
   Each examination area will be graded as Pass, Fail or Distinction.
   Scale

   Distinction/D
   All the crucial aspects of the area are presented correctly and in depth. Organization of material demonstrates clear, logical and specific thinking. Distinction criteria have been met.

   Pass/P
   All the crucial aspects of the area are presented correctly but not in depth. Organization of material demonstrates clear, logical and specific thinking at a minimally acceptable level. All basic criteria have been met.

   Fail/F
   Some crucial aspects of the area are missing or inaccurate.

5. Reading of the examination paper:
   a. Each exam will be read independently and simultaneously by two Comprehensive Exam graders. The exam will be read by a third grader if the two previous readers do not agree on the grade.
   b. A passing grade on the exam requires a score of Pass or Distinction from at least two graders.
   c. A Distinction grade on the exam requires a score of Distinction from at least two graders.
   d. All student papers will be submitted to Turn-It-In unless the student refuses. If a student refuses, an alternate means of screening for plagiarism will be required.
f. Faculty reserve the right to see the results of an examination/paper evaluated by a web based plagiarism site. Exams with a high “overall similarity index” to previous or concurrent exams may result in a failing grade for the examination.

NOTIFICATION OF RESULTS
1. Comprehensive Examination results will be available approximately four weeks after completion of the examination.
2. Notification of results will be mailed to students using a student provided stamped, self-addressed envelope.
3. On the same day, results will be posted in the Nursing Office using the examination identification numbers.
4. No results will be given by telephone, **NO EXCEPTIONS**.

RETAKING THE EXAMINATION
1. A student who does not receive a passing grade may **retake** the examination one time only. If the student fails to appear for the second examination this will be counted as the final failure. This must be done within the year (two semesters) following the first effort.

2. According to University regulations governing the Master’s Degree, “Failure of the comprehensive examination or thesis requirement is failure of both options. Thus, a student failing the comprehensive examination may not proceed to the thesis/project option or vice versa. Once a student has completed one semester of enrolment towards fulfilment of either the comprehensive examination or thesis/project, the student may not change from one option to the other without the approval of the faculty concerned, the department chair, and the appropriate dean or designee.” (CSULB catalog)

3. Students who fail the exam will be advised to see the graduate advisor for counselling. These counselling sessions will focus on the examination process and an overview of the section(s) which were unsatisfactory. Additional assistance for writing skills may be recommended. A written report of such counselling sessions is to be prepared and placed in the student's folder.

4. During the semester the examination is repeated, students:
   a. Must notify the Examination Coordinator of their intent in writing by the end of the second week of the semester.
   b. Must be enrolled in a course in the University (N695, N590, GS700 or another course in the University).
   c. Are responsible for reviewing and following current Comprehensive Exam policies and procedures including the dates of the examination.
   d. May participate in N695 classes if they are enrolled in the class as auditors.
   e. Must check with their academic advisors and the graduate advisor about revalidation if any course work is over the seven year limit.
STUDENT RESPONSIBILITY

1. All students are responsible for understanding and following these policies and procedures.
2. All students not currently enrolled in N695:
   a. Are responsible for reviewing and following current Comprehensive Examination policies and procedures including the dates of the examination.
   b. Must notify the Examination Coordinator in writing of their intent to take the examination by the end of the second week of the semester.
   c. Assume responsibility for obtaining all information (including new handouts) about the comprehensive examination to be given during the current semester.
   d. All students are responsible for seeking clarification and information as needed, and for prompt notification to the Examination Coordinator, Graduate Advisor and/or their Academic Advisor of any problems or difficulties they encounter at any point in the process.
   e. Students who live out of state, when retaking the comprehensive examination, may make arrangements through the Graduate Advisor to have the examination overnight-express delivered at their own expense. It is the student’s responsibility to ensure that the examination is returned by the due date and time specified for the semester in which the examination is given. This option is only available to students who are retaking the examination and not available to those taking the examination for the first time.

Revised April 2013

3. THESIS/DIRECTED PROJECT OPTIONS

If you plan to write a thesis, go to the CSULB thesis library website http://www.csulb.edu/library/guide/serv/ and view the sites for formatting and deadline dates as well as the School of Nursing website http://www.csulb.edu/colleges/chhs/departments/nursing/ for documents related to the directed project or thesis. This spells out the process step-by-step. In order to enroll in N698 - thesis units (4 units), you must have taken N596-Research course and be advanced to candidacy. Since you must be enrolled in N698 to receive faculty assistance with the thesis, it is important that you spread the 4 thesis units over the time you are working on the thesis. It is usually recommended that you register for only one unit the first semester. To register for N698 units you must have permission from your thesis chairperson or the graduate director. Your N698 units will be taken under your thesis chair’s name and section number. The same process applies if you decide to pursue a directed project (N692). MSN/MPH and MSN/MSHCA students who elect to do a directed project are advised to see their specialty advisor for project requirements. For more information on thesis or directed projects, including examples and other related documents, contact your Graduate Director.

   1. According to University regulations governing the Master’s Degree, “Failure of the comprehensive examination or thesis requirement is failure of both options. Thus, a student failing the comprehensive examination may not proceed to the thesis/project option or vice versa. Once a student has completed one semester of enrolment towards fulfilment of either the
comprehensive examination or thesis/project, the student may not change from one option to the other without the approval of the faculty concerned, the department chair, and the appropriate dean or designee.” (CSULB catalog)

4. PROBATION/DISQUALIFICATION (ACADEMIC)
Graduate students are placed on academic probation when their cumulative grade-point average or grade-point average on all courses applicable to the degree falls below 3.0. Graduate students will be removed from academic probation when their overall grade-point average and grade-point average on all courses applicable to the degree are 3.0 (B) or higher. Graduate and post-baccalaureate students are subject to disqualification if while on probation they fail to earn grades of sufficient quality to remove them from probationary status. Disqualification will bar such students from any further enrollment at the campus.

5. GRADUATE STUDIES 700 (GS700)
Graduate students who have completed all course work for their degree must register in GS700 if they require additional utilization of University facilities (e.g. faculty consultation) to complete the thesis or comprehensive exam or to remain registered at CSULB. You must be registered at CSULB the semester of your graduation. This is considered one unit for fee payment purposes but no unit credit is earned. Permission to enroll forms is available in the Graduate Office, Room 7 or 44, and must be signed by the Graduate Director.

6. Policy on Nursing Admissions Regarding Essential Performance Standards
The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. Schools of Nursing and State University systems, like other state and federally funded entities, are required to comply with the stipulations of the ADA. The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires. In addition, the Rehabilitation Act of 1973 prohibits discrimination in admissions of a qualified person with disabilities.

Reasonable accommodation for students with disabilities either temporary or permanent will be considered on a case-by-case basis and in consultation with the Office of Disabled Student Services, California State University Long Beach where appropriate. See Appendix 3: Essential Performance Standards Policy

7. Transportation
Students must provide their own transportation to clinical agencies. Clinical sites are located throughout Los Angeles and Orange Counties. Therefore, students need to plan in advance to ensure they are able to reach these locations.
8. POLICIES AFFECTING STUDENT COURSEWORK

8.1. Course Syllabus

Each course has a syllabus. It includes University Catalog course description, expected outcomes, terminal objectives, required text, methods of evaluation and grading criteria. The student is expected to access course materials on BeachBoard (the University’s online instructional tool) and is expected to be familiar with its contents.

8.2 Guidelines for Written Papers

The School of Nursing requires the *Publication Manual of the American Psychological Association*, 6th edition, for all academic papers in their course work. APA format is the approved writing style.

9. Academic Standards

All core courses should be taken prior to beginning clinical courses. Progress in the major requires that students maintain a 3.0 cumulative GPA on all units attempted as university policy for graduate students. A nursing course may be repeated only one time. A break in the program necessitates readmission on a space-available basis.

10. Academic or Clinical Performance Standards

Students are expected to maintain professional standards in both their academic and clinical courses. Students are also responsible for mastering and caring over essential knowledge from all previous courses. A student who violates these standards may be placed on a progressive disciplinary action plan where they can remediate, be denied progression to the following course, or may be dismissed from the program. See Appendix 6: Matriculation Course Sequencing and Withdrawal of Nursing Courses Policy and Appendix 7: Readmission Policies

13.2 Academic Integrity/Plagiarism

Academic Integrity, cheating and plagiarism is not expected to occur and is treated very seriously in accordance with the University guidelines. These violations can occur in the clinical setting as well as in the class room. This includes not only for written theory papers but also patients assessments and clinical care plans. Most courses will utilize the University plagiarism detection feature offered on the BeachBoard dropbox. See your course syllabus for any specifics that apply to that course and Appendix 9: Academic Integrity/Plagiarism Policy for SON guidelines

See the University Course Catalog
http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html
13.3 Health Insurance Portability and Accountability Act (HIPPA)

Patient confidentiality is taken very seriously in all clinical areas. Disclosure of patient information to any unauthorized individuals may be grounds for dismissal from the program and/or criminal action.
See Appendix 10: HIPPA Policy

a. Holiday Scheduling of Classes

All holidays that occur during the normal Monday through Friday university schedule will be honored according to the university master calendar. Any time the campus is closed, no classes will be held. Any course (clinical or didactic) that occurs during a regularly scheduled day will be held regardless of the number of similar sections that do not meet.
See Appendix 11: Holiday Scheduling

b. Missed Clinical Hours Policy

Every student in the nursing program is required, by the Board of Registered Nursing, to meet a minimum number of hours in both lecture and clinical courses. Therefore, it is expected that students will attend all required classes. Any missed clinical time during the semester is required to be made up. See your course syllabus for specifics. See your course syllabus for specifics and Appendix 12: Missed Clinical Hours Policy.

13.6 Policy on Medical Clearance

Nursing is considered to be a high-risk profession for exposure to multiple contagious diseases. Immunizations required by the School of Nursing reduce this risk for nursing students, but do not eliminate it entirely.

Students with an impaired/deficient immune system or are pregnant women need a written medical clearance to participate in the program. If a student is absent due to medical reasons; he/she must show proof of medical clearance from their health care practitioner prior to returning to the clinical area.
See Appendix 2: Policy on Essential Performance Standards and Appendix 13: Medical Clearance Policy

c. Untoward Student Health or Safety Clinical Incident Policy

Students must report all incidents to his/her clinical instructor and the clinical Agency immediately after the incident occurs. All required documentation is to be submitted within a 24 hour period and medical treatment is to be received according to the guidelines of the CSULB Worker’s Compensation Department.
See Appendix 14: Untoward Student Health or Safety Clinical Incident Policy and Procedure.

8.7 Reportable Patient/Client Clinical Occurrence Involving a Nursing Student Policy
Any situation in clinical where there is a situation that resulted in, or had the potential to result in, a threat to the patient’s health and well-being such as death, injury, loss, abuse or maltreatment, neglect, contamination, medication error, or misappropriation of property must be reported to the student’s clinical instructor, the clinical Agency and to the SON.
See Appendix 15: Reportable Patient/Client Clinical Occurrence Involving a Nursing Student Policy and Procedure.

9. Transfer of Nursing Graduate Students between Concentrations/Specialties

Graduate students must remain in the same MSN concentration that they declared in their application to the program. No transfers between concentrations or specialties are allowed.

10. POLICIES AFFECTING STUDENT CLINICAL COURSEWORK

10.1 Background Check

All MSN students will be required to complete a background criminal check prior to entering their clinical courses. A positive criminal record shall not automatically disqualify a student from the program. However, it could impact clinical placement and progression in the program.
If a record of criminal activity is revealed through the background check, the student shall be counseled by the appropriate program director regarding their continuation in the program. Some clinical sites might require additional background testing.

10.2 Health and other requirements and Magnus Health Tracker:

The immunization record, current California RN License, malpractice insurance, and valid CPR are required from all graduate students prior to entering the first clinical course. Clinical facilities will not allow a student into the facility that has not been medically cleared and has not had the malpractice insurance coverage. All documents must be uploaded to the Magnus Health Tracker by the student. Failure to do so will result in not being allowed to attend the clinical courses. It is the student’s responsibility to monitor the expiration dates of the following items on the Magnus Tracker and to update:

Immunization Record:

The record of immunization for MMR, Hep B series, Varicella, Tetanus, 1-Step TB tests are required, however if the agency needs the 2-Step, the student will have to comply. Anytime you receive a new vaccine, you must upload the updated documentation to your online tracker account.

Titers:
MMR, Varicella, and Hepatitis titers are required. Simply having the vaccination records for these diseases is not enough - you must provide quantitative titer lab documentation. If the results are immune, you do not need any further titer labs. However, you must have serum quantitative IgG titers (with numerical values) documenting immunity to Measles (Rubeola), Mumps, Rubella, Hepatitis B, and Varicella. If you receive titer results indicating you are not immune to any of these diseases, you need to consult your primary care provider and obtain a booster vaccination. After obtaining a booster(s), you must receive a follow-up titer 6-8 weeks later. If you get a follow-up titer too soon after the booster, it will come back non-immune. All documentation for boosters and follow-up titers must be uploaded to your online tracker account as is appropriate.

RN License

All graduate students must have a current California RN license. It is the responsibility of the student to maintain a valid RN license throughout the graduate program.

Malpractice Insurance

All graduate students must obtain malpractice insurance prior to their clinical course work. Only the actual malpractice certificate indicating proof of coverage as a “NP student or CNS Student” will be accepted. While in clinical courses, it is crucial that you carry valid and current malpractice insurance with no lapse in its coverage. If your continual malpractice insurance isn't on file in your tracker account, you will be removed from clinical.

CPR Certification

All graduate students must have a valid American Heart Association (AHA) approved CPR certification for Healthcare Providers. CPR cards must be renewed according to the date in your personal health tracker account.

15. POLICIES AFFECTING STUDENT GRADES

15.1 Independent Study

Students who wish to do an independent study need to obtain the consent of an interested faculty. The student then makes arrangements with the faculty advisor for appropriate learning objectives. It may be repeated to a maximum of six units.

15.2 Credit by Exam

Not all nursing graduate didactic courses may be challenged by examination once appropriate prerequisite courses have been completed. See Appendix 16: Credit by Examination Policy.
15.3 Course Waiver or Substitution

Students who believe that a course they have taken (or intend to take) may be appropriate to their program and that this course could substitute for a specified course requirement may request a substitution for the course. Students who believe that previous training has sufficiently prepared them in a certain area may request a waiver of a specific course requirement for subject credit only. See Appendix 17: Course Substitution or Waiver Policy

15.4 Student Grievance

Student Grievance Procedures at CSULB are intended to provide a formal, standardized means for students to seek redress concerning actions of the faculty, administrators, or staff of the University. Further, the purpose is to establish standardized procedures and safeguards, which shall be followed by the University in the adjudication of grievances. Grievances are unauthorized or unjustified action which adversely affects the status, rights, or privileges of the student. This process is not designed to replace the open communication and understanding that are vital to the academic process. See the University Policy Statement 95-21 that can be found on their website.

15.5 Student Grade Appeal

The student grade appeal policy and procedure must follow the University policy (CSULB Policy Statement 99-16 and any policies that supersede it). http://www.csulb.edu/divisions/aa/catalog/2010-2011/academic_information/grade_appeals.html
See Appendix 18: Procedure for Grade Appeal for instructions for the SON.

16. STUDENT EVALUATIONS

16.1 Course and Instructor Evaluation

Written student evaluations are conducted in accordance with university policies. Student course evaluations are conducted in classes’ representative of the nursing faculty's teaching assignment. The results of these evaluations are used by the School of Nursing to maintain its reputation of high academic standards in teaching. See Appendix 19: Example of Student Evaluation of Instructor

16.2 Agency and Preceptor Evaluation Survey

All CSULB MSN students are required to complete the School of Nursing’s Agency and Preceptor Satisfaction Survey as part of the MSN clinical course evaluation requirements. Completion of this survey is considered a professional role responsibility in which the student provides faculty with a personal assessment of the clinical practicum experience. Students are to respond to the questions asked in the agency and preceptor survey located in the survey section of BeachBoard. It takes no more than 15 minutes to do so. This survey
(Agency and Preceptor Evaluation Survey) is completed by the student as a credit/no credit assignment that is part of the clinical course evaluation criteria. Failure to complete the survey will result in a grade of no credit for this assignment which is one of the requirements for successfully passing an MSN practicum course (revised 2/2013). See Appendix 20: Agency and Preceptor Satisfaction Survey Policy

16.3 MSN Exit Survey

All nursing students graduating with an MSN are required to complete the School of Nursing MSN EXIT Survey as part of their professional responsibility to participate in the evaluation of their CSULB MSN program. The student is given an electronic access link to the survey. It takes about 20 to 30 minutes to complete. This program evaluation activity is part of the course evaluation criteria for all MSN students completing either the comprehensive exam (NRSG 695) or for those in their last semester of their directed project (NRSG 692) or thesis work (NRSG 698). Completion of the MSN EXIT survey is considered a professional role responsibility and is a School of Nursing exit requirement of all graduating MSN students. Failure to complete the survey will result in a no credit for this assignment because it is a requirement to pass either NRSG, 692, NRSG 695, or NRSG 698.

17. STUDENT GRADUATION INSTRUCTIONS

17.1 Advisement

The Assistant Director of the graduate Programs is the designated Faculty Advisor. You are expected to consult with the Assistant Director for assistance in planning your program of study. The coordinators of the RN, Trimester and ELM programs can also be consulted regarding program specific requirements and schedules. The Counseling Center for the College of Health and Human Services should also be consulted on regular bases to assist you in meeting non-nursing and graduation requirements.

17.2 Graduation Instructions

Senior students planning to graduate at the end of any semester or summer session must complete the Request to Graduate Form the semester prior to your expected graduation date. The appropriate request for Spring/Summer candidates must be filed prior to the preceding October 15th, and prior to the preceding March 1st for Fall/Winter candidates. You must get the form off the University website and pay the $45.00 filing fee. It is the student’s responsibility to abide by these deadlines. There is a late filing fee of $10.00. Only the names of candidates who file within these deadlines will appear in the Commencement Program published each spring. More information can be accessed on the University website.

17.3 National Certification (Exam for National Certification with ANCC, AANP or NAPNAP, NPWH)
Students will apply for National Certification from their respective specialty NP or CNS organization directly after completing their final semester of courses. The applications can be downloaded from American Association of Credentialing Center (ANCC) http://www.nursecredentialing.org/; American Association of Nurse Practitioners (AANP) www.aanp.org/ National Association of Pediatric Nurse Associates and Practitioners (NAPNAP) http://www.napnap.org/index.aspx, and Nurse Practitioners in Women’s Health (NPWH) www.npwh.org/. Program course verifications page should be submitted to the graduate administrative assistant for completion before submission to the respective certification organization. Refer to the respective National Certification website for additional information.

17.4 State Licensure for Board of Registered Nursing in California

Students will download the BRN application for NP or CNS licensure from the BRN website and submit the page for verification of courses to the graduate administrative assistant. Students will submit the verification of courses page along with the two page application, the fee, an official CSULB transcript, and a picture of themselves to the BRN. Refer to the BRN website for additional information.

SECTION IV  
STUDENT ACTIVITIES AND RESOURCES

1. STUDENT PARTICIPATION IN SCHOOL OF NURSING COMMITTEES

Student representation on the Student Support and Development and the Faculty Affairs committees is welcomed in the School of Nursing. Selection of students is done on a volunteer basis depending on student interest. One student per committee is selected with an additional student holding an alternate position when possible. The request for student representation is announced at the various class levels at the beginning of each semester or as assigned by CNSA.

2. NURSING STUDENT ASSOCIATION

Nursing or pre-nursing students may become involved in the CSULB chapter of California Nursing Student Association (CNSA) and the National Student Nursing Association (NSNA). Nursing students can be involved in activities at the University, State and National levels. Membership activities include community health activities, recruitment of students into the nursing program, legislative activities, conventions, educational programs and newsletters. Meetings are held in the nursing department. The dates are posted on the bulletin board outside of the learning center and in the nursing office.

3. STUDENT AWARDS

Awards are presented to students once a year, which coincide with graduation dates. Recognition is given to graduates in the following categories.
3.1 Outstanding Graduate is awarded at commencement in May from the College of Health and Human Services for service to the community and CSULB along with an outstanding GPA of 3.0.

3.2 Outstanding Student Citations are awarded from the School of Nursing for service to the community, SON, and/or university, and a history of excellence in both academic and clinical performance.

3.3 Outstanding thesis or directed project recipient from the School and the College to be announced at commencement.

3.4 Dean’s list student from the College to be announced at the commencement.

4. PINS

4.1 CSULB Nursing pins are available to order for graduating students. The deadlines for ordering them are February 30th. A designated administrative member will have the electronic forms. Prices may vary depending on the type of pin ordered. Each school of nursing has its own unique pin which identifies the student as a graduate when worn with the nursing uniform.

SECTION V
SIGMA THETA TAU

LETTER TO STUDENTS
Sigma Theta Tau International, Inc.

HONOR SOCIETY OF NURSING

Iota Eta Chapter
Department of Nursing
California State University, Long Beach
1250 Bellflower Blvd.
Long Beach, CA
90804-0301

Dear Graduate Nursing Student:

Sigma Theta Tau International, Honor Society of Nursing, is dedicated to improving the health of people worldwide through increasing the scientific base of nursing practice. The purposes of Sigma Theta Tau International are to:

- Recognize superior achievement and scholarship
- Recognize the development of leadership qualities
- Foster high professional standards
- Encourage creative work
- Strengthen commitment to the ideals and purposes of the profession
Sigma Theta Tau International, founded in 1922 by six nursing students at Indiana University, is now the second largest nursing organization in the United States and one of the five largest in the world. Membership in this Honor Society is through one of its local chapters located on selected college and university campuses around the world. In May of 1986 the Iota Eta Chapter was chartered at CSULB, Department of Nursing, as the 221st chapter of Sigma Theta Tau International.

Membership in Sigma Theta Tau requires a minimum of a baccalaureate degree. Membership is available to undergraduate and graduate students, and to community leaders who have demonstrated achievement in nursing education, practice, research, or publication.

As a graduate nursing student you are eligible for membership if you demonstrate academic scholarship of superior quality. Because such scholarship demonstrates leadership, creativity, and overall ability in nursing, your eligibility for membership is based on the following criteria:

- In one of the last two semesters of the graduate nursing program
- In the upper 35% of your class in scholarship
- Have a minimum cumulative grade point average of 3.5

Rare exceptions may be made when an outstanding student has an overall GPA of below 3.5 or a GPA that is below the upper 35%, but a GPA in the nursing major of 3.5 or higher. This criterion is used for truly exceptional situations and may not be used on a regular basis.

Membership consideration is through invitation and recommendation from two Sigma Theta Tau members. Induction of new members takes place once a year, usually in the spring.

Following induction, you must renew your active membership annually. This nominal fee is used to support the activities of the International organization and your local chapter.

Benefits of membership include:

- Professional recognition of your scholarly achievement in nursing
- Local, regional, national, and international programs and conferences
- Networking opportunities through your local chapter, regional assemblies, and international meetings
- Subscriptions to Image: Journal of Nursing Scholarship, one of nursing’s most widely read research journals; and Reflections, the Society’s quarterly magazine.
- Access to research grants at the local and international levels
- Electronic information access through the Society’s Virginia Henderson International Nursing Library located at the Sigma Theta Tau Center for Nursing Scholarship. Subscribers can access databases, research abstracts, and The Online Journal of Knowledge Synthesis for Nursing
- Professional awards in the areas of research, education, practice, leadership, informatics, multimedia, and writing
* Governance and leadership opportunities at the local, regional, and international levels, by election or appointment
* Lifetime membership that can be transferred to any of over 300 Chapters around the world

If you have specific questions about Sigma Theta Tau and membership in the Iota Eta Chapter, do not hesitate to contact one of the faculty or student members of the organization. We will be happy to answer your questions.

Welcome to the Baccalaureate Nursing Program at California State University, Long Beach. We look forward to your membership in the Iota Eta Chapter of Sigma Theta Tau International, Honor Society of Nursing.
Appendix 1:  
Philosophy of the School of Nursing

In accordance with the philosophy of California State University Long Beach, the faculty of the School of Nursing believes that undergraduate and graduate nursing education should encompass a broad background in the sciences and liberal arts studies. The nursing discipline-specific courses prepare students to assess, plan, implement and evaluate care based on sound evidence in a variety of nursing practice. The School of Nursing academic programs are planned in response to societal needs including but not limited to the need for greater access to healthcare, the role of technology in healthcare and public education surrounding self-care responsibility. The faculty believes that professional registered nurses at the baccalaureate level are prepared as generalists, and the masters prepared nurses as experts in advanced nursing practice. Students are prepared at the master’s level to assume one or more of the following roles: nurse practitioner, clinical nurse specialist, nurse educator, or nurse administrator. In addition, the master’s prepared nurses are beginning nurse researchers, catalysts for change, independent and critical thinkers and most importantly, client/patient-care advocates. This belief supports the most fundamental belief of faculty that the focus of nursing is the patient/client as individual, family or community.

The philosophy underlying the School of Nursing programs is based on a set of commonly held beliefs by the faculty. These beliefs reflect the faculty’s attitudes about the individual, health, nursing, environment and learning. The faculty believes that:

The **individual** is a dynamic, holistic, biopsychosocial, spiritual, cognitive, and culturally diverse, autonomous being, who is in a constant state of change and adaptation in response to both internal and external environmental forces, as the individual moves though the developmental stages of life and through the wellness –illness continuum. Faculty believes that individuals as the recipient of health care, have rights and needs and are capable of making decisions. When their decision-making capacity is compromised, they need help to maintain or advance their position along the wellness-illness continuum.

**Health** is a dynamic state of wellbeing and equilibrium in an individual’s biopsychosocial, cognitive, spiritual domains of life and not merely the absence of illness or infirmity. Health is achieved through successful adaptation of the individual to life’s external and internal stressors.

**Nursing** is a caring practice profession with a body of knowledge that is reflective of the science and art of nursing. Nursing practice includes culturally sensitive, evidence-based processes and activities used by the professional nurses on behalf of, or in collaboration with the individual, family, and the community, to respond to health issues including: prevention of illness, injury, maintenance or improvement of health, alleviation of pain and provision of comfort for the terminally ill, or achievement of death with dignity. Nursing encompasses independent, interdependent, and collaborative health care processes and functions. Through research and collaboration with other health professionals, consumers and policy makers, nursing seeks to improve patient health care outcomes and the quality of health care programs.

**Environment** is a state or a setting within which the individual, the family and the community exists. Environment can be physical, conceptual, internal and external. The stimuli in the form of stressors from each of these environments create the responses and adaptability of individuals, families and communities.
Learning is a dynamic process that results in a permanent change in the student’s behavior as a result of reinforced practice. Learning can take place within the context of a variety of teaching strategies and modes of delivery.

Nursing Students are adult learners who are committed to the profession to improve the health and well-being of individuals, families and communities. They are capable of inquiry, critical thinking and are responsible for their actions. Faculty recognizes that students come with great potential, needs and personal beliefs that are reflective of their diverse backgrounds. The faculty of the School of Nursing upholds and fosters the following values in student teaching/learning activities: integrity, respect for self and others, commitment, responsibility, individual differences and rights, inherent capability of the individual, family and community, freedom of expression, freedom of choice, innovation and life-long learning.

Revised 8-2012
Appendix 2:
Policy on Essential Performance Standards

1. Background:
   1.1 The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. Schools of Nursing and State University systems, like other state and federally funded entities, are required to comply with the stipulations of the ADA.
   1.2 The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires.
   1.3 The Rehabilitation Act of 1973 prohibits discrimination in admissions of a qualified person with disabilities.
   1.4 Reasonable accommodation for students with disabilities either temporary or permanent will be considered on a case-by-case basis and in consultation with the CSULB Office of Disabled Student Services, when appropriate.
   1.5 In compliance with the American Disabilities Act of 1990 and the recommendation of the American Academy of Colleges of Nursing, the California State University of Long Beach School of Nursing will institute the following health regulations and policies to assure safe nursing practice.

2. Health Regulations and Policies:
   2.1 Students must be able to meet the emotional and physical requirements for the Essential Performance Standards listed below as required by the School of Nursing.
   2.2 For Admissions, qualified candidates will be evaluated for these health standards through a standardized application process to include an interview.
   2.3 If a student’s abilities are in question, an ad-hoc judiciary sub-committee will be formed that will have the authority to make determinations regarding the physical or mental fitness of a particular student while in the nursing program. They will work with the Office of Disabled Student Services to determine if safe reasonable accommodation can be made for this student.
   2.4 Candidates who have been evaluated will be notified as soon as possible of one of the following decisions:
      2.4.1 Admitted
      2.4.2 Not admitted
      2.4.3 Contingent admission: contracted remediation requirements to be completed
   2.5 Students in the program who fail to meet these standards after admission can either be given a Performance Remediation Plan related to medical or mental health issues or failed from the course.

3. Emotional Requirements:
   3.1 The student must have sufficient emotional stability to perform under stress
produced by both academic study and the necessity of performing nursing care in real patient situations while being observed by the instructors and other health care personnel.

4. Physical Requirements:
4.1 Students are required to travel to clinical agencies and hospitals. Students need to have the endurance to adapt to a physically and emotionally demanding program.
4.2 The following physical requirements would be necessary to participate in the clinical application courses in nursing:
   4.2.1 Strength: sufficient strength to lift move and transfer most patients; to restrain and carry children; to move and carry equipment; and, to perform CPR which requires sufficient body weight and adequate lung expansion.
   4.2.2 Mobility: sufficient to bend, stoop, bend down on the floor; combination of strength, dexterity, mobility and coordination to assist patients; ability to move around rapidly; and to move in small, confined areas.
   4.2.3 Fine Motor Movements: necessary to manipulate syringes and IV's; to assist patients with feeding and hygiene; to write in charts; to perform sterile procedures and other skilled procedures.

5. Speech:
   5.1 Ability to verbally communicate clearly with staff, physicians, and patients; and the need to be understood on the telephone, and in groups of people.

6. Communication:
   6.1 Able to communicate in a timely manner in both verbal and written formats such that students can communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and interact with clients, staff and faculty supervisors.

7. Vision: sufficient color vision and visual acuity to make physical assessments of patients and equipment.

8. Hearing: sufficient to accurately hear on the telephone; to be able to hear through the stethoscope to discriminate sounds; to hear cries for help; to hear alarms on equipment and emergency signals; and to hear various overhead pages.

9. Touch/Tactile: ability to palpate both superficially and deeply and to discriminate tactile sensations.

10. General Health:
   10.1 Nursing is considered to be a high-risk profession for exposure to multiple contagious diseases.
10.2 Immunizations required by the School of Nursing reduce this risk for nursing students, but do not eliminate it entirely.

10.3 Students with an impaired/deficient immune system or are pregnant women need a written medical clearance to participate in the program.

10.3.1 These students must notify the clinical and level coordinator prior to participation in clinical courses.

10.3.2 The student must submit a medical release from their physician indicating the medical safety of continuing in the program and stating that she may participate in all clinical activities without restriction.

10.3.3 The student must understand that some clinical settings may not allow pregnant students, depending on their length of gestation, and the safety of the patient care environment.

10.3.4 If the student cannot complete the clinical objectives, she must withdraw from the course or take a leave of absence from the university. Readmission to the class will be on a space-available basis as stated in the Readmission Policy.
Appendix 3: 
Matriculation Policy: 
Course Sequencing and Withdrawal of Nursing Courses

**Purpose:** The Nursing Curriculum is designed to both reinforce current didactic knowledge with clinical practice and to build on the knowledge of the previous level courses. In order to accomplish this and to protect the welfare of prospective clients, the students must be held to the following guidelines of matriculation.

1. **Course Sequencing:** All nursing courses have prerequisites and must be taken in sequence and/or concurrently as identified in the curriculum plan as well as the catalog.
   1.2 Students must pass all courses in the nursing curriculum with a minimum grade standard of 2.0 (C) on a 4.00 scale or above
   1.3 For any course with a clinical/didactic component.
      1.3.1 Students must meet the minimum grade standard in each component of the course. Failure of either component will require the student to repeat the entire clinical/didactic course.
      1.3.2 Students may not register in the following clinical/didactic course in the sequence until the prerequisite courses have been completed.
      1.3.3 Readmission into the course will be on a space available basis as outlined in the Readmission to or Transfer Policy.

2. **Course Withdrawal**
   2.1 Students who wish to withdraw from a nursing course may do so if they meet the following criteria as specified in the University Catalog.
      2.1.1 Students may not withdraw from a course because they are earning less than a “C” grade in the course.
      2.1.2 Student must withdraw by the census date established by the University.
      2.1.3 Student withdrawals after the census date and prior to the last twenty percent of instruction may do so only for serious and compelling reasons with the approval of the instructor and the School of Nursing Director.
      2.1.4 Withdrawals after the last twenty percent of instruction may do so only in cases of an accident, serious illness, or a circumstance clearly beyond the student’s control and the assignment of an Incomplete is not practical.
      (Office of the Chancellor Executive Order # 1037 effective 8/1/09)
   2.2 Students with approved withdrawals from nursing courses may return to the School of Nursing in accordance with policies listed in the graduate Nursing Student Handbook on a space-available basis (see Policy on Readmission to or Transfer into the graduate Nursing Program).
   2.3 A pattern of withdrawals may influence requests for consideration of reinstatement.
   2.4 Students must complete a leave of absence form from the university if they are withdrawing from all university courses. Breaking enrollment will result in the student having to reapply to the university and they will be subject to new catalog requirements.
Appendix 4: 
Readmission Into The Graduate Nursing Program

Purpose: To provide guidelines for readmitting students who have an approved leave of absence, have withdrawn from a course with a passing grade, or who failed a course and desire to repeat it a second time after completing their disciplinary performance plan. Please refer to polices for readmission: http://www.csulb.edu/divisions/aa/catalog/
Appendix 5:
Progressive Disciplinary Action for Violations of
Academic or Clinical Performance Standards

Purpose
To establish guidelines for faculty to identify students who have been deemed to have demonstrated unsatisfactory or unprofessional performance standards. Nursing is a professional discipline which requires high standards of performance to assure quality patient care. Failure to meet these expectations places the student, staff, and patients at physical and or emotional risk. In order to safeguard these standards of practice, students are held to professional performance standards both academically and clinically. Violation of these standards can result in the placement of the student on progressive disciplinary action by the School of Nursing.

1. Expected Performance Standards
   1.1 Standards include
      1.1.1 Grade standards
         1.1.1.1 Students must perform at a grade standard of a level of a 2.0 (C) for undergraduate students and 3.0 (B) for graduate students in all nursing academic and clinical courses.
         1.1.1.2 Due to impacted status of the undergraduate nursing program, all students must maintain a cumulative university GPA of 2.0 as stated in the University Catalog.
      1.1.2 Sustained competence in all clinical performance standards is required for successful completion of each clinical course in order to progress in the nursing program. The clinical standards and competencies are documented in each course syllabus at the beginning of every semester.
      1.1.3 Essential Performance Policy guidelines(see policy) must be met by all students for safe nursing practice.
      1.1.4 Professional behavioral standards must be demonstrated at all times in the nursing programs.
      1.1.5 Academic integrity standards will be evaluated based on the guidelines as stated in the University Catalog.
         1.1.5.1 For minor incidences of plagiarism or cheating, the student’s Performance Plan should include completing the attached cheating and plagiarism module as part of the remediation plan. (See the Academic Integrity Policy for the Plagiarism Module).
         1.1.5.2 Faculty must inform the student that they have the right to submit a request to the University Academic Integrity Committee for a written opinion on whether the accusation of plagiarism is supported by the evidence.
         1.1.5.3 Documentation of this event on a “Student Academic Dishonesty Report” form will be sent to the provost and the vice president of student affairs as is required by the university. A copy of the form
will be placed in the student’s file.

1.1.5.4 They can be referred to the Office of Judicial Affairs for possible suspension or expulsion from the University at the discretion of the Ad-hoc Judiciary Sub-committee.

2. Performance that results in a verbal or written Performance Plan - performances that identify students at risk of violating the School standards and require a Performance Plan for remediation. Unsatisfactory performances may include:
   - Grade standard for academic or clinical courses by midterm of a 2.0 (C)
   - Clinical performance places self, staff or patients at potential risk
   - Essential performance guidelines that places self, staff or patients at risk
   - Professional behavioral standards not met: minor incident

(Examples of unsatisfactory performances can be seen in the appendix)

2.1 Violations will result in placement of the student on progressive disciplinary action by the School of Nursing with a Performance Plan that is designed to improve the student’s performance during that semester. Guidelines for how to develop the plan are specified in the Academic or Clinical Performance Plan Policy.

2.1.1 Prior to the development of a Performance Plan, the faculty will consult and collaborate with the lead faculty or course coordinator to determine the action that is safest and most effective in remediating the student’s behavior.

2.2 Students who are not in agreement with the Performance Plan may exercise their rights to due process using the following chain of command as specified in the Students’ Handbooks:
   - Faculty
   - Level Coordinator
   - Assistant Director of the program
   - Ad-hoc Judicial Sub-committee

2.3 As specified in the Matriculation Policy, students who fail to complete the required Academic or Clinical Performance Plan will result in immediate failure of the course.

2.4 The student will be notified that any further incidence that semester of the same or similar behavior may result in immediate failure of the course.

3. Performance that results in Course Failure: student performance that places the self, staff or patients at risk will result in failure of the course and requires a Performance Plan for remediation. Unsatisfactory performances may include:
   - Grade standard for academic or clinical courses final grade of a 2.0 (C)
   - Clinical performance that places self, staff or patients at risk
   - Essential performance standards that places self, staff or patients at risk
   - Professional behavioral standards not met: moderate incident
   - Failure to complete Performance Plan for remediation
   - Further incidence of violations of the same or similar behavior during the semester

(Examples of unsatisfactory performances can be seen in the appendix)

3.1 Violations will result in the student being given a grade of F and being placed on
progressive disciplinary action with a Performance Plan that is designed to improve the student’s performance before they return to repeat the failed course.

3.1.1 The student is to be sent home and told that they will be contacted after the situation has been investigated further.

3.1.2 Guidelines for the Performance Plan are specified in the *Academic or Clinical Performance Plan Policy*.

3.1.3 Prior to the development of a Performance Plan, the faculty will consult and collaborate with the lead faculty or course coordinator to determine the action that is safest and most effective in remediating the student’s behavior.

3.2 The student is also recommended to enroll in the Academic Success Program that the University offers through Academic Advising.

3.3 Students who are not in agreement with the offense or disciplinary action assigned for any of the above offenses may exercise their rights to due process using the following chain of command as specified in the *Student Handbook*.

- Faculty
- Level Coordinator
- Assistant Director of the program
- Ad-hoc Judicial Sub-committee

3.4 Prior to being readmitted to the program, the student must follow the guidelines specified in the *Matriculation Policy and satisfactorily complete the Academic or Clinical Performance Plan*.

3.5 Readmission is on a space available basis as specified in the *Policy on Readmission to or Transfer into the School of Nursing*.

3.6 Upon readmission to the program, the student will be notified that any further incidence of the same or similar behavior during the following semester will result in course failure.

3.7 Inform the student that course failure of the course a second time and or in a consecutive semester will result in dismissal from the program regardless of their cumulative GPA status and they will not be readmitted.

4. **Performance that results in Nursing Program Dismissal:** continual course failure, egregious violations of professional behavior standards or student performances that place the self, staff or patients at adverse risk. Unsatisfactory performances may include:

- Failure of a nursing course a second time in a consecutive semester or failure of two nursing courses in different semesters or the same semester will result in the student being placed on Academic Probation with the University. Any further failure will result in dismissal from the SON.
- Clinical performance places self, staff or patients at adverse risk
- Essential performance standards that places self, staff or patients at adverse risk
- Professional behavioral standards not met: major incident

(Examples of unsatisfactory performances can be seen in the appendix)

4.1 Violations will result in dismissal from the Nursing Program and they may not be readmitted to the program.

4.1.1 The student is to be sent home and told that they will be contacted after the situation has been investigated further.
4.1.2 The faculty will consult and collaborate with the lead faculty or course coordinator to determine the action that is to be taken based on their behavior.

4.2 Students who are not in agreement with the offense or disciplinary action assigned for any of the above offenses may exercise their rights to due process using the following chain of command as specified in the Student Handbook.

- Faculty
- Level Coordinator
- Assistant Director of the program
- Ad-hoc Judicial Sub-committee
Appendix 6:  
Academic Integrity/ Plagiarism Module for Disciplinary Action

Student: Click here to enter text.    Date: Click here to enter text.

Faculty: Click here to enter text.    Course: Click here to enter text.

It has been identified that some of your written work has met the criteria for cheating and plagiarism—the act of using someone else’s exact words without giving them appropriate credit, or copying. It is the policy of the University and the School of Nursing that cheating and plagiarism are unacceptable. Under the provisions of the CSU, Long Beach Policy Statement on Cheating and Plagiarism, an additional test of competency related to this course is requested. Neither compliance nor non-compliance shall be considered an admission of cheating or plagiarism. University policy requires us to have an office conference to discuss the charges and review the supporting evidence. (Attach documents).

Students who are not in agreement with the assessment and recommendations made by the faculty member may exercise their rights to due process using the following chain of command. Discuss the problem with: 1) Faculty; 2) Level Coordinator; 3) Assistant Director of the program; and the 4) Ad-hoc judiciary Committee. In addition, it is the right of the faculty or student to submit a request to the Academic Integrity Committee for a written opinion on whether the accusation is supported by the evidence. This request must be received within 14 days of notification of the violation.

If you have received a grade of “I” for the course, in the case of the event occurring during a final exam, you have 120 days from the mailing of this document to respond whether you agree to an additional test of competency.

One of the following academic actions is available to the faculty for a plagiarism violation of Academic Integrity:
  • Disciplinary Performance Plan
  • Course Failure with a remediation contract and specified disciplinary result.
Guidelines are specified in the Academic or Clinical Performance Plan Policy as to whether the offense requires probation or course failure.

At this time the following action will occur: (Select one from above)

Click here to enter text.
Disciplinary Performance Plan:
1. The student must complete the module within the specified time frame.
2. Failure to complete the module will result in immediate failure of the course.
3. Upon completion of the probation module, any further incidence that semester of the same or similar behavior before or after will result in immediate failure of the course.

Course Failure:
In order for the student to be allowed to retake the course, the student must complete the module within the specified time frame.
1. The student will not be allowed to continue in the course sequencing until the module has been satisfactorily completed (See the Matriculation Policy).
2. Failure to complete the module will result in failure of the course a second time in two consecutive semesters. Such a failure and will result in the student being dismissed from the entire program and will not be readmitted.
3. Once they complete the module, readmission to the program is on a space available basis as specified in the School of Nursing’s Readmission Policy.
4. The student must complete a Readmission Request form and submit it to the Undergraduate Coordinator prior to the onset of the following semester for evaluation of their eligibility for re-entry into the course.
5. Upon readmission to the program, any further occurrence of the violation of plagiarism in the following semester will result in failure of the course a second time with the same consequences as stated above.

You must complete the following activities in order to be eligible for re-admission.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Expected Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the Readmission Request Form</td>
<td></td>
</tr>
<tr>
<td>Complete the plagiarism paper as directed in the Plagiarism Module</td>
<td></td>
</tr>
<tr>
<td>instructions. Submit a copy of the paper and references.</td>
<td></td>
</tr>
<tr>
<td>Complete the two internet modules on plagiarism that are identified in</td>
<td></td>
</tr>
<tr>
<td>the Plagiarism Module. Submit a copy of the final evaluation paper.</td>
<td></td>
</tr>
</tbody>
</table>

Students Comments:
Click here to enter text.

I have received a copy of this module and agree to its terms of completion.

Date: Click here to enter text.

_______________________________ ___________________________________
Student Signature:     Faculty Signature:
Documentation of this event on a “Student Academic Dishonesty Report” form will be sent to the provost and the vice president of student affairs as is required by the university. A copy of the form will be placed in the student’s file.

Student has completed or not completed the terms of the agreement.

Faculty Comments:
Click here to enter text.

Students Comments:
Click here to enter text.

Date: Click here to enter text.

__________________________________________________________

Student Signature:                      Faculty Signature:

10-4-10 GC
Reviewed 3/12
Appendix 7:
Policy on the Health Insurance Portability
and Accountability Act (HIPPA)

1. Background:
The Health Insurance Portability and Accountability Act (HIPPA) of 1996 was instituted by Congress to amend the internal Revenue Code of 1986 to improve portability and continuity of health insurance coverage in the group and individual markets, to combat waste, fraud, and abuse in health insurance and health care delivery, to promote the use of medical savings accounts, to improve access to long-term care services and coverage to simplify the administration of health insurance and for other purposes.

2. Section 1177 (a) OFFENSE A person who knowingly and in violation of this part
   2.1 Uses or causes to be used a unique health identifier
   2.2 Obtains individually identifiable health information relating to an individual
   2.3 Discloses individually identifiable health information to another person
is subject to punishment under the law.

3. Policy:
Due to the requirements of HIPPA and the need to maintain patient confidentiality, the following is to be followed:
3.1 Include this statement and the student form in all nursing department course syllabi.
3.2 Statement: “HIPPA is in place to prevent wrongful disclosure of individually identifiable health information”. This includes but is not limited to the following areas:
   a. Uses or causes to be used as a unique health identifier
   b. Obtains individually identifiable health information relating to an individual
   c. Discloses individually identifiable health information to another person

3.3. One incident of a nursing student breaching patient confidentiality under this law can be means for dismissal from the CSU, Long Beach nursing program.

Student HIPPA Disclosure Form
This form describes how medical information about you may be used and disclosed. Please review it carefully before signing.

1. Disclosure Policy Background
1.1 HIPAA is the acronym for the federal law known as the Health Insurance Portability and Accountability Act of 1996. HIPAA is a large and complex regulation that includes several components including administrative simplification. This component contains standards or rules applicable to privacy and security. Under HIPAA the School of Nursing, California State University, Long Beach (CSULB) must comply with these regulations, which are enforced by
the Office of Civil Rights, Department of Health and Human Services (DHHS). These standards required implementation by April 14, 2003.

2. Under the privacy rules, all medical information and any other individually identifiable health information in any form, whether electronic, on paper, or oral is considered protected health information (PHI). This includes any information that related to the past, present, or future physical or mental health or condition of an individual. Individually identifiable health information is that which might identify someone such as, but not limited to:
   2.1 Address
   2.2 Phone number
   2.3 Email address
   2.4 Social Security Number

3. Under the Privacy Rule, the student must be provided with a clear written explanation of how the School of Nursing may use and disclose their health information. Students have the right upon request to review your student file; request amendments; and obtain an accounting of disclosures as to their health information. The student also has the right to file a formal complaint with the School of Nursing, California State University, Long Beach or the Department of Health and Human Services about violations of the provisions of the Privacy Rule or this department’s policies and procedures. The student must authorize the use and disclosure of their health information in writing.

4. The security standards under HIPAA require that covered entities establish and maintain administrative, technical, and physical safeguards to ensure that protected personal information is secured. This includes administrative and physical safeguards including policies and procedures, staff training, access controls, and any other measure undertaken to secure protected personal information.

5. Applicability of Notice Disclosure
The School of Nursing, California State University, Long Beach educates nursing students to be providers of health care in association with other professionals and organizations. The privacy practices in this notice will be followed by:
   5.1 All faculty and staff of the School of Nursing, California State University, Long Beach.
   5.2 Any clinical agency with which we share health information.

6. Our responsibility to the students regarding their medical information
   6.1 We understand that medical information about the student is personal. We are committed to protecting the privacy of medical information about each student. In an effort to provide the highest quality medical care and to comply with certain legal requirements, we will and are required to:
      a. Keep your medical information private.
      b. Provide you with a copy of this notice.
      c. Follow the terms of the notice.
      d. Notify you if we are unable to agree to a restriction that you have requested.
      e. Accommodate reasonable requests by you for us to communicate health information by alternative means or at alternative locations.

7. How we may use and disclose medical information about students
   7.1 We may use and disclose medical information about you to support your training in the clinical agencies to which you will assigned throughout your clinical studies in
the nursing program. These agencies require that we validate to them that each clinical student has completed the health screenings that they independently require.

8. How will my information be used and examples of disclosures

8.1 Staff members working in a given clinical agency; typically the Education Department, requires that prior to the beginning of each clinical rotation the assigned clinical faculty submit a list of their students and verify by signature that these students have completed their required health screenings.

8.2 Clinical faculty will at the beginning of each semester review your student file for purposes of accurately verifying the information required as noted above.

8.3 We may disclose medical information about you without your prior authorization for several reasons including:

a. Public Health – We may disclose your health information to public health or legal authorities charged with preventing or controlling disease, injury, disability, child abuse or neglect, etc. as required by law.

b. Clinical Associations – The professional associations between the School of Nursing, California State University, Long Beach and the clinical agencies to which students are assigned throughout their clinical training necessitates that certain information regarding your health screening be verified prior to your beginning your clinical experiences. To protect your health information we require all our clinical associations to appropriately safeguard your information.

I, __________________________________________________ hereby authorize the release

(PRINT your complete name)
of any medical information that I have disclosed to the School of Nursing for the purposes of meeting the requirements of any and all clinical agencies to which I may be assigned. I am also acknowledging that I have received a copy of this form.

_________________________________________  Signature

_________________________________________  Witness

Today’s Date          Reviewed 3/2012
Appendix 8:
Holiday Scheduling of Courses

1. All holidays that occur during the normal Monday through Friday university schedule will be honored according to the university master calendar. Any time the campus is closed, no classes will be held. Any course (clinical or didactic) that occurs during a regularly scheduled day will be held regardless of the number of similar sections that do not meet.

2. When a Saturday course day follows a recognized Friday holiday where the campus is closed, the Saturday class will not meet. However, if the holiday is on Monday, the class will be held.

3. When a Sunday course day precedes a Monday holiday where the campus is closed, the Sunday class will not meet. However, if the holiday is on Friday, the class will be held.

4. In the event that an agency closes for a holiday that is not recognized by the university, an alternative assignment will be provided by the faculty so that students are not penalized for the potential time missed.

Reviewed 3/2012
Appendix 9:  
Policy on Medical Clearance

Purpose: Students are considered part of the health care team in any clinical setting. Therefore, they are obligated to abide within established policies and procedures for any clinical setting in which they are functioning.

1. All students must comply with all required health documentation for immunizations and proofs of immunity required by each clinical agency. Failure to upload these documents onto the Magnus Health Tracker prior to the semester deadline will result in them being dropped from the class. Once they are dropped from the class they may re-enter on a space available basis as stated in the School of Nursing (SON) Policy on Readmission.

2. Illness is defined as a fever (which is generally a temperature of ≥ 100.5° F or flu-like symptoms) a rash, productive cough or open wound, or other drainage (e.g. from eyes). Students will not be allowed on any of the units with these symptoms. The student must notify both their clinical faculty and the agency when they are ill.

3. In the case where a student misses more than one clinical day due to illness, a student will not be allowed to return to the clinical area until a written medical clearance has been obtained.

4. In the event that a student experiences an injury or undergoes a surgical procedure that could compromise the safety of either the student or the clients in the student’s care, a written medical clearance will need to be submitted to the clinical faculty before the student can return to clinical practice.

5. In the event that a theory course is concurrent with the clinical component, the faculty has the discretion to determine whether or not the absence from the clinical will hinder achievement of the combined course objectives. In this event, it may be feasible that the student would not be able to progress in either clinical or didactic components until being released from medical care.

6. If an injury or illness creates a significant disability for the student such that patient safety issues arise, progression in the program will be dependent upon the student’s ability to function safely in accordance with guidelines specified in the SON’s Essential Performance Policy. At that time, an ad-hoc judiciary SON sub-committee will be formed that will have the authority to make determinations regarding the physical or mental fitness of a particular student while in the nursing program. They will work with the Office of Disabled Student Services to determine if safe reasonable accommodation can be made for this student.

7. If the student develops an impaired/deficient immune system or becomes pregnant they must notify their clinical faculty and the level coordinator for the particular course. They
are also required to submit a written medical clearance to participate further in the program and accept full responsibility for any risk to them. (See Policy on Essential Performance General Health guidelines).

8. Missed clinical hours are to be made up, hour for hour, or by completion of an instructor approved assignment in order to earn a passing grade. (See Missed Clinical Hours Policy).
Appendix 10:
Untoward Student Health or Safety Clinical Incident
Policy and Procedure

Policy: An untoward health or safety incident is defined as an injury, accident, contamination, or loss involving a nursing student that occurred during the student’s clinical practicum that is not consistent with routine activities. The student must report all such incidents to his/her clinical instructor and the clinical Agency. The student must complete the required paperwork in collaboration with his/her clinical instructor in a timely fashion as identified by the clinical facility. In addition, State required documents must be filed with the CSULB Worker’s Compensation Specialist within 24 hours.

Procedure: The following steps must be taken related to a student health or safety incident occurring in the clinical setting:

1. The student, if capable, must report the incident to the CSULB clinical instructor and the clinical Agency immediately after the occurrence.

2. The Agency will direct the student, based on the urgency of the incident, as to whether the student is to be seen by their facility or to be referred to seek care at one of the CSULB designated facilities for treatment (See step 5).

3. The CSULB instructor will report the incident to the Director of the School of Nursing (562) 985-4582 and the CSULB Worker’s Compensation Specialist at (562) 985-2366. If the incident occurs on an evening or weekend, leave a message or FAX (562) 985-7180 the information as soon as possible. The paperwork must be filed within 24 hours. All Human Resources- Worker’s Compensation Forms are available at http://daf.csulb.edu/forms/bhr/workers_comp/index.html

4. If capable, the student is to accurately document and describe the events leading up to the incident with assistance from the CSULB Instructor to insure that all pertinent data are detailed and included. The CSULB instructor will also supervise the completion of the Agency “Supervisor’s Review Form” (or their Agency Specific Form) describing the incident before you leave and have them Fax it to the Worker’s Compensation Specialist (see number above).

5. If the incident is not urgent, the student has the following options:
   a) File a waiver for medical treatment- Form Accident Investigation Report
   b) Seek treatment at the Los Alamitos Medical Center Emergency Department or the Memorial Occupational Medical Services Unit at Long Beach Community Hospital. Forms and maps available on the website. If the student requests to see his/her own physician, the student must sign the form agreeing to follow the Worker’s Compensation Guidelines.
   c) Complete the following Privacy Log Form (Optional)
   d) Complete the Worker’s Compensation Form (DWC 1)
5. The forms listed in # 5 must be delivered or Faxed to the CSULB Worker’s Compensation Specialist by the student. The clinical instructor will be responsible for following up to see that the official documents were delivered.

6. If the clinical agency allows, two copies of the Agency “Supervisor’s Review Form” are to be Xeroxed and placed in a confidential envelope. One envelope is to be placed in the student’s School of Nursing file and one is to be given to the Director of the CSULB School of Nursing.

7. The incident reports will be reviewed by the Director of the School of Nursing, the clinical instructor and other key nursing faculty. The report will be kept confidential. The purpose of the meeting will be to discuss whether the situation may result in risk or liability to the University or the School of Nursing, and to identify any potential patterns of at risk behavior(s) that need to be address to prevent further incidents if possible.

9. If deemed necessary, the nursing student is to meet in person with the Director to discuss the incident and determine if the student is safe to continue the clinical practicum at this time.

10. If the student’s injury requires missed clinical time, the student must submit a medical release from a physician prior to returning. Missed clinical hours are to be made up as determined by the clinical instructor per the policy of the School of Nursing. If the student is deemed to not be able to meet the objectives of the course, University policy will be followed as to a request for a medical withdrawal or the issuance of an incomplete or failing grade for the course.

10-24-11 GC
Appendix 11:
Reportable Patient/Client Clinical Occurrence Involving a Nursing Student
Policy and Procedure

Policy: A reportable occurrence in a clinical setting involving a student and a patient/client is defined as a situation that resulted in, or had the potential to result in, a threat to the patient’s health and well-being such as death, injury, loss, abuse or maltreatment (physical, sexual, emotional), neglect, contamination, medication error, or misappropriation of property. The student must report all such incidents to his/her clinical instructor and shall complete the necessary paperwork at the clinical facility. The student must complete the required paperwork in collaboration with his/her clinical instructor and must do so in a timely fashion as identified by the clinical facility.

Procedure: The following steps must be taken related to a reportable patient/client occurrence involving a CSULB School of Nursing student in the clinical setting:

1. The student must report the incident to the CSULB clinical instructor in a timely fashion defined as immediately after the reportable occurrence is discovered by the student or another individual.

2. The CSULB instructor and student will notify the clinical Agency of the incident and begin to complete the necessary reportable occurrence documentation.

3. The student will accurately document and describe the events leading up to the occurrence. The CSULB clinical instructor will supervise the completion of the Agency’s reportable occurrence document so that all pertinent data are detailed and included.

4. If the violation is egregious, the student is to be sent home and told that they will be contacted after the situation has been investigated further.

5. The clinical instructor will be responsible for delivery of the document to the appropriate Agency representative. If the clinical Agency allows a copy of their reportable occurrence form to be made, that copy will be placed in a confidential envelope and given to the Director of the CSULB School of Nursing or designee.

6. The clinical instructor will document and describe the occurrence and any key events or factors associated with the reportable occurrence. The CSULB School of Nursing Reportable Patient/Client Occurrence Involving a CSULB School of Nursing Student in a Clinical Setting Form is to be completed in its entirety.

7. The CSULB clinical instructor will notify the Director of the School of Nursing or designee within 24 hours or sooner of the occurrence and will submit the completed Reportable Occurrence Form to the Director of the School of Nursing within 72 hours of the occurrence.

8. The Reportable Occurrence form will be reviewed by the Director of the School of Nursing or designee, the clinical instructor, and the Level Coordinator. The purpose of the review will be to discuss whether the situation may result in risk or liability to the University or the School of Nursing, to identify any potential pattern of at risk behavior(s), and to focus on prevention of further incidents by conducting a system safety review.

9. Guidelines for whether the student is to be placed on progressive disciplinary action, dismissed from the course or dismissed from the program, can be found in the
Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards Policy. Guidelines to develop the progressive disciplinary action plan can be found in the Academic or Clinical Performance Plan Policy.

10. If deemed necessary by the review group as identified above, the nursing student can be asked to meet with them to discuss the incident and disciplinary action. If the student is not in agreement with the outcome, they may exercise their right to due process using the following chain of command as specified in the Student Handbook (the Undergraduate Coordinator and/or an Ad-Hoc Judicial Sub-committee).

11. A copy of the CSULB School of Nursing Reportable Patient/Child Occurrence Involving a CSULB School of Nursing Student in a Clinical Setting Form will be kept in the student’s official School of Nursing file.

10-24-11 MB/GC
Reportable Patient/Client Occurrence Form

Name of Student (Print) :
Date of Occurrence:
Time:

Clinical Agency:

Nature of the clinical occurrence, name of the clinical agency, and location within the agency

Student to describe the occurrence and any significant event(s) leading up to the occurrence (including task being performed and circumstances surrounding the patient related reportable occurrence)

Describe any untoward patient Injury or negative effect(s) resulting from the reportable occurrence

Describe any corrective actions taken to prevent a recurrence of such an event

_____________________________________  ____________________________________  
Signature of Student Preparing Report   Signature of Clinical Instructor

Date:           Date:
Appendix 12:
Substitution of Course or Waiver of Course Requirement
Policy and Procedure

1. Policy on Substitution of Course:
   1.1. Students who believe that a course they have taken (or intend to take) may be appropriate to their program and that this course could substitute for a specified course requirement may request a substitution for the course.
   1.2. Forms are available on the University website.
   1.3. Course substitutions are normally limited to cases where the required course cannot be offered or where the student has taken a similar but not identical course elsewhere.
   University Policy Statement: 87-04

2. Policy on Waiver of Course Requirement:
   2.1. Students who believe that previous training has sufficiently prepared them in a certain area may request a waiver of a specific course requirement for subject credit only.
   2.2. Requests for this waiver can be made on an application form available on the University website.
   2.3. The student will be required to justify the request in a way acceptable to the School of Nursing.
   2.4. A waiver of specific course requirements does not reduce the total number of credits required for the major or the degree.
   University Policy Statement: 87-04

3. Procedure
   3.1. Students who believe that previous education has sufficiently prepared them in a certain area may request a waiver or substitution for a specific course requirement.
   3.2. Student must submit transcripts, course descriptions, and other support materials to either the Assistant Director of Undergraduate or Graduate Programs for evaluation and disposition.
   3.3. Program Assistant Directors will review the material and consult with the appropriate content expert as necessary. Previous coursework is scrutinized for equivalency.
   3.4. Student may be requested to meet with the Coordinator to answer questions regarding prior academic course work.

4. The waiver or substitution is for content credit only and does not reduce the total number of units required for the degree.

5. Waivers or substitutions will be specified by the School of Nursing’s Admission Coordinator on the California Board of Registered Nurses’ “Individual Candidate Roster: Candidate Worksheet” form upon graduation.

6. Students may also attempt to achieve credit for a course by examination. (See the University Credit by Examination Policy 87-04 and the School of Nursing’s Credit by Examination Policy).

3/2012
GC
Appendix 13:
Grade Appeal Procedure

The student grade appeal procedure must follow the University policy (CSULB Policy statement 10-05 which was approved on June 2, 2010 and supersedes the Policy Statement of 99-16). The faculty and students may review this detailed policy in the current CSULB catalogue, or the Academic Senate Website. The policy can also be found at: http://www.csulb.edu/divisions/aa/grad_undergrad/senate/policy/academic/numerical/GradeAppealProcedures.html

A copy of the University Grade Appeal Procedure is also included as an Appendix in the School of Nursing Faculty Handbook and in the Students’ Handbooks.

The following diagrammatic presentation is to assist the student and the faculty as to steps involved with the grade appeal procedure in the School of Nursing. For detailed information please review the University Policy.

Preliminary Informal Phase

1. Student complains of final course grade
   a. Student and faculty discuss grade orally or in writing
   b. Resolved or if not resolved initiate Formal Appeal Process
2. Initiate Grade Appeal Process
   a. Must be submitted within the first 40 instructional days immediately following the semester the course completed.
3. Student prepares a file which includes:
   a. A written statement to School of Nursing (SON) Director describing the reasons for the appeal and recommendation for a new grade
   b. Obtain and complete the College Grade Appeal Request & Route Sheet from the Nursing Office
   c. Provide supporting documentations: class syllabus, examinations, class assignments, etc.
4. SON Director consults with instructor & student
   a. If instructor refuses to participate, SON Director is to insert a letter in the Appeal File
   b. Resolved or if not resolved initiate Phase I
5. Phase I:
   a. Student requests in writing to SON Director to forward the Appeal to the School Grade Appeals Committee (SGAC).
   b. SON Director notifies Instructor and forwards the file to S.G.A.C within 10 instructional days
   c. Chair of S. G. A. C will notify the instructor of the formal appeal
      i. Instructor may write a response letter
      ii. Provide copies of instructor’s response to the student
6. Phase II: S.G. A. C. Determination
   a. Written statements explanation of reasoning responses to specific issues
   b. Decision placed in the student file copy sent to student and instructor
   c. If appeal is granted, instructor is to change grade (within 10 instructional days)
   d. If instructor refuses to change grade, SON Director may change grade

7. Phase III: If the Appeal is rejected by the student or the instructor
   a. If student or instructor do not Appeal within 10 instructional days, the process is terminated.
   b. Student or instructor may file a written Appeal to the School Committee findings and request further review. The committee chair shall within 10 instructional days forward the file (including the committee’s decision & rationale) to the College Appeals Committee.
Grade Appeal Procedure Record Keeping

Directions:
This form is confidential and to be initiated by the School of Nursing (SON) Director upon the receipt of formal grade appeal request and then forwarded to the School Grade Appeals Committee, for the purpose of record keeping.

Student Name____________________   ID Number_______________
Course Name/ Number_____________   Semester/Year____________
Date of Formal Appeal_____________   Faculty Name_____________

Preliminary phase: Student consults with nursing faculty to resolve grading issue.
   Date of meeting: ______
   Brief description and outcome: __________________________________

Step 1: Initiation of formal grade appeal by the student if the issue was not resolved with the faculty. The student must submit to the SON Director, a grade appeal file that includes the following:
   a). A statement describing the basis for the appeal and recommendation for a new grade.
   b). A completed College of Health and Human Services Grade Appeal Request and Route Form (obtained from the nursing office or college).
   c). Any supporting documentation such as course syllabus, assignments, etc.

   The grade appeal file must be delivered to the SON Director within the first 40 instructional days of the regular semester immediately following the semester or special session in which the course was completed.
   Date of grade appeal file submission:__________________________

Step 2: The SON Director consults with the student and instructor to resolve the appeal.
   Date consulted with student: __________________
   Date consulted with instructor (s): __________________
   Brief description of discussion and outcome of meetings: ______________

   If it is resolved the faculty/or approved designee will change the student’s grade within ten (10) instructional days.
   Date grade changed: ___________
   By whom ______________
Step 3: Should consultation fail to resolve the appeal and should the student choose to continue the process, the student must ask the Director to forward the appeal to the school grade appeals committee (S.G.A.C.). The student must make this request in writing by the last day of instruction of the regular semester immediately following the semester or special session that course was completed. The SON Director forwards the student’s appeal file to the S.G.A.C. within ten (10) instructional days. Director also informs the instructor immediately of initiation of formal appeal process and gives copies of all materials forwarded to the S.G.A.C. to the instructor and to the student.

Date Instructor was informed about formal appeal process: ______________
Date grade appeal file sent to Chair of SGAC: ______________
Date a copy of student’s grade appeal file sent to instructor: ______________
Date a copy of student’s grade appeal file sent to student: ______________
Within ten (10) instructional days the School Ad Hoc Grade Appeal Committee membership is determined.

Step 4: Student and faculty involved are given written notification of the Ad Hoc Grade Appeal Committee Membership. The student and the instructor have one (1) peremptory challenge to remove one (1) committee member from the Grade Appeals Committee. This must be done in writing. If any member has to be replaced the committee has ten (10) additional instructional days to review the appeal.

Date student notified: __________
Date faculty notified: __________
Date student responded: __________
(If challenging membership)
Date faculty responded: __________
(If challenging membership)
Final committee membership (must include at least one enrolled student)
List names of all members:

1. 
2. 
3. 
4. 
5. 
6.

Step 5: School Grade Appeal Committee Chair notifies all parties of any responses and deadlines for response. A copy of any written responses by student or faculty is sent to each party. Either faculty or student may provide additional comments within ten (10) instructional days within the receipts of such documents.

Date information sent to student: ______________
Date additional comments received from faculty (10 instructional days allowed) and forwarded to student: ______________
Date additional comments received from student (10 instructional days allowed) and forwarded to faculty: ______________
Step 6: S.G.A.C makes decision and within 10 instructional days it is sent to involved faculty, student, and the SON Director.

Date sent to student: __________
(via certified mail)  
Date sent to faculty: ____________
Date sent to SON Director: ________

Step 7: If the School Grade Appeals Committee supports appeal, grade is changed.

Date grade changed: ____________
By whom: ________________

Step 8: Within ten (10) instructional days of the decision, if either the instructor or student files a written appeal, the S.G.A.C Chair shall forward the file to the College Grade Appeals Committee

Date forwarded to College Grade Appeals Committee within ten (10) instructional days; ______________

Approved 4/2011
Appendix 14:
Example of Student Evaluation of Instructor Form

This form is provided for you to use in evaluating the Instructor of this course. A summary of
the evaluations from all the students in this class and this evaluation will be read by your
instructor only after the semester grades have been submitted. Please be candid in your
responses. These evaluations are used to assess the quality of teaching by this instructor as
perceived by the students. Responses may be used in making personnel decisions regarding
your instructor.

Rate the overall teaching effectiveness of this instructor
RANK INSTRUCTOR Either Strongly Agree = 5 or Strongly disagree = 1

1) The instructor provided clear and accurate information regarding course objectives,
requirements, and grading procedures.
2) The instructor's grading was consistent with stated criteria and procedures.
3) The instructor provided assignments/activities that were useful for learning and
understanding the subject.
4) The instructor's expectations concerning walk to be done in this course were reasonable.
5) The instructor was well prepared for classes.
6) The instructor was effective in presenting subject content and materials in the class.
7) The Instructor was available during posted office hours for conferences about the
course.
Appendix 15:
Agency and Preceptor Satisfaction Survey Policy

1. Purpose of the survey is to confirm satisfactory learning experiences for the students as to the clinical sites they attend or the preceptors that they are supervised by. The California Board of Nursing, for accreditation, requires that all schools evaluate whether the students feel that the courses in the curriculum prepare the students with the knowledge, skills and critical thinking ability to function as a generalist RN and to meet the competency standards in CCR section 1443.5. This survey is part of the program evaluation that is to be done concurrently in the curriculum and at the completion of the program.

2. All undergraduate lecture courses that have a required clinical component are required to have their students complete the survey at the end of each semester.
   2.1. The grading for the class is to include a credit/no credit section for this requirement with a specified deadline.
   2.2. To evaluate whether the student has completed the survey, go to the survey, click on the reports tab at the top and it will list who took the survey.
   2.3. The surveys are anonymous and the individual results are not available to the instructor or the clinical agency.
   2.4. Failure of the student to complete the survey by your specified deadline will result in a no credit grade and they will not pass the class.
   2.5. The following statement is to be placed in the lecture syllabus for the students’ information:

   2.5.1. All CSULB nursing students are required to complete the School of Nursing’s Agency and Preceptor Satisfaction Survey as part of their professional role responsibilities to participate in the evaluation of their clinical practicum. All that you are required to do is to respond to the questions asked in the agency and preceptor survey located in the survey section of BeachBoard. It will take no more than 15 minutes to do so. The professional evaluation is a credit/no credit assignment that is part of your course. Failure to complete the survey will result in a no credit for this assignment which is a requirement to pass this course.

3. Instructions for uploading the survey to the lecture site and downloading the data are available on the School of Nursing Faculty BeachBoard site in the Undergraduate Section.
   3.1. The means and standard deviations of the survey are to be downloaded and a hardcopy is to be given to the faculty in charge of the School’s outcome measures.
   3.2. The hardcopy is to have the Survey Title (Course Number, Semester, ELM, Basic, Trimester or Mixed Group designated), your “Name” and your “Agency” name in the cells B1, B2 and B3.
   3.3. The faculty in charge of the outcome measures is available for assistance if needed.