California State University,
Long Beach
School of Nursing

Nursing Undergraduate
Student Handbook

Revised 4-2013
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SECTION I
GENERAL INFORMATION

1. WELCOME TO CALIFORNIA STATE UNIVERSITY, LONG BEACH

Dear Students,

Faculty and staff of the School of Nursing are pleased to welcome students into the Nursing major. The steps you have taken and the academic work you have completed as prerequisite to admission provide an excellent background for the work that lies ahead. You are entering a challenging and rewarding profession whose members are needed now more than ever before, to make a difference in the health status of our clients. Best wishes to all of you as you begin the Nursing program.

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 basic nursing program at CSULB has been impacted since 1973 with many more applicants than can be accepted. In 1974 the School added admission requirements to the program. Two GPAs for admission will be calculated: one for the pre-requisite science courses and one for the pre-requisite general education courses. A student must have a minimum GPA of 3.0 for each of these GPAs to be eligible for admission. Students must have demonstrated a C or better in all the prerequisite sciences. 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

4. BSN Graduate Learning Outcomes
(Condensed Version of Terminal Objectives in Section 5)
Upon successful completion of the Bachelor of Science Degree in Nursing (BSN) the graduate will have the following competencies:
1. Integrate knowledge, skills and values from the liberal arts, sciences, humanities and nursing theories to provide holistic, competent and safe care; and to serve as advocates for individuals, families, communities within a multicultural society; and to promote social justice.
2. Accurately assess, diagnose, plan, intervene and evaluate evidence-based, ethical nursing practice, in caring for individuals, families, communities and populations from diverse backgrounds, across the life-span and in continuum of health care environments; integrate and apply knowledge related to wellness, health promotion, acute and chronic illnesses, disease management, end-of-life care management; incorporate current and future psychomotor and technical skills into other nursing responsibilities and apply them in diverse context of health care delivery; and conduct self in a professional manner.
3. Use effective organizational and systems leadership skills, quality improvement skills, patient and safety measures and communication skills with all members of the health care team to improve patient care outcomes.
5. Use information management and patient care technology to support nursing and delivery of patient centered care.
6. Articulate the broader context of health care delivery, including how patient care services are organized, financed and how reimbursement is structured; how regulatory agencies determine the scope of nursing practice; how health policies are developed and changed; how that process can be influenced through efforts of nurses, other health professionals and advocacy groups; and the advocacy role of the nurse for the vulnerable populations with the goal of promoting social justice.
7. Develop collaborative relationships with other members of the healthcare team by working dependently, independently and interdependently to deliver evidence-based patient-centered care to individuals, families, and communities.

8. Provide health promotion, disease and injury prevention across the life span, including helping individuals, families, groups, communities, and populations to prepare for and minimize adverse health-related consequences of emergencies, and mass casualty disasters.

Licensing, Certification and Employment Opportunities of our BSN Graduates

The BSN graduate of the CSULB School of Nursing will be eligible to obtain licensing and certification, and assume employment positions in any of the following areas:

1. Be eligible to take the Registered Nurse (RN) licensing examination (National Council Licensing Examination—NCLEX) in the State of California.

2. Be eligible to obtain the California Public health Nursing (PHN) certificate.

3. Be able to function and provide evidence based, culturally sensitive therapeutic interventions (care) as a generalist professional RN in any of the following clinical settings, in any acute care hospitals: medical, surgical, women’s health, pediatrics, psychiatric/mental health neonatal nursery, adult/geriatric, and rehabilitation nursing.

4. Be able to practice as an entry level critical care and neonatal intensive care units.

5. Be able to practice as an entry level public health nurse and provide community focused care and promote the health and wellbeing of the communities.

6. Be able to assume first level nursing leadership positions as team leaders, care coordinators, and head nurses in any health care settings.

7. Be eligible to apply to any graduate nursing schools to pursue advance nursing degrees.

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SON Website

5. TERMINAL OBJECTIVES OF THE NURSING PROGRAM
(Expanded Version of Learning Objectives in Section 4)

Eight terminal objectives were identified for the undergraduate program. Individual courses are designed to build upon one another as the student progresses through the various levels of the program. Thus, the undergraduate 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 baccalaureate program in nursing, the graduate will have the following competencies and objectives:

**Terminal Objective: Liberal Education for BSN Generalist Nursing Practice**

Integrate knowledge, skills and values from the liberal arts, sciences, humanities and nursing theories to provide holistic, competent and safe care; and to serve as advocates for individuals, families, communities within a multicultural society; and to promote social justice by demonstrating ability to:
9. Integrate the concepts, and theories from the physical, biophysiological, psychosocial, cultural, socioeconomic, and other liberal arts education in understanding human responses to stress and illnesses and into nursing practice.

10. Integrate critical thinking skills, moral and ethical reasoning, analysis and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.

11. Use verbal, nonverbal, written and emerging patient care technology to support patient care delivery and address practice issues.

12. Apply knowledge of social and cultural sciences in adapting nursing care to patients, families, and communities with differences in values, beliefs, ethnicities and sociocultural practices.

**Terminal Objective II: Baccalaureate Generalist Nursing Practice—Knowledge, clinical competencies, Professionalism and Professional Values and Conduct**

Accurately, assess, diagnose, plan, intervene and evaluate evidence-based, ethical nursing practice, in caring for individuals, families, communities and populations from diverse backgrounds, across the lifespan and in the continuum of health care environments; integrate and apply knowledge related to wellness, health promotion, acute and chronic illnesses, disease management, end-of-life care management; incorporate current and future psychomotor and technical skills into other nursing responsibilities and apply them in diverse context of healthcare delivery; and conduct self in a professional manner, by demonstrating an ability to;

1. Perform a comprehensive and focused assessment of patients that includes physical, behavioral, psychosocial, economic, spiritual and environmental aspects of health and illness, using developmentally and culturally appropriate methodology.

2. Conduct a thorough genetic and genomics assessment related to health, illness, prevention, screening, diagnostics, effect of treatments, by taking a very careful family history related to the condition at hand.

3. Implement evidence-based therapeutic nursing interventions that are holistic, patient-centered that integrate knowledge related to growth and development, pathophysiology, pharmacology, medical management, and nursing management, across the health-illness continuum, across the lifespan, and in various and diverse healthcare settings.

4. Communicate and collaborate with all members of the healthcare team, including the patient and his/her support system, to achieve optimum patient outcomes.

5. Provide patient and family centered care that is sensitive and compassionate, when end-of-life and palliative care issues are encountered, such as symptom management, patient and family preferences related to specific aspects of care, support of rituals and spiritual care.

6. Use appropriate patient teaching strategies that take into consideration the developmental stage, age, culture, patient preferences, spirituality and health literacy levels of patients, families and communities, to foster comprehension and participation in their care.

7. Monitor, evaluate and revise care to insure achievement of patient care outcomes.
8. Provide evidence-based nursing care that creates a safe care environment, safe and high quality patient outcomes on a clinical unit or within the healthcare Microsystems.

9. Use clinical judgment and take responsibility for patient care outcomes when aspects of care are delegated to other members of the healthcare team.

10. Demonstrate competence and mastery of core scientific principles underlying all skills, in providing therapeutic nursing interventions.

11. Develop an awareness of how patients’ and healthcare professionals’ attitudes, values, religious beliefs and affect health behaviors and delivery of health care.

12. Use high level critical thinking and clinical reasoning in making decisions, setting priorities while multitasking within the context of delivering complex nursing care to patients, families, communities under emergency situations, in critical care settings and in disaster management situations.

13. Provide nursing care and healing techniques that promote trust, therapeutic communication and nurse–patient relationships.

14. Demonstrate the professional standards of moral, ethical and legal conduct.

15. Assume accountability for personal and professional behaviors.

16. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, civility, and attention to professional boundaries with respect to patients, families, and among caregivers.

17. Demonstrate accountability for one’s self and currency in nursing practice, including continuous professional engagement and lifelong learning.

Terminal Objective III: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Use effective organizational and systems leadership skills, quality improvement skills, patient safety measures and communication skills with all members of the health care team to improve patient care outcomes by demonstrating an ability to:

1. Apply leadership and management principles, skills and decision making to oversee the provision of high quality nursing care, the coordination of the health care team, and accountability for care delivery in a variety of health care settings.

2. Implement patient safety and quality improvement initiatives within the context of the multidisciplinary health care team, including assisting in the development of quality improvement action plans, and monitoring the results of these action plans within the clinical units, which is embedded within a larger health care organizational system.

3. Articulate the relationship between an organization’s vision, mission, values, philosophy and organizational structure.

4. Identify safety and quality concerns and apply evidence-based knowledge from the nursing profession and other clinical sciences to improve patient care outcomes.

5. Apply evidence-based concepts of quality and safety using structure, process, and outcome measures to raise clinical questions and describe the process of changing current practice.
6. Use physical, economic and personnel resources appropriately to achieve the pre-established quality patient care outcomes.
7. Set priorities, delegate responsibility and accountability to each member of the nursing team in caring for their patients, families, and communities of diverse backgrounds.
8. Promote factors that create a culture of safety, caring, dignity, freedom of expression, and feelings of being valued, for both care takers and care receivers.
9. Take into consideration that nursing leadership includes an awareness that health care organizations are complex socio-technical systems, and the impact of power, politics, policy and regulatory guidelines on these systems.

**Terminal Objective IV: Scholarship for Evidence-Based Practice**

Implement scholarship for evidence based practice by identifying practice issues, appraisal and integration of evidence and evaluation of outcomes by demonstrating an ability to:

1. Demonstrate an understanding of the research process and models for applying evidence in to clinical practice.
2. Articulate the relationship between theory, research and clinical practice.
3. Conduct literature search to find out the best practices for the type of care to be delivered to patients, families and communities.
4. Appraise critically the scientific merit of the literature search from different sources of information, including but not limited to data bases and Internet resources.
5. Advocate for protection of human subjects in the conduct of research.
6. Integrate evidence, clinical judgment, perspectives from the different members of the health care team and preferences of the patients in planning, implementing and evaluating the patient care outcomes.
7. Participate in the collection, documentation and dissemination of evidence.
8. Take action to resolve discrepancies between set standards and practice that may adversely affect patient care outcomes.

**Terminal Objective V: Information Management and Application of Patient Care Technology**

Utilize information management and patient care technology to support nursing and delivery of patient centered care by demonstrating an ability to:

1. Use patient care technologies, information systems and communication devices to enable the practice of safe nursing care to all patients, families and communities from diverse backgrounds.
2. Implement safeguards and decision-making support tools found in patient care technologies and information systems to provide a safe practice environment for both the patients and health care providers.
3. Articulate the need for and the use of clinical information systems to document interventions related to achieving nurse sensitive outcomes.
4. Evaluate data from all relevant sources, including technology to determine their validity, reliability and relevance to clinical decision making and patient care outcomes.

5. Uphold ethical and legal standards with respect to data security, confidentiality, right for individual privacy, and regulatory requirements.

6. Participate in the development of policies and procedures to safeguard the use and evaluation of information systems in practice settings.

**Terminal Objective VI: Healthcare Policy, Finance, and Regulatory Environments**

Articulate the broader context of health care delivery, including how patient care services are organized, financed and how reimbursement is structured; how regulatory agencies determine the scope of nursing practice; how health policies are developed and changed; how that process can be influenced through efforts of nurses, other health professionals and advocacy groups; and the advocacy role of the nurse for the vulnerable populations with the goal of promoting social justice, by demonstrating an ability to:

1. Describe the relationship between healthcare policy, finance, regulatory environments, and healthcare trends at the local, state, national and global levels.
2. Articulate how healthcare is organized, financed and reimbursement policies are developed and implemented by various governmental and insurance agencies that affect both the health care institutions and the patients, their families and or communities.
3. Describe the role of state and national statutes, rules, and regulations that determine the scope of professional nursing practice, work place safety and quality of patient care.
4. Describe the effect of socio-cultural, economic, legal and political factors that influence healthcare delivery and practice.
5. Discuss the implications of healthcare policy, using and ethical framework, on issues of access, equity, affordability and social justice on health care delivery, especially for vulnerable populations.
6. Participate as a professional nurse in the political process to bring about needed legislative changes to influence health care policy to improve delivery of care to patients, families, communities and for advancement of the nursing profession.

**Terminal Objectives VII: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes**

Develop collaborative relationships with other members of the healthcare team by working dependently, independently and interdependently to deliver evidence-based patient-centered care to individuals, families, and communities by demonstrating an ability to:

1. Value the unique discipline specific practice spheres that work collaboratively to provide coordinated evidence-based care to patients, families and communities.
2. Use effective therapeutic communication techniques including negotiation and conflict resolution to cultivate a positive professional work environment and relationships.
3. Bring nursing’s unique contribution to inter-professional teams to optimize patient care outcomes.
4. Participate in a professional, ethical and collegial manner with other members of the health care team.

**Terminal Objective VIII: Clinical Prevention and Population Health**

Provide health promotion, disease and injury prevention across the life span, including helping individuals, families, groups, communities, and populations to prepare for and minimize adverse health-related consequences of emergencies, and mass casualty disasters by demonstrating ability to:

1. Assess the health of individuals, families, communities and populations in terms of protective and predictive factors that influence health, including genetic factors.
2. Identify current and possible future health problems by obtaining health history that includes environmental exposure and family history of genetic disorder risks.
3. Assess the beliefs, values, attitudes and practices of individuals, families, communities and populations related to health and illness.
4. Use evidence based practices to guide screening, outreach, disease and outbreak investigation, health teaching, referral, and follow-up throughout the lifespan.
5. Collaborate with other members of the health team to provide coordinated care that is culturally appropriate, and takes into consideration available resources, and the range of activities to promote health and prevent illnesses, injuries, disabilities, and premature deaths.
6. Use clinical judgment and decision-making skills in assessing health, health care, emergency preparedness and the mode of delivery of appropriate, and timely nursing care during disaster, mass casualty and other emergency situations for a defined population.
7. Bring to the attention of appropriate legislators the health needs and of vulnerable populations and advocate for social justice and elimination of health disparities.
8. Use evaluation results to bring about the needed changes in the delivery of health care to promote health and prevent illnesses.

Revised 2011
SECTION II
CSULB-CAMPUS TOPICS

6. CSULB CATALOG

Undergraduate students acquire "catalog rights" with respect to the requirements for a degree program by maintaining "attendance" continuously. This means that, if continuous attendance is maintained and the degree objective is not changed, students may choose to graduate under the requirements for the degree in effect 1) at the time they began the study in a California community college or another campus of The California State University, 2) at the time they entered CSULB, or 3) at the time of graduation from CSULB. 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/
# Bachelor of Science in Nursing Degree

## Basic Program Roadmap

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>N199 Intro to Nursing or Univ 100</td>
<td>1</td>
<td>Oral Communications</td>
</tr>
<tr>
<td>English 100</td>
<td>3</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Quantitative Reasoning (Math)</td>
<td>3</td>
<td>Bio 207 Human Physiology</td>
</tr>
<tr>
<td>Chemistry 140</td>
<td>5</td>
<td>Micr 200 Microbiology</td>
</tr>
<tr>
<td>General Education</td>
<td>3</td>
<td>General Education</td>
</tr>
</tbody>
</table>

**Total Units**: 15  
**Total Units**: 17

<table>
<thead>
<tr>
<th>Sophomores</th>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 208 Anatomy</td>
<td>4</td>
<td>N200 Intro to Nursing Health Care</td>
</tr>
<tr>
<td>SOC 100 General Sociology</td>
<td>3</td>
<td>N202 Health Care Communication</td>
</tr>
<tr>
<td>PSY 100 General Psychology</td>
<td>3</td>
<td>N302 Pharmacology</td>
</tr>
<tr>
<td>General Education</td>
<td>3</td>
<td>N305 Pathophysiology</td>
</tr>
<tr>
<td>Nutr 339 Metabolic Functions of Nutrients</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units**: 13  
**Total Units**: 14

<table>
<thead>
<tr>
<th>Juniors</th>
<th>Fifth Semester</th>
<th>Sixth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>N250 Intermediate Nursing Health Care</td>
<td>6</td>
<td>N331 Critical Care Nursing</td>
</tr>
<tr>
<td>N312 Physical Assessment</td>
<td>3</td>
<td>N341 Psychiatric/Mental Health Nursing</td>
</tr>
<tr>
<td>N260 Older Adult Health Care</td>
<td>4</td>
<td>General Education</td>
</tr>
<tr>
<td>General Education</td>
<td>3</td>
<td>General Education</td>
</tr>
</tbody>
</table>

**Total Units**: 16  
**Total Units**: 14

<table>
<thead>
<tr>
<th>Seniors</th>
<th>Seventh Semester</th>
<th>Eighth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>N353 Legal Aspects of Health Care</td>
<td>2</td>
<td>N400 Health Care Delivery Systems</td>
</tr>
<tr>
<td>N372 Women’s Health Care</td>
<td>6</td>
<td>N402 Community Health Nursing</td>
</tr>
<tr>
<td>N361 Child Health Care</td>
<td>7</td>
<td>Capstone Education</td>
</tr>
<tr>
<td>Capstone Education</td>
<td>3</td>
<td>Capstone Education</td>
</tr>
</tbody>
</table>

**Total Units**: 15  
**Total Units**: 16

| Seniors-Ninth Semester | | |
|------------------------|-------------------|
| N450 Nursing Research & Administration | 3 | |
| N451 Nursing Leadership & Management | 2 | |
| N458 NCLEX Review | 1 | |
| N452 Advanced Nursing in Critical Care | 6 | |
| Or | | |
| N453 Advanced Nursing in Maternal/Child Health | 6 | |
| Or | | |
| N456 Advanced Nursing in Comm Health Care | 6 | |
| Capstone Education | 3 | |

**Total Units**: 15

**Total Units for BSN degree, Public Health Nursing Certificate**: 135
ADN Two Year Road Map

TWO YEAR PLAN TO COMPLETE THE BS DEGREE IN NURSING (REGISTERED NURSE) (NRSGBS02)

120 UNITS REQUIRED

May go part time or full time

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Units</td>
</tr>
<tr>
<td>NRSG 309 Dimensions in Professional Nursing</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 140 (or CHEM 302 3 units)</td>
<td>3 - 5</td>
</tr>
<tr>
<td>PSY 310 Statistics (or EdPSY 419 3 units)</td>
<td>3 - 4</td>
</tr>
<tr>
<td>General Education/UD</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL UNITS</strong></td>
<td>11 - 14</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Units</td>
</tr>
<tr>
<td>NRSG 400</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 402</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education/UD</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL UNITS</strong></td>
<td>11</td>
</tr>
</tbody>
</table>

* The student enters with a minimum of 56 transferable units, an Associate Degree and an RN license.

** The student can transfer a maximum of 70 units

*** The General Education /Upper Division courses need to be as follows (40 upper division units required):
- 9 units must be upper division capstone
- 6 units must be interdisciplinary
- 3 units must be Global Issues course
- 3 units must be a Human Diversity course

**** Total Program units: 50
- Nursing Curriculum = 38 units (29 nursing specific courses)
- GE/UD = 12 units

***** Graduation Requirements: 120 total units (70 +50)

Updated 9/12/11
Entry Level BSN/MSN Degree Roadmap

Fall 2012

The students enter with approximately 18 units of prerequisite natural sciences completed within the last 5 years, and approximately 12 general education units usually completed during their first BA/BS degree.

### BSN Courses

<table>
<thead>
<tr>
<th>Fall Semester (1)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 1-4</strong></td>
<td></td>
</tr>
<tr>
<td>Nutr 339 Metabolic Functions of Nutrients</td>
<td>1</td>
</tr>
<tr>
<td>Nursing 302 Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>Total Units</td>
<td>3</td>
</tr>
<tr>
<td><strong>Weeks 5-10</strong></td>
<td></td>
</tr>
<tr>
<td>N200 Intro to Nursing Health Care</td>
<td>6</td>
</tr>
<tr>
<td>N202 Health Care Communication</td>
<td>2</td>
</tr>
<tr>
<td>Total Units</td>
<td>8</td>
</tr>
<tr>
<td><strong>Weeks 11-16</strong></td>
<td></td>
</tr>
<tr>
<td>N260 Older Adult Hlth Care</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 305 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td>7</td>
</tr>
<tr>
<td><strong>Winter Session Weeks 1-3</strong></td>
<td></td>
</tr>
<tr>
<td>N312 Physical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>N250 Intermediate Nursing Hlth Care Lab</td>
<td>6</td>
</tr>
<tr>
<td>Total Units</td>
<td>6</td>
</tr>
<tr>
<td><strong>Weeks 7-12</strong></td>
<td></td>
</tr>
<tr>
<td>N331 Critical Care Nursing</td>
<td>5</td>
</tr>
<tr>
<td>Total Units</td>
<td>5</td>
</tr>
<tr>
<td><strong>Weeks 12-16</strong></td>
<td></td>
</tr>
<tr>
<td>N372 Women’s Health Care Clinical Studies</td>
<td>6</td>
</tr>
<tr>
<td>N353 Legal Aspects of Health Care</td>
<td>2</td>
</tr>
<tr>
<td>Total Units</td>
<td>8</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
</tr>
<tr>
<td>N361 Child Health Care Clinical Studies</td>
<td>7</td>
</tr>
<tr>
<td>N451 Nursing Leadership &amp; Management</td>
<td>2</td>
</tr>
<tr>
<td>Total Units</td>
<td>9</td>
</tr>
<tr>
<td><strong>Weeks 7-12</strong></td>
<td></td>
</tr>
<tr>
<td>N341L Psychiatric/Mental Hlth Nrsng Clin. Stud</td>
<td>6</td>
</tr>
<tr>
<td>N400 Health Care Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td>9</td>
</tr>
</tbody>
</table>

### Fall Semester (2) Units

<table>
<thead>
<tr>
<th>Weeks 1-8</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N458 NCLEX Review</td>
<td>1</td>
</tr>
<tr>
<td>N402 Community Hlth Nrsng Clinical Studies</td>
<td>7</td>
</tr>
<tr>
<td>Total Units</td>
<td>8</td>
</tr>
<tr>
<td><strong>Weeks 9-16</strong></td>
<td></td>
</tr>
<tr>
<td>N450 Nursing Research &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>N452 Advanced Nursing in Critical Care</td>
<td>6</td>
</tr>
<tr>
<td>Total Units</td>
<td>9</td>
</tr>
</tbody>
</table>

| 65 Instructional Weeks |       |
| Total Units for BSN degree and Public Health Nursing Certificate: 75 |

### MSN/CNS/NP Courses

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>N511 Adv. Pathophys for CNS</td>
<td>2</td>
</tr>
<tr>
<td>N521 Adv. Pharmacology for CNS</td>
<td>3</td>
</tr>
<tr>
<td>N530 Adv. Physical Assessment</td>
<td>2</td>
</tr>
<tr>
<td>N540 Healthcare Econ. and Policy</td>
<td>2</td>
</tr>
<tr>
<td>N550 Human Diversity</td>
<td>2</td>
</tr>
<tr>
<td>N560 Nursing Theory and Roles</td>
<td>2</td>
</tr>
<tr>
<td>N596 Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Clinical Courses</strong></td>
<td></td>
</tr>
<tr>
<td>N673 Theories of Extended Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>N673L Clinical Studies in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>N674 Theories of Extended Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>N674L Clinical Studies in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>N675 Theories of Extended Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>N675L Clinical Studies in Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Other Courses</strong></td>
<td></td>
</tr>
<tr>
<td>N556A Conditions of Learning and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>N556B Curriculum Development in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>N556L (I) – Microteaching – Teaching</td>
<td>2</td>
</tr>
<tr>
<td>N556L (II) – Practice Teaching</td>
<td>2</td>
</tr>
<tr>
<td>N695 Professional Literature Review</td>
<td>3</td>
</tr>
<tr>
<td>(for comprehensive exam class) – OR</td>
<td></td>
</tr>
<tr>
<td>N698 Thesis Research</td>
<td>4</td>
</tr>
</tbody>
</table>

| Total Units for MSN-CNS degree 47-48 units |       |
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/ and on the University Scholarship website. 
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/

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 a clinical setting. 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. Hispanic Nurses Association Scholarship, Korean Nurses Association Scholarships. 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 Leticia Walsh Scholarship, Eva Alexander Scholarship, Mary Grossnick 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:  
http://www.csulb.edu/colleges/chhs/departments/nursing/studentinfo/ApplicationsHandbooksandHand-outsforUndergraduates.htm  

On this link you will find current information for New Students.  

1.1. Health Requirements:  
The following CPR, health testing, and insurance information must be completed prior to entering the first semester, N200, and updated per the instructions below. Clinical facilities will not allow a student into the facility that has not been medically cleared and have the proper insurance coverage. All documents must be uploaded to the Magnus Health Tracker by you before the specified expiration dates. Failure to do so will result in you not being allowed to attend your clinical courses and you will be dropped from the courses. Re-entry into the course will be on a space available basis. It is your responsibility to monitor the expiration dates on the tracker. RN to BSN students must provide the same documentation as stated above while enrolled in the first nursing class N309.  
(See Appendix 2: Health Exam Form and Appendix 7: Policy on Readmission)  

CPR Certification  
This is an annual requirement. Each year you must obtain an American Heart Association (AHA) approved CPR certification for Healthcare Providers only. CPR cards must be renewed according to the date in your personal health tracker account. Students are responsible for annual renewal of CPR even though expiration date on AHA card states two years. Group certification meetings can be arranged through the California Nursing Students Association (CNSA) on campus or on an individual basis.  

2-Step PPD/Mantoux Test  
This is an annual requirement. Each year you must receive a new 2-Step TB test. You must use the Screening of TB/Vaccine Preventable Diseases form for documentation.  

Description of Process:  
1. Time frame needed to fulfill requirement: 1.5 to 2.5 weeks  
2. 1st Step TB: get the 1st TB injection (and the reading for it 2 days later) - have your healthcare provider sign off in Section 3 of the form (above the bold line)
3. 2nd Step TB: 7-14 days from the date of the first injection, get the 2nd TB shot (and the reading for the 2nd shot 2 days later). Have your healthcare provider sign off (below the bold line) in Section 3 of the form
4. Total physician appointments: 4 visits (2 injections and 2 readings)

**Chest X-Ray**

This is only necessary to obtain if your 2-Step TB test result is positive. Chest X-Rays are good for 4 years. Once you receive a positive TB Test, you will always test positive. Therefore, you will need to renew your Chest X-Ray every 4 years. If you receive a Chest X-Ray, please provide the following documentation:

1. A copy of the positive TB Test
2. A copy of the Chest X-Ray lab results
3. A copy of the *Screening of TB/Vaccine Preventable Diseases* form with sections 1, 2, and 5 completed

**Influenza/H1N1 Vaccinations**

This is an annual requirement. Every fall there will be a Flu Immunization deadline for the entire CSULB School of Nursing in mid-October/November. Please consult your personal health tracker account for the deadline this year. Everyone must provide proof of a flu immunization or turn in a *Flu Declination* form by the fall flu deadline. If you decline the immunization, some facilities will require you to wear a mask at the hospital.

**Tdap Vaccination**

Due to recent outbreaks of Pertussis in Southern California, you will need to obtain the *Tdap* immunization booster (Tetanus, Diptheria, and Pertussis). If you have received the Tdap, it is good for 10 years. Please make sure your immunization record (or physician/healthcare provider) specifies which type of Tetanus vaccine you have received and that it included the Pertussis portion. Your Physical Exam form is not sufficient documentation for this; please provide your vaccine record.

**Vaccination Records**

You must turn in all documentation you have for the MMR, Hep B Series, Varicella, Tetanus, 2-Step TB tests, and annual flu immunization. **Anytime you receive a new vaccine, you must upload the updated documentation to your online tracker account.** If you are missing any of your vaccine history, you will need to upload a *Missing Documentation* form.

**Titers**

Titer results don't expire. If the results are immune, you do not need any further titer labs. Instructions: you must have serum quantitative IgG titers (with numerical values) documenting immunity to Measles (Rubeola), Mumps, Rubella, Hepatitis B, and Varicella. Simply having the vaccination records for these diseases is not enough - you must provide quantitative titer lab documentation. If you receive titer results indicating you are not immune to any of these diseases, you need to consult your physician (or the School of Nursing) about receiving a booster(s). 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.* In light of this, all documentation for boosters and follow-up titers must be uploaded to your online tracker account as is appropriate - even if obtained during the course of the semester.

**Malpractice Insurance**

*This is an annual requirement.* You must renew your malpractice insurance each year according to the date set in your personal health tracker. Only the actual malpractice certificate indicating proof of coverage as a “nursing student” will be accepted. While in clinical, it is crucial that there is no lapse in the malpractice documentation attached in your tracker. If your continual malpractice coverage isn't on file in your tracker account, you will be removed from clinical.

Information may be obtained through the California Nursing Students Association (CNSA) on campus as to where to get the insurance.

**Uploading Note:** If you're uploading renewed malpractice before your current policy expires, and you're currently in clinical, you must upload BOTH (current and future) policies as one combined document.

**Personal Health Insurance**

You were required to upload a copy of your personal health insurance to your personal online tracker account when you started the program. This must only be re-submitted if you have had a health insurance change. If so, please a copy of your new card. If you are not currently covered by a health insurance, policies are available to students through the CSULB Associated Students. Additional information may be found at the Student Health Services website: [http://www.csulb.edu/divisions/students/shs/](http://www.csulb.edu/divisions/students/shs/)

**Level Specific Requirements**

**3rd Semester**

**Non-Violence Crisis Intervention Course:** This one-day course must be completed by all students entering their Critical Care/Psych clinicals. You will receive all information from the School of Nursing Office detailing sign-ups and course details prior to the start of your 3rd semester.

**Completion of prerequisite courses:** PSY 100 and SOC 100

**5th Semester**

**Updated Physical Exam:** This is a routine physical exam that must be done within a year before starting your 5th semester clinical. A couple of things to note:

- **You don't need to have your titers drawn again for this physical** - those you turned in when starting the Nursing Program are sufficient.
  - There is no specific physical exam form which you must use for this. You simply need a physician to sign off on the fact that you're cleared to work in a health-related field. You can
submit your physician's physical exam documentation, the CSULB Nursing physical exam
form (if you choose to use it), a letter, etc. The physician/healthcare provider's signature is the
most important component.

**Copy of current driver's license.**

**Copy of current auto insurance.** If your auto insurance expires during the semester, you are
responsible to upload a copy of the renewed auto insurance to your online tracker account to
avoid a grade deduction or being pulled from clinical. Your name must be listed on the policy.
If the policy is not in your name, you must show proof that you are covered under the
insurance.

1.2 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

1.3. Background Testing

All students will be required to complete a background criminal check upon acceptance
to the nursing program. A positive criminal record shall not automatically disqualify a
student from admission. 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 and implications for licensure. Some clinical sites might require additional
background testing.
See Appendix 4: Background Check Policy

1.4. 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. In the Nursing 402 course,
you will be required in addition to show proof of your driver’s license and auto insurance coverage.

1.5. Equipment and Fees

Students pay a $40.00 lab/equipment fee that is added onto their tuition when they register for N200 and N250 Lab rotations. Other clinical equipment such as a bandage scissor, wrist watch with second hand, portable blood pressure cuff and stethoscope are not included in this fee. They can be ordered and purchased from the California Nursing Students Association (CNSA) on campus at orientation, on-line, or from medical supply vendors.

1.6. Nursing State Licensing Preparation Fee: Assessment Technologies Institute (ATI)

All students are required to enroll in the ATI Total Testing Program of content assessment in preparation for successful completion of the nursing licensure exam (National Council Licensing Examination (NCLEX)). Evaluations and assessments are conducted at scheduled intervals throughout the program. The student will receive by email a group code that represents their group and estimated date of graduation (e.g. 0513B means a Basic student who will graduate May 2013). Testing fees for content mastery exam series must be paid on line by the student on the ATI website prior to specified deadline to avoid a late penalty fee.

1.7. Dress and Behavior Code Guidelines for the Clinical Agencies

Students must be legally identified as student nurses in all clinical agencies. The school uniform, patch and student ID badge must be worn in conjunction with the Dress Code Guidelines. Information for how to order the uniforms through DOVE will be provided to you at orientation. The patch can be gotten at the University Bookstore and the student ID badge at the ID Card Services office next door to the bookstore. For the RN Pathway student, you will be expected to purchase the patch and ID badge. For N402, a lab coat with the patch will be sufficient. For the N452 series, however, for any direct patient care rotation you will be expected to wear the standard uniform the same as the other CSULB students.

See the Course Syllabus for site specific details and the Appendix 5: Policy on Dress and Behavioral Code for specific details on appropriate appearance.

2. POLICIES AFFECTING STUDENT COURSEWORK

2.1. 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 on-line instructional tool) and is expected to be familiar with its contents.
2.2 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.

2.3 Academic Standards

A total of 135 units are required for graduation. All courses in the nursing program must be taken in sequence. Progress in the major requires that students maintain a 2.0 cumulative GPA on all units attempted. Students must attain a minimum of a "C" grade in each of the nursing courses, as well as all required support courses. The student who earns less than a "C" must repeat the course prior to being admitted to the next course in sequence. A nursing course may be repeated only one time. A break in the course sequence necessitates readmission on a space-available basis.

See Appendix 6: Matriculation Course Sequencing and Withdrawal of Nursing Courses Policy and Appendix 7: Readmission Policies

2.4 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 8: Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards Policy

2.5 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

2.6 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

2.7 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

2.8 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 and Appendix 12: Missed Clinical Hours Policy.

2.9 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

2.10 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.

2.11 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.

3. POLICIES AFFECTING STUDENT GRADES

3.1 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.

3.2 Credit by Exam

Not all nursing undergraduate didactic courses may be challenged by examination once appropriate prerequisite courses have been completed.
See Appendix 16: Credit by Examination Policy.

3.3 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

3.4 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.

3.5 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).
See Appendix 18: Procedure for Grade Appeal for instructions for the SON.

4. STUDENT EVALUATIONS

4.1 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

4.2 BSN Agency and Preceptor Evaluation Survey

All CSULB BSN students are required to complete the School of Nursing’s Agency and Preceptor Satisfaction Survey as part of the BSN 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 because it is a requirement for successfully passing a BSN practicum clinical course. See Appendix 20: Agency and Preceptor Satisfaction Survey Policy

4.3 BSN Exit Survey (Generic BSN and Entry Level Master’s)

All nursing students graduating with a BSN are required to complete the School of Nursing BSN EXIT Survey as part of their professional responsibility to participate in the evaluation of their CSULB BSN 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 generic BSN student or entry level master’s (ELM) students completing nursing research (NRSG 450). The ADN to BSN students must complete this survey either in their last semester of nursing coursework (NRSG 452, 453, and 454) or in NRSG (NRSG 450) if that is taken in their last semester of nursing course work. Completion of the BSN EXIT survey is considered a professional role responsibility and is a School of Nursing exit requirement of all graduating BSN students. Failure to complete the survey will result in a no credit for this assignment because it is a course requirement to pass NRSG 450 for generic and ELM students or to pass NRSG 450, NRSG 452, NRSG 453, or NRSG 454 depending on when the last semester of ADN to BSN coursework is taken.
5. STUDENT GRADUATION INSTRUCTIONS

5.1 Advisement

The Assistant Director of the Undergraduate 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.

5.2 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.

5.3 NCLEX (State licensure exam for Registered Nurses in California)

Graduating nursing students will need to submit the following completed documents to the designated SON administrative staff, approximately 8 weeks prior to graduation: (All forms available on the SON website). Forms include: BRN Individual Candidate Roster; BRN Individual Candidate Worksheet; BRN Transcript Request Form; CSULB Transcript Request Form; Check to “CSULB” for $4.00; postdated to expected graduation date. Instructions for how to become eligible to sit for the examination can be found on the Nursing website and in Appendix 21: National Certification Licensing Examination (NCLEX) Policy.

Students should be aware that failure to complete the remaining course work required for the baccalaureate degree in nursing may jeopardize their ability to practice as a Registered Nurse in any state that requires a nursing degree or diploma for licensure.

Students who have a previous conviction for a felony as well as some misdemeanors may not be eligible to sit for the State Board of Nursing Exam even if you have completed your degree. Students should also be aware that the BRN requires background testing in order to sit for the licensure exam. This is in addition to the background check which is required upon entrance to the nursing program.
Refer to the BRN website for additional information.

5.4 Public Health Certificate

Upon graduation a student is eligible to apply for a life-time Public Health Certificate. Instructions can be found on the Nursing website and in Appendix 22: Procedure for Public Health Certificate

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 twice a year which coincide with graduation dates. Recognition is given to undergraduates 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.

4. PINS

12.1 CSULB Nursing pins are available to order for graduating senior students. The deadlines for ordering them are September 30th and February 30th. A designated faculty 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.

12.2 Each graduating class may arrange their own pinning ceremony. This is a special ceremony for students and their family as well as the CSULB faculty. The pinning ceremony is a long-standing tradition in nursing. This affair symbolizes the passing from the role of student to the role of professional nurse. This function is planned by the senior class with the help of a designated faculty member and all graduates are strongly encouraged to participate.

12.3 In addition to the pinning ceremony, graduates are encouraged to attend the general University graduation commencement ceremony that is held every May.

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 Baccalaureate 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 baccalaureate 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 undergraduate nursing program
- In the upper 35% of your class in scholarship
- Have a minimum cumulative grade point average of 3.0

Rare exceptions may be made when an outstanding student has an overall GPA of below 3.0 or a GPA that is below the upper 35%, but a GPA in the nursing major of 3.0 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 through 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 well-being 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 8-201
### Appendix 2: Health Exam Form

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First:</th>
<th>MI:</th>
<th>DOB:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health History: Please attach a lab copy of all titers and proof of immunizations. Student should keep originals.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Procedure

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Date</th>
<th>Date</th>
<th>Negative</th>
<th>Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>TB Skin Test (PPD/Mantoux) – Two step</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive PPD requires chest x-ray every 4 yrs</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Date</th>
<th>Results of Titers ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varicella Vaccination AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Varicella IgG Quantitative Titer</td>
<td></td>
<td>Immune ☐ Not immune ☐</td>
</tr>
<tr>
<td>Tetanus Vaccine (TDaP) (Within past 10 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMR Vaccination AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Rubeola IgG Quantitative Titer AND</td>
<td></td>
<td>Immune ☐ Not immune ☐</td>
</tr>
<tr>
<td>*Rubella IgG Quantitative Titer AND</td>
<td></td>
<td>Immune ☐ Not immune ☐</td>
</tr>
<tr>
<td>*Mumps IgG Quantitative Titer</td>
<td></td>
<td>Immune ☐ Not immune ☐</td>
</tr>
<tr>
<td>Hepatitis B Virus (HBV Series-Last 3 dates)</td>
<td>1.</td>
<td>The first is at time 0, the second one-month later, and the third six months after the first.</td>
</tr>
<tr>
<td>OR</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>*HbsAb Quantitative IgG Titer</td>
<td></td>
<td>Immune ☐ Not immune ☐</td>
</tr>
<tr>
<td>*Flu Vaccination (Fall semester)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Physical Exam Date: | | |
| History of back problems/restrictions on lifting: Yes ☐ ☐ ☐ ☐ ☐ No ☐ ☐ ☐ ☐ ☐ |
| If yes, please explain, including how many pounds student can lift: | | |
| I hereby certify that I have examined the above named student and the student is in good mental and physical condition. | | |
| If any restrictions exist and accommodations are requested, please list them below: | | |

Signature of Health Care Provider: ____________________________
Stamp with Physician Address
Appendix 3:  
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 agencies and hospitals, and to homes with unpredictable environments. 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.

Revised 10/24/2011 GC
Reviewed 3/12
Appendix 4:
Background Check Policy

1. Initiation of Background Check
   1.1 Background checks for all undergraduate students will be done no sooner than 90 days prior to the first semester of the program.
   1.2 For ADN RN-BSN students checks done within the last 6 months will be accepted. A hardcopy of the background check must be submitted to the Administrative Assistant designee.
   1.3 This process shall be conducted through a designated Health Tracker system.

2. Fees
   2.1 Payment for the background check shall be the responsibility of the student.

3. Verification
   3.1 Once the student has completed the background check through the designated Health Tracker, verification of clearance of the students will be monitored by the Administrative Assistant designee.

4. Access and Privacy
   4.1 Access to the certificate, password, and actual background check shall be limited to following individuals:
      4.1.1 Administrative Assistant designee
      4.1.2 Director of the School of Nursing
      4.1.3 Assistant Directors of Programs
   4.2 The on-line background check information shall be treated as strictly confidential and will not be printed.
   4.3 Under certain circumstances, the Director of the School of Nursing or the Assistant Directors of Programs may disclose information to appropriate faculty if it pertains to the clinical experience of the student, patient safety, or hospital policy.

5. Positive Background Check
   5.1 A positive criminal record shall not automatically disqualify a student from admission.
   5.2 The School of Nursing will identify criteria that would prohibit an individual from clinical placement based upon Board of Registered Nursing, Orange County Consortium, and/or hospital affiliate standards for disqualification.
   5.3 If a record of criminal activity is revealed through the background check, the student shall be counseled by the appropriate Assistant Director of Program regarding their continuation in the program and implications for licensure.
   5.4 It shall be the responsibility of the student to take remedial action to clear their criminal record according to BRN guidelines for licensure.

6. Clinical Agency
   6.1 Clinical faculty shall have the responsibility of communicating to the clinical agencies when the students have received clearance by the Administrative Assistant designee.

Reviewed 3/12
Appendix 5:  
Dress and Behavior Code  
Guidelines for the Clinical Agencies

1. Female and male students are to wear one of the pre-selected uniforms. Either a dress or pants style may be chosen. It must be clean and unwrinkled when at the clinical site. Necklines, undergarments and hemlines are to be non-revealing. Garments are to be loose enough to permit freedom of movement. A CSULB patch that may be purchased at the bookstore is to be worn on the left sleeve.

2. Female and male students are to wear picture ID name badge on the upper left side of their uniform one inch below the shoulder seam.

3. Female and male students are to wear clean white shoes with enclosed toes and heels. If nylons are worn, they must be white or neutral-shade. No fancy patterns or other color hose are allowed.

4. When students are going to their clinical site for pre-planning they do not need to wear a uniform but will be required to wear a clean, ironed lab coat, professional attire and have their picture ID. No jeans, sweats/jogging suits, shorts, tank tops or open-toed shoes.

5. Students are expected to be equipped with black pen, pencil, a small note pad, bandage scissor, wrist watch with second hand, portable blood pressure cuff and stethoscope. These may be purchased through CSNA.

6. Jewelry is to be kept at a minimum. No ornate jewelry or dangling earrings are to be worn. Only one pair of earrings can be worn. No facial or oral jewelry can be worn. Rings are to be of smooth metal with no elevated stones. Only short, narrow, non-dangling chains are acceptable.

7. Hair, for both male and female students, is to be off the collar and should appear clean, neatly trimmed and arranged. Hair should not fall forward when the head/neck is flexed or when the student leans forward in the performance of tasks.

8. Use of lightly or non-scented deodorant and oral hygiene products are recommended to manage body odors with clean, odor-free clothing.


10. No visible tattoos

11. Chewing gum is not permitted in the clinical area.

12. Basic guidelines of courtesy are applicable in addressing and interacting with clients, visitors, staff, faculty and peers, and in the utilization of space, time, supplies, and equipment within the clinical agency.
13. Students are to comply with agency policy and procedures relative to the management of sound, including voices in the clinical setting.

14. Hallways, elevators, stairways, cafeteria lines are to be kept open for movement of personnel. It is especially important not to congregate in heavy traffic areas such as the Nurse’s Station.

15. As arranged, students are to inform the lab instructor IN ADVANCE of any absence and to call the instructor immediately when it appears that an UNAVOIDABLE LATE ARRIVAL will occur.

16. Questions relative to the appropriateness of student’s appearance and/or behavior are to be addressed, in private, immediately by the clinical instructor and agency personnel, as needed.

17. Students will maintain patient confidentiality according to the Health Insurance Portability and Accountability Act (HIPAA).

Reviewed 9/2011; 3/12
Appendix 6:
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 Undergraduate Nursing Student Handbook on a space-available basis (see Policy on Readmission to or Transfer into the Undergraduate 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.

Revised 7-13-2011 GC; Reviewed 3/12
Appendix 7:
Readmission into
the Undergraduate 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.

1.0 Students seeking readmission to the Nursing Program will be admitted on a space available basis. The waiting list and vacancies for each level will be monitored by the Assistant Director of the Undergraduate Programs.

2.0 Students will be ranked for readmission according to the following selection criteria in the order shown:

2.1 Students who have been activated for active military service.
2.2 Applicants who have completed the remediation requested of them for admission into the Nursing Program at the Nursing 200 level.
2.3 Students who withdrew for medical and/or family emergencies.
2.4 Students who withdrew for other approved reasons (e.g. financial, change in job, etc.). See University Handbook on the limits for withdrawal and the SON Withdrawal Policy.
2.5 Students who have completed their disciplinary performance plan after failing a course.
   2.5.1 Policy and academic standards. Students who failed for academic reasons will be given consideration over those students who were failed for breach of policy or other academic standards.
2.6 Students who have waited out one semester due to lack of space.
2.7 Students who have equal ranking for readmission will be selected according to their original ranking at the time of admission.

3.0 Students must complete the Readmission Request Form (see attached) and submit it in writing to the Assistant Director of the Undergraduate Programs.

3.1 The request must include full name, student ID number, current address, telephone number, email, and the name/number of the class for which admission is requested.
3.2 The letter of request for readmission will place the applicant on the waiting list for two (2) academic semesters. At the end of this period another letter must be submitted by the applicant to continue on the waiting list.
3.3 Failing N200 level students who choose to return to the program are ranked by previous total score on the admission profile as one of the ten (10) alternates.

4.0 Students who have been selected will be notified by email or by phone and in writing.

5.0 Students must confirm their intention to accept this placement within 10 business days of notification. If no notification is received within that time, the next student on the list will be notified.

6.0 Students who are selected but choose not to re-enter in the semester indicated must submit another Readmission Request Form in order to be put back on the readmission list.

7.0 Students who have been out of rotation from the Nursing Program for more than two semesters, with an authorized leave of absence, must meet the minimum skills
competencies from all prior clinical courses to be eligible for re-admission into the program.

7.1 Student must register for a one unit Independent Study N490 course.
7.2 Meet with the faculty assigned to the course to develop the objectives and goals of the course that will verify skills competencies.
7.3 A written course contract and University paperwork for the Independent Study course will be completed and submitted according to University Policy. Contract should include a time line for completion and be signed by the student and faculty.
7.4 Competencies may include demonstration of: physical assessment skills, medication administration, medication math calculations, skills specific to specialty courses, and didactic knowledge. This list is not exclusive and other competencies may be deemed necessary by the faculty.
7.5 It is the student’s responsibility to coordinate with the assigned faculty and complete the course contract in the specified time frame.
7.6 Upon completion of the course contract, the faculty member will notify the Assistant Director of the Undergraduate Programs as to whether the competencies have been verified at a satisfactory level. The readmission process is to be as following:

7.6.1 The student must submit in writing a letter to request readmission in to the Nursing Program.
7.6.2 Upon receipt, the Assistant Director of the Undergraduate Programs will then place the student on the list. The student will not be placed on the list until the N490 course has satisfactorily been completed.
7.6.3 Admission is on a space available basis subject to the ranking as specified above.
Appendix 8:
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
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

10/4/10
G. Coster
Revised 7/13/11
DRAFT 5/21/12
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)

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 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>
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<tbody>
<tr>
<td>Complete the Readmission Request Form</td>
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<tr>
<td>Complete the plagiarism paper as directed in the Plagiarism Module</td>
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<tr>
<td>instructions. Submit a copy of the paper and references.</td>
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<tr>
<td>Complete the two internet modules on plagiarism that are identified in</td>
<td></td>
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<tr>
<td>the Plagiarism Module. Submit a copy of the final evaluation paperwork</td>
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<td>for the modules to certify completion.</td>
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</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.

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Faculty Signature:</th>
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10-4-10 GC
Reviewed 3/12
Appendix 10:
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.

_______________________________________
Witness

Reviewed 3/2012
Appendix 11:
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 12:  
Missed Clinical Hours Policy

1. **Introduction:**
   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, hour for hour or by completion of an instructor approved assignment in order to earn a passing grade in the course. The approved assignment will vary based on the clinical course requirements.

   At the discretion of the clinical instructor, if a student is not able to meet the objectives of the course and/or course assignments due to an attendance problem, the consequences to the student may be withdrawal from the course, an incomplete grade, or failure of the course per university policy.

2. **Student Responsibilities:**
   The student needs to arrange the make-up time or assignment with the clinical instructor. A contract will be signed by the student and clinical instructor detailing the plan for make-up of clinical time.

   **Missed Clinical Hours Contract**

   I, _____________________________________ a student in the ______ course, agree that it is my responsibility to complete the following in order to make up missed clinical time in the course:

   _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________

   This will be completed by: ________________________________________________

   ________________________ ________________________
   Student Signature Date

   ________________________ ________________________ Date_________________
   Clinical Instructor Signature

Reviewed 3/2012
Appendix 13:  
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 $>100.5\ ^{\circ}F$ 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 14:
California State University Long Beach
School of Nursing

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 at (562) 985-4582 or designee and to the CSULB Worker’s Compensation Specialist, Cheryl Velasco, at (562) 985-7180. If the incident occurs on an evening or weekend, leave a message or FAX (562) 985-2366 the information as soon as possible. These numbers are correct for 2012. The paperwork must be filed within 24 hours. All clinical instructors must carry the web link to access the forms as needed.

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 with input from the student accurately document and describe the events leading up to the incident on the Agency Supervisor’s Review form (and/or their Agency Specific Form) by the end of the shift. Deliver the form or Fax it to the Worker’s Compensation Specialist (see number above).

5. On the forms, the student is the employee, the employer is CSULB (do not complete this section), and the clinical instructor is the supervisor.

6. The student has the following options:
   a) If the student is injured and wishes to seek out treatment for now or other long term needs, they must complete the Worker’s Compensation Form (DWC 1) and the Supervisor’s Review form.
i. If the injury is life threatening, they must seek out treatment at the facility until they can be stabilized or transferred.

ii. If the injury is not life threatening, they should seek out care at one of the two treatment facilities; Los Alamitos Medical Center Emergency Department or the Memorial Occupational Medical Services Unit at Long Beach Community Hospital. (Forms and directions are on the web link).

iii. Clinical instructor is to sign the form to authorize treatment.

b) 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) If the student does not wish to seek medical treatment or file a claim with for Worker’s Compensation, the student only has to complete the Supervisors Review form and the Accident Investigation Report form.

d) Completion of the Privacy Log Form is optional.

7. The forms listed in # 6 and the Supervisors Review form must be delivered or Faxed to the CSULB Worker’s Compensation Specialist by the student and instructor. The clinical instructor will be responsible for following up to see that the official documents were delivered.

8. If the clinical agency allows, get a copy of their required documentation. Submit two copies of it and Supervisors Review form for placement 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
Reviewed 3/2012; 11/2012
Appendix 15:
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
California State University Long Beach
School of Nursing

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 16:  
Credit by Examination Policy and Procedure

**Policy:** Credit by examination is available to all students who feel they have the knowledge and/or experience sufficient to meet the course objectives of a nursing course. Credit by examination of a nursing course is permitted only after admission to the University, nursing program, and of the Assistant Director of the Undergraduate Programs of the School of Nursing. A maximum of 30 units earned by the examination process may be counted toward the Bachelor of Science degree (see University Catalog for credit by examination policy).

**Procedure:**
1. Following notification of acceptance to both the University and the School of Nursing, the student is to make an advising appointment with the Assistant Director of the Undergraduate Programs to discuss seeking credit by examination.
2. All didactic nursing courses may be challenged by examination. Combined or activity courses cannot be offered according the University’s Credit by Examination Policy (See Policy 87-04). Determination of whether a course can be offered for credit by exam will be determined by the School of Nursing. All courses may only be challenged one time.
3. Upon approval, the student is to pick up a “Credit by Exam” form from University Enrollment Services for approval signatures from the Director of the School of Nursing and the instructor for the course by the first week of the semester.
4. During the time period prior to examination, the instructor will verify that prerequisite courses have been completed and the student will have the opportunity to review course materials that include the course outline, objectives, bibliography and reference list. In addition they are provided with information on the style and format of the examination.
5. The exam(s) must be completed by the third week of the semester.
6. The instructor must ensure that the examination is conducted, scored, and the results provided to the student and the Assistant Director of the Undergraduate Programs. The student is required to attend lecture until the examination process is completed.
7. The student is to arrange the specifics of when and where the exam(s) will be given with the instructor.
8. Students who pass the course receive a grade of “CR”. Those who do not pass the examination may continue in the course as a regular student or withdraw from the course. Students will have an opportunity to review their exam with the course faculty once it has been scored. The grading practices for the examination parallel criteria for the course for which credit by examination is taken. (See University Policy Statement 87-04)

Approved 2-2012

GC
Appendix 17:  
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 18:
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
   d. Chair of S. G. A. C will notify student & instructor of committee memberships
i. Student & instructor shall have one preemptory challenge to remove a committee member. If a member is removed, S.G.A.C. has 10 additional instructional days for review.

   ii. S.G.A.C. to use alternative members

   e. Chair of S. G. A. C will notify all parties of all responses & deadlines

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.

Revised F. Khoiny 4/2011
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. 4.
2. 5.
3. 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 19:
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 20:
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 down loading 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.
Appendix 21:
National Certification Licensing Examination (NCLEX) Policy

1. Policy
   1.1. According to the BRN Regulations, Section 1428.6 (a) At least 4-6 weeks prior to its established graduation date, the School of Nursing (SON) program shall submit to the board:
      1.1.1. Roster of names of those nursing students and their expected date to graduate with all required course work completed.
      1.1.2. Students are eligible to take the NCLEX after that date.
      1.1.3. The nursing program shall notify the board immediately by telephone, facsimile, or email names of any students who have failed to complete the course work as expected; deeming them to be ineligible to take the examination at this time.

2. Graduating Nursing Students Procedure
   2.1. Submit the following completed documents to the designated SON administrative staff, approximately 8 weeks prior to graduation: (All forms available on the SON website)
      2.1.1. BRN Individual Candidate Roster
      2.1.2. BRN Individual Candidate Worksheet
      2.1.3. BRN Transcript Request Form
      2.1.4. CSULB Transcript Request Form
      2.1.5. Check to “CSULB” for $4.00; postdated to expected graduation date

3. School of Nursing Designated Administrative Staff Procedure
   3.1. Review all documents for accuracy and completeness.
   3.2. Complete the “School of Nursing” portion of the Individual Candidate Roster.
   3.3. Submit forms to Enrollment Services so each form can be embossed with the University’s seal.
   3.4. Submit the following to documents to the BRN approximately 6 weeks prior to graduation:
      3.4.1. Program Candidate Roster
      3.4.2. Individual Candidate Roster
      3.4.3. Individual Candidate Worksheet

4. Procedure After Graduation
   4.1. Once degrees have been posted, designated SON administrative staff will submit the following documents to Enrollment Services
      4.1.1. CSULB Transcript Request Form
      4.1.2. Check to “CSULB” for $4.00.
   4.2. Enrollment Services will contact the designated SON administrative staff and student if there are any problems with the students such as unpaid fines, financial aid, etc.
      4.2.1. It is the student’s responsibility to clear the holds or deficiencies for graduation. The designated SON administrative staff will contact Enrollment Services to verify the holds have been cleared.
4.3 Enrollment Services will contact the designated SON administrative staff when the official transcripts are ready.

4.3.1 SON staff will pick up the official transcript, attach it to the corresponding “BRN Transcript Request Form” and mail them to the BRN.

4.4 At the end of Finals Week, it is the responsibility of the Assistant Director for Undergraduate Programs to notify the BRN by telephone, facsimile, or email of any student who fails to maintain eligibility.

3/2012
GC
Appendix 22:  
Requirements for Public Health Nursing Certification

1.0 An applicant for a Public Health Nurse Certificate (PHN) shall have:
   1.1 A license, in active status, to practice as a registered nurse in California.
   1.2 Educational Requirements that include possession of a baccalaureate or entry-level master’s degree in nursing from a nursing school accredited by a Board-approved accrediting body, such as the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.
   1.3 The baccalaureate or entry-level master’s program must have included coursework in public health nursing, including a supervised clinical experience in public health settings.
   1.4 As stated in the Nurse Practice Act Title 16: California Code of Regulations the California Business and Professions Code.

2.0 Supervised clinical experience shall be:
   2.1 In public health settings with individuals, families, and community.
   2.2 Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum.
   2.3 A minimum of 90 hours in specific content areas as specified by the California Board of Registered Nursing (BRN).
   2.4 A faculty member of the nursing program shall be responsible for coordinating the students’ clinical experience and supervision.

3.0 Theoretical Content for the Public Health Nurse certificate shall include, but is not limited to the following areas:
   3.1 Physical, mental, and developmental assessment: child and adult.
   3.2 Surveillance and epidemiology: chronic and communicable diseases.
   3.3 Health promotion and disease prevention.
   3.4 Multicultural nursing concepts.
   3.5 Research methodology and statistics.
   3.6 Health teaching concepts and strategies.
   3.7 Population based practice: assessment and development of community.
   3.8 Collaboration at the level of systems, community and family/individual.
   3.9 Assessment of health needs of individuals and families, to include environment and interventions across the lifespan.
   3.10 Control and prevention of communicable disease.
   3.11 Health promotion of maternal, child, and adolescent health.
   3.12 Prevention of abuse and neglect of children, elders, and spouses.
   3.13 Outreach screening, case management, resource coordination and assessment, and delivery and evaluation of care for individuals, families, and communities.
   3.14 Legal and health care financing issues.
   3.15 Case management/care coordination.
   3.16 Emergency preparedness and response.
   3.17 Family violence training (e.g. abuse or neglect of a child, domestic partner, or elder)
      3.17.1 Training shall be at least seven (7) hours in length and shall be acquired
through a baccalaureate nursing program or a specialized public health nursing program.

3.17.2 Content to include: Prevention, Detection, Intervention, Treatment, and California reporting requirements.

4.0 Procedure for students graduating from CSULB with a BS in Nursing after completion of the approved Community Health Nursing Course with lab and license, in active status, to practice as a registered nurse in California.


4.2 Complete the application and transcript request and mail the application form *along with the required fee* directly to the BRN.

4.2.1 In the section asking for the name and address of the school where you completed your Community Health nursing course, enter “same as above”, where you entered the address for CSULB as institution for your Baccalaureate or Master’s degree.

4.2.2 In the section asking for verification the Child Abuse/Neglect Training, enter CSULB as the CE Provider/School; for the course name and number write BSN degree; and leave the hours blank.

4.3 Students do not need any paperwork from the School of Nursing (SON) to complete this process. The SON will have sent all necessary documentation to the BRN.

4.4 Students do not need to request additional transcripts from CSULB; EXCEPT for the ADN RNs.

4.5 ADN RNs will need to:

4.5.1 Complete the “Application for California Public Health Nurse Certificate” form and mail it as directed above in lines 4.2.1 and 4.2.2 to the BRN with the required fee.

4.5.2 Submit to the SON office:

4.5.2.1 Request an Official Transcript (sealed) from Enrollment Services after the BSN degree has been recorded.

4.5.2.2 Turn in the transcript to the SON with their name printed on the front of the envelope.

4.5.2.3 Turn in the completed BRN form “Request for Transcript Public Health Nurse Certification”.

4.5.2.4 SON will request a University seal for the BRN Request for Transcript and send it to the BRN along with the sealed university transcript.

5. Information regarding response time for the BRN and the responsibilities can be located within the *California Code of Regulations*. Students will hear back directly from the BRN, not the SON.

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