BSN STUDENT HANDBOOK

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Table of Contents

D. BSN Student Handbook Acknowledgement Form
E. Health/Physical Exam

SECTION I: GENERAL INFORMATION, POLICIES AND PROCEDURES

A. Purpose

The purpose of the BSN Program is to provide students with the knowledge, skills, and attitudes necessary for their professional and educational careers as nurses. The program prepares a nursing generalist who can provide care within a framework of scientific and professional accountability, and who can function independently and interdependently in a variety of health settings. This program provides students with the necessary foundation for graduate education and specialization, and promotes and fosters a commitment to lifelong learning for personal and professional growth.

B. Professional Nursing

Professional nursing is an essential and unique human service that promotes the health of individuals, families, groups and communities in a wide variety of settings. As an academic and practice-oriented discipline, it synthesizes learning from many disciplines to better understand self, society, and health care systems.

Professional nurses systematically assess and diagnose health status, and plan, implement, and evaluate interventions aimed at mobilizing the inherent strength and resources of individuals, families, and groups in their quest for optimal health. Functioning independently and interdependently with others in diverse settings, professional nurses act not only as direct caregivers, but as coordinators and supervisors of care, health teachers and counselors, consumer advocates, and agents of change. They are cognizant of diverse cultural orientations and actively work to improve health care and the practice of nursing through evaluating and applying research findings, and assuming leadership roles at work and in professional and community organizations.

C. School of Nursing (SON) Guiding Principles

Mission

We educate and transform nurses to practice in dynamic healthcare environments with diverse populations.

Vision

To be an exemplar of excellence in the preparation of nursing leaders and scholars.

Goals

- To provide quality nursing programs which are accessible to a diverse student population.
- To prepare graduates who can provide culturally sensitive and competent care within a framework of scientific and professional accountability and function independently in a variety of settings.
- To prepare graduates with the necessary foundation for further education and specialization within their chosen career path, and who demonstrate commitment to lifelong learning for personal and professional growth.

- To establish and maintain innovative educational partnerships to promote health and meet societal imperatives.
- To be recognized as a center of excellence in nursing education.

Philosophy

The School of Nursing faculty support the goals and mission of the College of Health and Human Development and the University, which include teaching, scholarship, and service to the University and community. The philosophy of the School expresses beliefs about human beings, health, the environment, and nursing.

Human beings are multi-dimensional, dynamic, open systems in continual interaction with the environment. They are complex wholes who seek balance through their unique abilities. They exhibit age, cultural, spiritual, ethnic, gender, and sexual orientation diversity. Accountable for their actions, human beings have the potential for self-direction and rational decision making as they maintain, preserve, and promote health throughout the lifespan.

Health is a dynamic process—a way of life—that involves complex responses between internal and external factors. It is the integration of the multiple dimensions of life, which when working in harmony create wholeness and lead to a sense of well-being and satisfaction. Health is influenced by individual genetic endowments, levels of development, lifestyles, and sociocultural and physical environments, and is manifested as a pattern. Health can also refer to the needs of a larger community or society.

The **environment** is composed of internal and external components. The internal environment includes physical, psychological, social, cultural, and spiritual realities within human beings. The external environment includes social organizations and systems, such as economics, politics, and policy development, as well as the physical environment. Environment is also the aggregate of societal expectations, reflected in the intracultural and intercultural interaction of human beings within families, groups, and communities.

Nursing is a unique, practice-oriented discipline that meets a societal goal. The science of nursing is concerned with critical thinking, problem solving, and the application of knowledge. The art of nursing involves interacting, caring, and valuing. The goals of nursing contribute to health enhancement via health promotion, risk reduction, and disease prevention. The ultimate goal of nursing is to optimize health by interpreting and influencing responses to health and illness. Attainment of optimal health requires collaboration between nurse and client as well as with professionals from other disciplines. Professional nursing involves provision of compassionate patient-centered care – using the nursing process, employing evidence-based practice, applying quality improvement, working in inter and interdisciplinary teams, and using informatics.

The nursing process is a dynamic and on-going means of addressing clinical problems. A collaborative endeavor, it depends on nurse and client observations, perceptions, and consensual validations of physiological, psychosocial, emotional, and spiritual needs. This

process requires nurse, client, family, and members of collaborating health care teams to work together. The nursing process involves:

1. Assessing factors that influence the position of the client, group, community, or population on a health-illness continuum;
2. Determining actual or potential health problem(s);
3. Establishing mutually acceptable goals;
4. Intervening by promoting adaptation through modification of influencing factors or increasing the coping response;
5. Evaluating the position on the health-illness continuum to reaffirm or modify nursing interventions.

Practice Model

The School of Nursing practice model is grounded in the assumption that nurses practice as members of collaborative teams. The model applies to nursing practice throughout the continuum of care, and works to maximize the health of human beings in diverse communities. It also applies to practice where nurses manage care of individuals and their families within complex environments of hospital and other healthcare systems.

In the center of the SON Conceptual Model is the practice model (see Figure 1). The inner circle depicts the key elements of care and the population base (individual/family, community, systems/organizations), which are interrelated. The model is aimed at enhancing understanding nursing's focus and the process by which nurses evaluate health indicators to develop or use intervention that can maximize health. Nurses are integral members of interdisciplinary and transdisciplinary teams, providing a broad approach to patient care and community problems.

Processes of assessment, diagnosis, outcome identification, planning, interventions, and evaluation – when systematically applied – facilitate use of the nursing process at all levels of practice. Thus, the three central interwoven circles show the levels of population-based practice. Systems, community, and individual/family are nested within population-based care that is compassionate and evidence-based, which is applied at all points of the nursing process. The ultimate goal of nursing care is healthy people in healthy communities. For individual patients, success is measured by improvement in or maintenance of health; for the community, success is measured by improvement in overall community health and quality of life indicators. Focusing on these goals and evaluating patient and community outcomes completes the nursing process and allows modification of the plan of care as needed.

CSUF Mission

CHHD Mission

SCHOOL OF NURSING
Mission Statement
Philosophy
Learning Outcomes

Professional Nursing	Health	Human Beings	Environment
• Critical Thinking • Evidence Based Practice • Therapeutic Intervention • Quality/Safety • Informatics • Collaboration • Leadership	• Health Promotion • Risk Reduction • Disease Prevention	• Lifespan • Individual • Family • Community • Diversity • Spirituality	• Organizations • Local, National and International • Socio-political • Climate • Toxic Exposures

Assess — Diagnose — ID Outcomes — Plan — Act — Evaluate

Evidence-Based Practice
Population-Based Practice

Systems Focus
Community Focus
Individual & Family Focus
NATIONAL
GLOBAL

Nursing and Health Team

Maximizing Health of People in Diverse Communities
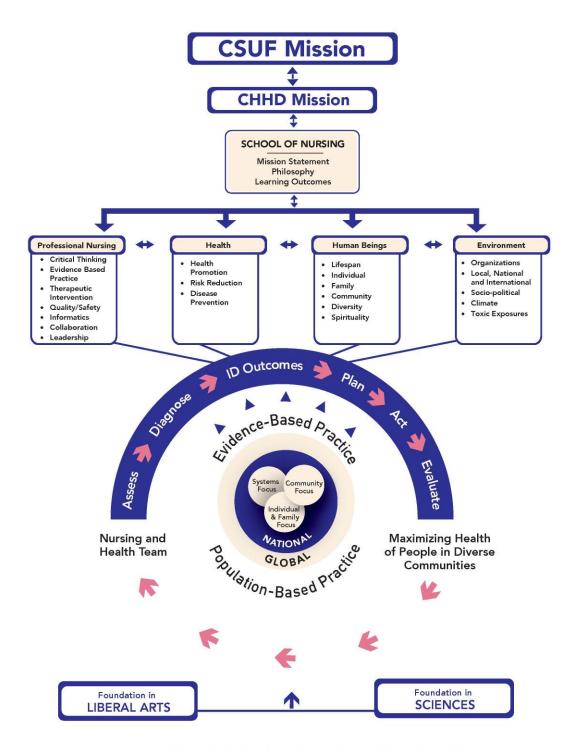
Foundation in **LIBERAL ARTS**

Foundation in **SCIENCES**

Figure 1. CSUF SON Practice Model. SON faculty has adapted a revised version of the Public Health Practice Model (Smith & Bazini-Barakat, 2003)

9

Teaching/Learning Philosophy

Teaching is a complex, interactive, and outcome-focused operation. Based on a body of evidence, it promotes disequilibrium and contributes to learners' growth. Well applied evidence-based teaching strategies consider learning goals, student diversity (including learning styles), and faculty and student resources. Teaching strategies are matched to student learning styles, reflect on-going formative and summative assessment, and are driven by the ideal of continuous improvement. The teacher focuses on learners and provides environments that facilitate student learning where desired learner outcomes (cognitive, affective, and psychomotor) are achieved.

Liberal learning that prepares students to live responsible, productive, and creative lives is the foundation of professional nursing education. Nursing education fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of ideas and actions (Statement on liberal learning, 1998). Liberal education requires a respect for truth, recognition of the importance of context (e.g., historical, cultural), and examination of connections among formal learning, citizenship, and community service.

Integration of liberal education and nursing education comes from faculty members guiding students to build bridges between key concepts in both. In a practice discipline such as nursing, assisting students to make these connections is the basis or foundation for development of clinical judgment skills required for professional nursing practice (American Association of Colleges of Nursing [AACN], 2008). Students must achieve competency with critical thinking, communication, ethical decision-making, evidence-based practice, and information literacy. Information literacy enables students to recognize when information is needed and locate, appraise, and effectively incorporate salient information.

Ideally, nursing education takes place in an environment that promotes true transdisciplinary experiences where individuals from each discipline show mutual understanding and respect towards and for the other's discipline and contribution. Such transdisciplinary practice is patient-centered, results oriented and enhances care effectiveness for patients (Greiner & Knebel, 2003).

Student Learning Outcomes (SLOs) in the BSN Program

The expected SLOs of the Nursing programs are derived from the School of Nursing mission, goals, philosophy, and practice model; program goals; and, professional nursing standards and guidelines.

- **Ethics:** Engage in ethical reasoning and actions to promote advocacy, collaboration, social justice, and leadership as healthcare professionals.
- **Professional Nursing:** Demonstrate accountability for self and nursing practice including continuous engagement in life-long learning.
- **Evidence Based Practice:** Improve patient health outcomes by accessing, analyzing, and interpreting information (theoretical, research, other) at the individual/family and community level.

- **Critical Thinking:** Use a systematic approach to analyze real or potential problems for the purpose of developing, testing, and evaluating innovative solutions within a variety of healthcare settings.
- **Communication:** Use communication theories/techniques and demonstrate communication/collaboration with colleagues, transdisciplinary groups, including the use of informatics, to promote relationships with individuals/families and communities.
- **Manager of Care:** Plan and/or provide patient-centered, empathic, and coordinated care that contributes to safe and high-quality outcomes.

D. Professional Standards and Policy

Throughout the program the student will be required to demonstrate professional behavior and safe nursing care. Professional standards must be maintained at all times, whether in the classroom, online, or clinical settings.

Professional Conduct

The student must:
- Be able to reason morally and practice nursing in an ethical manner.
- Be willing to learn and abide by professional standards of practice.
- Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance.
- Be able to engage in patient care delivery in all settings, under all conditions, within the full scope of nursing practice, to all patient populations including but not limited to children, adolescents, adults, elders, developmentally disabled, medically compromised, and vulnerable populations without judgment and preconceptions.
- Be able to maintain professional conduct attributes in all student-client, student-student, and student-faculty interactions.

Unsafe Conduct

Students are expected to be familiar with all information that is published in the course syllabi, course supplements, and student guidelines. The student will in no instance demonstrate any unsafe or potentially unsafe behavior that could endanger not only the physical well-being, but also the emotional well-being of any client, family member, faculty, staff, or peer. Unsafe behavior includes, but is not limited to:
- being under the influence of drugs or alcohol,
- failing to use Standard Precautions at all times,
- failing to apply basic safety rules, such as leaving side-rails on beds and cribs down,
- failing to report an abnormal finding,
- failing to safeguard the client and the public,
- failure to perform in the manner that any prudent student nurse, at the same level of preparation, would perform in a particular clinical situation,
- failing to submit required clinical immunization, background check, and drug testing data in a timely manner.

Professional behavior and personal accountability must be exhibited at all times

- Students in the nursing program are expected to adhere to professional standards in their experiences and relationships with nursing faculty, agency staff, clients, and family members.
- Unprofessional behavior includes, but is not limited to, use of abusive language, substance abuse – alcohol and drugs, and other behavior indicating loss of emotional control, not following directions, inadequate preparation for clinical, tardiness, inappropriate dress, and falsification of documentation.
- A student who demonstrates unprofessional or unethical behavior, or unsafe practice may be denied progression or may be dismissed from the program.

E. **Criteria of Professional Standards in Clinical Practice are as follows:**

Safety

- Demonstrates safe clinical performance skills.
- Notifies the instructor or agency immediately if an error has been made or safety has been violated.
- Protects the patient from environmental hazards and provides for the safety of the patient, self, and others.

Personal/Professional Accountability

- It is an expectation that everyone is treated with respect and that all communication and behavior is civil and respectful. Review the policy: A Commitment to Civility at CSUF.
- Communicates online and in person, in a manner that maintains and promotes professional relationships with co-workers, patients, and faculty.
- Seeks faculty consultation and supervision as indicated in the classroom and clinical setting.
- Performs patient assessment; seeks assistance as needed.
- Identifies and organizes data; uses data to develop plan of care.
- Communicates important patient problems identified during the clinical experience to the appropriate persons accurately and without delay.
- Performs all aspects of clinical assignments; informs the instructor if unable to complete in a timely manner or if assistance is needed.
- Demonstrates organizational skills and priority setting.
- Demonstrates appropriate clinical decision-making, judgment, and leadership skills.
- Demonstrates honesty at all times.
- Reports to the agency prepared for their clinical assignment on time and is dressed appropriately.
- Notifies faculty of a pending late arrival or absence.
- Respects the human dignity and the uniqueness of each client, unrestricted by consideration of social or economic status, personal attributes, or the nature of the health problem.

- Maintains the client's right to privacy by judiciously protecting all confidential information assumes responsibility of one's own actions
- Demonstrates ethical behavior as outlined in the [American Nurses Association ANA Code of Ethics (2015)](#).

SON Policy

The faculty will notify and meet with a student who has failed to meet any of the above critical behaviors. If a student fails to meet the same behavior more than once, the student will not be allowed to continue the clinical experience. The student will receive a *no credit* or *failure grade.*

When a client has been placed in jeopardy because of a failure to meet a professional standard (for example, unsafe practice), the student will be immediately dismissed from the clinical unit. Clinical faculty, at their discretion, may assign a failing grade for the course, depending upon the seriousness of the student's error.

F. The Code of Ethics for Nurses

On June 30, 2001, the House of Delegates of the American Nurses' Association adopted a new Code of Ethics. The Code was revised in 2015 with input from nurses throughout the United States. The [Code](#) establishes the ethical standards for the nursing profession and is a guide for ethical decision-making and ethical analysis.

American Nurses Association Code of Ethics for Nurses with Interpretive Statements

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

G. Chain of Command

When a student has a concern, there is a chain of command to follow within the SON.

If the concern is regarding a Nursing class, the student should first consult with the Faculty Member for the class. If the Faculty Member is unable to assist, the student may reach out to the Coordinator for the Pathway. If the Pathway Coordinator is unable to assist, the student may reach out to the SON Director.

If the concern is general in nature, the student should first consult with the Pathway Advisor. If the Pathway Advisor is unable to assist, the student may reach out to the Pathway Coordinator. If the Pathway Coordinator is unable to assist, the student may reach out to the SON Director.

H. Social Media Network Guidelines and Policy

The increasing use of social media and other electronic communication by nurses and nursing students provides opportunities for dissemination of health care related information. Utilization of social media networks must be done in a manner that protects patient privacy and confidentiality. Any patient information learned by the nurse/student nurse during the course of treatment is considered confidential and must be protected. Inappropriate disclosure of confidential information is a breach of the patient-nurse relationship and damages the individuals involved as well as the general trustworthiness of nursing profession. Improper use of social media by nurses/student nurses may result in disciplinary action by the Board of Registered Nursing, civil and criminal penalties, and employment consequences ([National Council of State Boards of Nursing, 2011](#)).

The CSUF School of Nursing (SON) Social Media Network Guidelines and Policy provides guidelines for the use of social networking by nursing students. Prior to engaging in social network communication, students must remind themselves that they represent the university, School of Nursing, and nursing profession. In online social networks, the lines between public and private, personal, and professional may be potentially blurred. When you identify yourself as a student of the CSUF School of Nursing, you are creating perceptions about the SON and your expertise.

Students are expected to follow the [American Nurses Association recommendations](#) (American

Nurses Association, September 2011):
1. Remember that professional standards are the same online as in any circumstance.
2. Do not take, share, or post any patient-related images or information.
3. Maintain professional online boundaries.
4. Do not make disparaging comments about patients, staff, employers, co-workers, or other students even if they are not identifiable.
5. Do not use personal devices, including cell phones, to record patient information or images.
6. Report any violation of confidentiality or privacy.

Be respectful of Peers, Faculty and the Institution

Posting derogatory or demeaning comments about classmates, instructors, staff, the School of Nursing, or the University is unacceptable. A social forum is not the appropriate place to vent, criticize, or conspire against the institution, faculty members, or students. The propagation of rumors or inaccurate, misleading information reflects poor intra-community behavior and creates the perception of negativity and recklessness. It is equally important to refrain from derogatory or demeaning comments about a health care agency, doctors, nurses, or staff at clinical sites.

SON lab, clinical experiences, and course lectures may not be discussed on social networks.
Respect patient confidentiality by not posting ANY information related to patients, outcomes, diagnoses, procedures, or any activities performed during the clinical rotation. Any patient identifiable information that is revealed on social media is a breach of patient confidentiality and a Health Insurance Portability and Accountability Act (HIPAA) violation. Refrain from comments about doctors, nurses and staff at your clinical rotation or commenting on the facility itself. This should also apply to your clinical instructor and fellow students. In addition, faculty lectures may not be recorded and posted on social media.

Do not post what may be interpreted as lewd, obscene, or offensive photographs, videos, or any other form of media that contains the school logo or while in school attire/uniform, or in SON settings. Use professional judgment when posting photos, videos, or other forms of media that reflect the CSUF School of Nursing philosophy and reputation.

Your Online Reputation

The information posted and shared online is NOT confidential. Therefore, anything posted, tagged, or copied is visible to the world-at-large, and may affect your professional reputation in the future. Many employers and academic institutions search potential candidate's online postings.

Social networking forums provide an efficient medium for communication that is highly accessible and easy to use. Never has there been a time where individuals can communicate with one another so conveniently. The social networking process and experience should foster critical thinking and reflect the responsibility of professional development by student nurses

who are part of a profession that encourages compassion and connection to others. **Lack of adherence to these guidelines is potential cause for immediate dismissal from the SON.**

I. Communication

All CSUF students are given a CSUF email account. Email is the primary mode of communication for the university and the SON. Students must check their CSUF email account daily and will be expected to know any information that is provided through CSUF email.

J. University Catalog

The University Catalog contains university policies and procedures. The Catalog will serve as your foundation and guide to all critical university information. The University Catalog is available on the CSUF website. As a CSUF student, it is your responsibility to abide by the policies in the catalog for your specific catalog year.

K. BSN Handbook

The BSN Student Handbook was developed by the School of Nursing to assist you as you work toward your goal of furthering your education and career in nursing. The information contained in this Handbook provides detailed explanations of SON policies and procedures. It is important that you read this Handbook thoroughly, ask for clarification of any part you do not understand, and keep it for reference throughout your enrollment in the program. Enrollment in nursing courses indicates student consent to abide by all the policies and procedures contained in this Handbook. The Handbook is updated annually and students must abide by the policies contained in the handbook during their entire time of enrollment in the BSN Program.

L. Nursing Advising Center

The Nursing Advising Center in the School of Nursing provides general and academic advisement for all nursing students. Each nursing pathway has a designated Academic Advisor who is able to help students with course sequencing, study plans, understanding policies/procedures, connecting to University resources, and more. If you are seeking career advice or mentoring, please reach out to a SON faculty member.

M. Course/Faculty Evaluation Process

At the end of each semester the student will be asked to evaluate the course, the technology used, and the faculty. Students will be asked to complete standardized forms from both the University and the SON in the last few weeks of the class. Responses will be anonymous. The instructor will not receive the results until after the grades have been submitted for the semester. Constructive evaluation is valuable in modifying course content and instructor teaching methods.

N. Technology Requirements and Information

Students are required to have access to the Internet. A CSUF email account is provided by the University and MUST be used by the student. Students are expected to have basic word processing skills, use Canvas, be able to navigate the internet, and meet the minimum hardware and software requirements.

- For technical issues please contact the, [CSUF Student Help Desk](#) at 657-278-8888
- School of Nursing Canvas assistance is available from the Course Manager at 657-278-5177 or via email at nursingcoursemanager@fullerton.edu.

In the event of Canvas technical issues, please send assignments to course faculty via email.

O. Letters of Reference

Students are welcome to ask their faculty members for a letter of reference. However, the faculty is not required to write letters of reference.

Please follow these guidelines when requesting faculty members for recommendations.

- Prior to requesting a recommendation, consider which faculty have personal knowledge of your strengths and can best address the substantive criteria of the application form.
- Complete a Recommendation Letter Request Form (see Appendix A). The faculty member may request additional information.
- Request a recommendation from faculty in a private setting.
- Follow application directions carefully. Complete any student portions of the application form.
- If the recommendations need to be mailed, provide stamped, addressed envelopes, when applicable.
- Give the faculty adequate written information to complete the forms, including the due date, class, and semester in which you had their course.
- Inquire whether the faculty would like to review your resume and a personal statement.
- Inquire how much time the faculty member needs to complete your recommendation.

SECTION II: ACADEMIC POLICIES

A. Academic Standards and Expectations

The School of Nursing faculty has created these guidelines to specify and explain our shared standards and expectations. The Standards and Expectations will be consistent throughout all nursing courses, and are intended to facilitate learning and help to guide professional development.

Learning

Learning is collaboration between teachers and students; both have responsibilities to fulfill.

- In order to benefit fully from a course, students must set aside adequate time to complete all of the reading and assignments and to prepare for quizzes and exams. The University recommends allocating approximately 9 hours per week of out-of-class time for each 3-unit course.
- Faculty set aside time each week to meet with students during office hours. If a student wishes to meet with a faculty member, but is unable to attend scheduled office hours, contact him/her to schedule an alternative appointment. Because faculty members have other courses and scheduled activities, it may also be necessary to adjust schedules in order to arrange a meeting. With advance notice, faculty will be better able to schedule meetings at a time convenient for both the faculty member and student.
- Faculty will respond to all emails and phone messages in a timely manner. Check the course syllabus for faculty's preferred means of out-of-class communication.

Attendance, Tardiness, Preparation, and Participation

Regular preparation, attendance, and participation are prerequisites for effective learning. If a class is missed, students remain responsible for learning course material presented during absence. The faculty believe that attendance in all nursing courses is conducive to each student's learning. The learning that results from the interaction and sharing with other students is an important and integral aspect of the learning process.

- The participatory nature of nursing courses mandates careful preparation for class sessions. Be prepared to contribute ideas and ask relevant questions.
- Class lectures and discussions require that all students are respectful of their peers and faculty.
    - o Cell phones or other noise-producing electronics must be silenced and put away prior to class. No texting is allowed while in class.
    - o No lecture may be recorded on any electronic device without the consent of the professor.
    - o Questions, conversation, and other discussion should be respectful at all times.
    - o Arriving late to class and/or leaving early reduces student's ability to learn and may disrupt the learning of classmates.
    - o Laptops are permissible in class, unless otherwise indicated by the instructor, as long as they are used exclusively for class-related activities. Checking email, websites, and doing other work reduces ability to learn and distracts other students.

- o   Disruptive behavior will not be tolerated, and disruptive students may be asked to leave the class.

- **Post-Licensure Pathway Policy:** Attendance is required for at least 90% of the laboratory/clinical courses. If attendance falls below the standard, the course grade will be lowered proportionately.

- **Pre-Licensure Pathway Policy:** Attendance at all classes is expected. Excessive absence from clinical, **even with completed make-up activities**, may result in the inability to meet course objectives and subsequent failure from the course. Students are required to attend the clinical orientation day. This clinical day cannot be replicated or "made-up" due to patient safety concerns. If a student is absent for the clinical orientation day for any reason, they may be required to drop the clinical and associated theory course for the semester.

  Students are required to make up all missed clinical days through activities selected in conjunction with assigned clinical faculty. Clinical make-up can include remediation time in the Nursing Simulation Center and Skills Lab, community-based experiences, available conferences related to course objectives, and other faculty-approved activities. Make-up activities must be completed by the assigned due date or the student is at risk of failing the course. Greater than 10% total absent hours results in a "*No-Credit*" grade for the course. Students who are absent from clinical must notify their clinical faculty member and the assigned hospital unit/agency (when directed by clinical faculty to do so) prior to the beginning of the shift/rotation day.

- **Pre-Licensure Pathway Clinical Tardy Policy:** Students must be on the assigned clinical unit on time and in full professional attire (per dress code). Students who are late to clinical must notify their clinical faculty member and the assigned hospital unit (when directed by clinical faculty to do so) prior to the beginning of the shift. Students are tardy when they are late to clinical (no grace period). The first time a student is late, an alternative assignment will be provided by the clinical faculty. For the second tardy, the student will be sent home and must make up the clinical hours. **ALL MISSED HOURS WILL BE MADE UP PRIOR TO END OF COURSE** (the make-up activity and timeframe are at the discretion of the clinical faculty member) in order to fulfill the course requirements. **The third tardy exceeds the 10% total absent hours and student must repeat the clinical.**

Attendance Policy – Clinical Instructor

When the clinical instructor is unable to attend clinical on a scheduled clinical day, the instructor will assign an individual or group project to the clinical students that meets the objectives for that clinical day, and completes the clinical hours for that day. This day will not be counted as a student absence.

B. Grading Policies

Grading criteria will be discussed at the beginning of each course by the instructor. Grading scales will be clearly identified in each course syllabus. Safe and competent practice is expected

of a professional nurse and mastery of cognitive, affective, and performance objectives/criteria are required.

Grading Scale

The School of Nursing has established that the following grading scale will be used for all courses in the undergraduate curriculum. Grades are not rounded up. There are no extra credit options.

Letter Grade	Percentage
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	75-76.9
C-	70-74.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	59.9 or below

Grades

A grade of "C" is minimal competency level for all nursing courses. Students must achieve a C or better to pass each nursing class.

- **Pre-Licensure and Post-Licensure Theory Course Grading Policies:** A cumulative course grade of 75% or higher is required to pass the theory course.
- **Pre-Licensure Clinical Course Grading Policies:** Clinical courses are graded as *"Credit/No Credit"*. The grade is composed of an evaluation of clinical performance and several clinical projects to demonstrate understanding of the concepts presented in the course. The student must achieve a minimum of a cumulative of a 75% from the assignment section and meet all clinical criteria with a minimal evaluation rating of *"Satisfactory"* on each clinical objective by the end of the course in order to receive a passing grade for the course.
- **Post-Licensure Clinical Course Grading Policies:** A cumulative course grade of 75% or higher is required to pass the clinical course.

C. Progression Policy

A nursing course for which a failing grade (C-, D+, D, D-, F, NC, WU) is received may only be repeated once. Failure to pass the course a second time will result in dismissal from the program. Undergraduate students who have been dismissed from the Nursing program are not dismissed from the University, and can switch into another major, with the approval of that

major advisor. Post-Baccalaureate students who have been dismissed from the Nursing program will be dismissed from the University as no other majors at the University will accept post-baccalaureate students for admission.

- No more than one nursing theory or clinical course may be repeated. A second failed course will result in dismissal from the program. When taking a concurrent theory and clinical or lab course, if both courses are not passed when courses are first taken, this will count as one fail. A second failed course will result in dismissal from the program.
- If a clinical course is to be repeated, the corresponding theory course is to be repeated also as an Independent Study using the course objectives and standards as the guide for achievement.
- If a theory course is to be repeated, the corresponding clinical course is to be repeated also as an Independent Study using the course objectives and standards as the guide for achievement.

D. Pre-Licensure Pathway Nursing Course Withdrawal Policy

In accordance with the CSUF Withdrawal Policy, authorization by the SON to withdraw after the second week of classes shall be granted for only the most serious and compelling reasons, e.g. a documented physical, medical, emotional or other condition which has the effect of limiting the student's full participation in the class. Poor academic performance, e.g. lack of effort or poor attendance, is not evidence of a serious reason for withdrawal.

Due to the nature and sequencing of the pre-licensure pathway courses, students who wish to withdraw from one (1) nursing course during the semester will be required to withdrawal from all nursing courses for that semester, except when a medical approval for partial withdrawal from the University is granted. The student will be required to work directly with the Pathway Coordinator and Pathway Academic Advisor. The student will be required to complete all withdrawn courses when the student is able, during the next available semester the courses are offered, pending space availability.

E. Assignments

- An assignment is any assigned learning activity undertaken by the student to achieve course objectives, other than formal examination.
- All assignments must be turned in by the due date and time to satisfy course requirements. All assignments will have their due date and time specified on the course schedule. Late assignments, excluding those for which verified extenuating circumstances have been granted by the faculty prior to the due date, will not be accepted.
- Assignments should never be turned in at a faculty office when the instructor is not present (e.g., taped to or slid under the door).
- Make a copy of all completed work. Keep a copy of all papers so that a loss of the paper by the student or the instructor will not cause additional time loss or anxiety (preferably saved on a flash drive/external drive/cloud drive, not just the computer hard drive).

- Create folders on your computer for each class. Save the syllabus, written assignments, significant postings, and articles in this folder. All course information is deleted from Canvas at the end of each semester. If access to the information is desired, it is the student's responsibility to retrieve any work posted to Canvas prior to the end of the semester.

F. Examinations
- An examination is an objective test, essay test, clinical skills examination, or any combination thereof.
- Examination policies and grading criteria will be determined by each instructor for the specific examination.

G. Criteria for Grade Levels

Criteria for evaluating and grading assignments and examinations have been established for A, B, and C levels.

The faculty members of the School of Nursing view learning as a continuous growth process with students assuming responsibility for their learning. Students have the capacity to analyze, synthesize, and evaluate according to their own individual perceptions and life experiences. Thus, students are provided a variety of activities to achieve learning goals and to master the specified objectives for each course. "C" is the minimal acceptable level of achievement.

The faculty believe that students should be provided with the *critical elements* that identify and differentiate A, B, and C level work. Therefore, the following criteria will be used when evaluating and grading work, and/or participation in class, seminar, and clinical experiences.

Critical Elements for C Level Work
- Completes all assignments at the minimal level by the prescribed time.
- Attends classroom, seminar, and field/clinical experiences.
- Applies concepts learned in class to assignments and to practice in clinical area or field experience.
- Organization of written work: Demonstrates ability to articulate thoughts clearly and logically.
- Content of written work: Demonstrates ability to apply new concepts in written assignments.

Critical Elements for B Level Work
- Completes all assignments at above average level by prescribed time.
- Participates with consistency in classroom, seminar and clinical/field experiences.
- Applies and analyzes concepts learned in class to the seminar and to practice in the clinical area/field experience.
- Organization of written work: Demonstrates ability to articulate thoughts and incorporate new knowledge with clarity and logic.

- Content of written work: Demonstrates ability to explore content areas with quality and consistency.

Critical Elements for A Level Work
- Completes all assignments at superior level by prescribed time.
- Participates with consistency and quality in classroom, seminar and clinical/field experiences.
- Applies, formulates, explains and justifies in creative ways, new concepts, new nursing knowledge, and nursing theories learned in class, to the seminar and to practice in the clinical/area field experience.
- Organization of written work: Demonstrates ability to articulate thoughts, new knowledge, concepts and theories with a high degree of clarity and logic, conciseness and continuity.
- Content of written work: Demonstrates ability to explore content areas with a high degree of quality and consistency.

H. Dosage Calculation Policy (Pre-Licensure Pathway)

Accurate calculation of drug dosages is a skill that is necessary for the safe and effective practice of nursing. Serious harm to a client can result from math errors. Incorrectly calculated or measured dosages are the leading cause of error in the administration of medications. A drug error is a violation of a client's rights. Therefore, it is extremely important that nurses and nursing students demonstrate competence in such calculations. A dosage calculations exam will be given during regularly scheduled theory courses: **N403, N405, N407, and N411**.

- The answer must contain both the numerical value along with the units. For example: 2 tablets, or 0.5 ml. If you do not include the units along with the numerical value, the answer will be marked as incorrect and you will receive a zero.
- A minimum score of 90% is required on this test.
- If a score of less than 90% is achieved, a second test will be given within two weeks after remediation with the course instructor.
- Test can only be repeated one (1) time.
- The second test must be passed with at least a 90% proficiency to be cleared to administer medications in the clinical setting. If unable to administer medications in the clinical setting, the student will receive a grade of No Credit (NC) for the clinical course.
- The score from the first attempt only will be calculated into the final course grade and the second attempt will not be calculated into the final course grade.

I. Group and Written Work
Guidelines for Group Work

The faculty members assume work bearing a student's name is the product of that student's creative ability and writing skills. Documentation of sources with appropriate citations and references is expected. While the student in this program is self-directed, the faculty find participation in group work to be growth producing. The faculty members assume that there is an honor system by and between each student participant so that the product of the group is

the result of the combined efforts of the group and demonstrates the work of those students only.

The profession of nursing values group work and emphasizes the importance of nurses collaborating with other health professionals to meet the healthcare needs of patients. Collaboration, critical thinking, self-confidence, and essential professional nurse role competencies, are promoted through the participation in evidence-based, student centered learning activities, such as group work and peer learning.

Guidelines for Written Work

The ability to communicate both orally and in written form is an essential component of the professional nursing role. Therefore, it is expected that students will meet acceptable criteria, standards, and format in the preparation of all written/formal papers. All assignments must be the student's own work or, in the case of group assignments, the work of all group partners is to be professional in both content and format.

The faculty encourage student creativity in the content of assignments, yet believe the process of professional writing must assume some formal mode so as to encourage acceptable standards for research and/or publication. Therefore, the format of written work will include consistency of presentation, correct spelling, grammar, and punctuation. The School of Nursing requires that students write papers according to the format of the most current edition of the *Publication Manual of the American Psychological Association*. The manual can be purchased from the Titan Shops Bookstore. Papers must be typed using APA standards for form and style, margins, citations, references and bibliography. Software programs are tools to help students learn APA; they are not a substitute for knowing APA. Students are completely responsible for the appropriateness of the document formatting created by the use of online software formatting programs.

- Essay or thought papers: Use correct format, spelling, punctuation, grammar, citations, and references.
- Histories and physicals: Use format specified by the instructor.
- Formal Papers and Projects:
    - These papers follow a format, which includes an introduction, body (content, conclusion, summary), and references. A bibliography may be required.
    - In writing a formal paper, evidence of the relationship between a theory base and nursing practice should be present. Limit the scope of the topic to allow for in-depth study within manageable length.
    - In documenting a paper, state in your own words the concepts being presented in the paper and limit quotes to those that are vital. Quotes and attributable concepts must be appropriately cited and referenced.

J. University Writing Requirement

Per University Policy Statement (UPS) 320.020, the University requires all students to complete a designated upper-division writing course. NURS 305 for the Post-Licensure Pathway and NURS 322 for the Pre-Licensure Pathway have been approved to satisfy the upper division university

writing requirement. The School of Nursing recommends students complete their designated upper division writing course in their first semester of nursing core courses.

K.   Policy for Course Substitution

Any nursing student who desires to petition the School of Nursing to waive a nursing course based on a comparable course taken in another department or at another college/university must submit a petition to the Pathway Advisor. Veterans who can show equivalent competency through military service/work are also eligible to petition School of Nursing courses. Petition forms are available by contacting a Nursing Advisor. When submitting a petition, all supporting documentation must be included for the petition to be considered (e.g., transcript showing course completion, units awarded, grade earned, catalog description, and course syllabus). Materials submitted will be reviewed by the Coordinator and/or their designees. The School of Nursing may require additional information before reaching a final decision. The student will be notified of the results by the Pathway Coordinator.

Petitions should be submitted upon admission to the nursing program to ensure adequate time is available to process the petition. It is the student's responsibility to submit all necessary paperwork with the petition or the decision may be delayed and/or denied.

A student who can provide documentation that they have completed a course with equivalent content, but course credits are not equivalent to that offered by the School of Nursing, may request a challenge exam. The challenge exam may be written, as well as skill-based. A *University Challenge Examination* form, obtained from the CSUF Records Office, must be submitted the semester prior to the challenge. Submit the form to the appropriate Nursing Academic Advisor who will then refer to the Pathway Coordinator. If the challenge examination form is approved, the student is then responsible to return the form to the CSUF Records Office. The student must enroll in the course and pay all fees to complete the challenge examination process. See CSUF University Catalog and University Policy Statement (UPS) 300.006 for additional information.

Keep in mind that students must complete at least 27 units of coursework in residence at CSUF in order to graduate.

L.   Independent Study

Independent study is the pursuit for credit of topics or problems of special interest to the student beyond the scope of the School's regular course offerings. University Policy Statement 400.010 addresses the policies and procedures for an Independent Study. To apply for an independent study project the student should consult with the supervising faculty member to develop a plan of study and complete the CSUF School of Nursing *Application for Independent Study* which is Appendix C of this Handbook. The student must consult with the supervising faculty member and Pathway Advisor before registering for the independent study course.

The following School of Nursing Policies comply with the California State University, Fullerton policies concerning Independent Study:

- The School of Nursing course shall be designated NURS 499—Independent Study. Credits can be 1 to 3 units.
- The independent study project shall be of an investigative or creative nature and shall be discussed with the faculty member involved before registering for the course.
- The student will obtain the CSUF *"Application for Independent Study"* form and will complete the study plan with the supervising faculty member prior to obtaining the School Director's signature. This form will be saved in the departmental files. The supervising faculty member and student will also have a copy.
- The study plan will consist of the student's objectives, proposed project activities and statement of the criteria to be used in evaluating the project.
- Independent Study courses may be taken on a credit/no credit basis or for a grade.
- A student may take no more than six units of Independent Study per semester and may apply no more than nine units towards the completion of the undergraduate degree.
- Tangible evidence of work accomplished, (reports, bibliographies, photo essays, research data, etc.) signed by the student and supervising faculty member will be kept on file.

M. Continuing Education Requirements

State Boards of Nursing consider academic studies as one form of continuing education. In California, each theory hour of a course is accepted as one hour of continuing education. This means 1 unit of coursework equals 15 hours of continuing education for the semester. One 3-unit course, which equals 45 contact hours, more than fills the state requirements—since 30 contact hours are required for re-licensure. These hours must, however, be accumulated within two years prior to license renewal. Since the CSUF BSN program has a BRN provider number (13309), any academic course on this campus, as long as it shows evidence of increasing one's competency and knowledge in relationship to an area of practice, is accepted by the California Board of Registered Nursing.

N. Lapse Between Courses

Any student who left the program in good standing and petitions to be readmitted after a lapse of five years between CSUF SON Nursing courses, will have a reassessment of course work taken prior to leaving to determine course credit/course substitution toward current Pathway requirements. Individual advisement will be provided and a new study plan developed with the Pathway Coordinator and Nursing Academic Advisor.

O. Full-Time and Part-Time Study

Some forms of financial aid require enrollment in a specific number of units. For details about financial aid and enrollment requirements, refer to the [CSUF Financial Aid](#) website.

Post-Licensure Pathway (RN-BSN)

The Post-Licensure Pathway offers two formats for completing the pathway: face-to-face (campus based) or online (distance). Students in either format may progress through the curriculum at their own pace. The fastest a student would be able to complete the RN-BSN

pathway is one (1) calendar year (two or three semesters). Students planning to complete the pathway in one year in the campus-based format should expect to be on campus 2-3 days per week for class. Students following a slower study plan in the campus-based format may attend class just one day per week. The class schedule attempts to accommodate various work schedules; however, it is impossible to schedule classes to meet each student's needs every semester. It is the student's responsibility to arrange outside commitments so that they may attend scheduled classes. A full-time academic load is demanding; faculty members and Nursing Advisors discourage full-time students from carrying full-time work responsibilities in addition to their studies.

Pre-Licensure Pathway (Traditional BSN, LVN-BSN, and Accelerated BSN)

The Pre-Licensure Pathway is considered a full-time pathway. Freshmen entry students have the option to complete the pathway on a 4- or 5-year plan. Selection of the 4-year option requires students to complete all required sciences, University designated *"Golden Four"* requirements, and statistics during the first year. Progression to the core nursing courses at the completion of the first year requires students to maintain a cumulative 3.0 GPA and science grades must be completed with a grade of B- or higher, while non-science prerequisite course grades must be completed with a grade of C or higher. Selection of the 5-year option spreads out the science and general study requirements over a two-year time frame. Progression to the core nursing courses is the same as for the 4-year option students. All nursing students in the Pre-Licensure Pathway are encouraged to complete the pathway in a timely manner and to take the NCLEX-RN within three months of graduation. The study plan has been developed with 10 to 15 units per semester.

LVN 30-Unit Option

The LVN 30-unit option does not meet the requirements for a Baccalaureate of Science in Nursing (BSN) Degree. Students completing this program will not be a graduate of the University's nursing program and are not eligible to receive the SON nursing pin. Students are admitted to this option on a space-available basis as they join various cohorts during the course of study. Students are not required to complete the lower division general education requirements, pre-requisite nursing core courses, or additional preparatory courses in the major. At the completion of this program of study, students will be eligible to take the NCLEX examination for registered nurses. Additionally, many states in the United States do not recognize persons completing this option as being a Registered Nurse. Thus, many states will not grant reciprocity (license by endorsement) to 30-unit option LVN students who have successfully passed the NCLEX-RN examination. The licensure resulting from completion of this option cannot be changed at a later date. Students seeking this option must meet with the Pathway Coordinator and Nursing Advisor for counseling specific to this option.

P. Admission Considerations

Veterans

CSUF SON will accept qualified CSUF student applicants who have completed relevant military education and experiences, have met the admission requirements, and who present documented equivalency courses. These individuals are eligible for consideration of taking a

challenge exam as outlined in the CSUF University Catalog and the BSN Student Handbook once admitted to the nursing program.

Executive Order 1036 Article 1 Credit by Examinations and Article 2.3 Verification and Evaluation of Learning, Knowledge, or Skills Acquired through Experience fulfills BRN regulations related to Military Credit in nursing. The Executive Order is clear that evaluation of courses is "in accord with legitimate academic standards by faculty who are competent in the appropriate disciplines." As applicable, previous education for all military candidates is evaluated for transfer credit. The School of Nursing will verify and evaluate nursing content. Appropriate disciplines will verify pre-requisites to admission and other non-nursing but required coursework.

Previous Health Related Experience

Candidates who have taken courses related to nursing with a theoretical foundation and are currently practicing in the healthcare setting (i.e., CNA, Respiratory Tech, Hemodialysis Tech, LPT, and Phlebotomist) and those with military experience related to nursing (i.e. medic), may challenge specific courses. The student must make an appointment with the Pathway Coordinator and Academic Advisor to discuss this option and their qualifications. Eligible candidates will be given the challenge process for specific courses. The University policy for challenge exams will be followed.

Nursing Student Transfer

Candidates with previous Registered Nursing education may be given transfer credit for previous nursing courses equivalent to the School of Nursing courses. The student must make an appointment with the Pathway Coordinator and Academic Advisor to discuss this option and their qualifications. The School of Nursing will verify and evaluate nursing content. Appropriate disciplines will verify prerequisites to admission and other non-nursing but required coursework. Admission consideration for qualified applicants will be according to availability of space.

Q. Program Admission Requirements

Pre-Licensure Pathway Admission Requirements

Please see the School of Nursing website for the full admission requirements for the pre-licensure pathways.

Post-Licensure Pathway Admission Requirements

Please see the School of Nursing website for the full admission requirements for the post-licensure pathway.

R. Graduation Check

Students are advised review the information on the University Registration and Records website for details about the procedure and requirements for applying for Graduation. Students must apply for graduation online (through the Student Center in TITAN Online) before

the last day of the semester prior to the semester of graduation. The School of Nursing will receive notification of the student's graduation application being filed. The Nursing Advisor will review all major coursework as outlined on the student's Titan Degree Audit (TDA) prior to final semester registration. If the TDA accurately reflects the completed nursing coursework, as well as the coursework left to complete in student's last semester, the advisor will electronically approve the graduation application. The student will receive notification via their CSU email account when this approval has been granted. At that point, the graduation fee must be submitted in order to become a candidate for graduation. Once payment is processed for the graduation fee, the Grad Unit within the CSUF Records Office will review the student's TDA to see if all degree requirements have been met. It is important for the student to continually check their TDA to make sure they are on track and completing all requirements. If the TDA does not accurately reflect the student's transfer and CSUF coursework, they should address this with the Nursing Advisor prior to their last semester.

S. Academic Integrity/Student Discipline
All assignments must be the student's own work or, in the case of group assignments, the work of the entire team. Students are expected to conform to university standards of academic integrity at all times. Failure to do so may result in severe penalties.

Consult the online University policy on Academic Dishonesty (UPS 300.021). The policy reads in part: "Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill which they do not possess."

Additional information about Academic Integrity can be found on the University Student Conduct website.

ANY EVIDENCE OF CHEATING, PLAGIARISM, OR OTHER DISHONESTY WILL RESULT IN AN 'F' FOR THE ASSIGNMENT/ACTIVITY OR EXAMINATION AND MAY RESULT IN AN "F" FOR THE COURSE.

Additional information regarding how to avoid plagiarism may be found online in the Student Guide to Avoiding Plagiarism.

Many faculty members use a plagiarism detection service called Turnitin.com and require that students submit papers to this service prior to submission to the instructor.

For a complete description of all student discipline policies, students should refer to the "Catalog Rights and Student Responsibilities" section of the University Catalog.

T. Departmental Grievance Procedure – Academic Appeals
A student who has an academic grievance/complaint is expected to first discuss it with the instructor involved. If no resolution is made, the student can contact the Pathway

Coordinator. However, a *formal complaint* is defined as one which has been submitted in writing (includes email) by the student to the SON Director. At that time a review is undertaken and a decision reached. If the student is still not satisfied, they may take the matter to the Dean of the College and ultimately to the CSUF Academic Appeals Board.

All students have the right to make an academic appeal if they feel that they received "capricious or prejudicial treatment by a faculty member or a university administrator in the assignment of a course grade" (UPS 300.030). UPS 300.030 outlines the appeal process in detail. However, in line with that process, students should follow the steps given below:

1. The first step is to consult with the Faculty member involved.
2. If this fails to resolve the issue, the student should consult with the Pathway Coordinator.
3. If the student is not satisfied, they should consult with the SON Director.
4. If unresolved, the student consults with the Dean of the College.
5. If the student is not satisfied with consultation with the Dean or Designee, the student submits written appeal identifying specifically the nature of the allegations and the remedy requested to the CSUF Coordinator of Academic Appeals. See http://www.fullerton.edu/academicappeals/ for how to submit materials for the appeal. A completed written appeal must be received by the Academic Appeals Board no later than 90 days from the first day of the next regular semester following the course under appeal.
6. At this point, if warranted, the coordinator of Academic Appeals convenes the Academic Appeals Board to consider the appeal and issue a decision.
7. Three additional factors must be noted here as regards to the appeal process:
   a. The burden of proof rests on the student.
   b. In order to initiate an academic appeal, the student must contact the faculty member of the course under appeal within 60 days from the first day of the next regular semester (fall or spring). A completed written appeal, including all elements of the checklist below, must be received by the Academic Appeals Board no later than 90 days from the first day of the next regular semester following the course under appeal
   c. The normal exercise of professional judgment by a faculty member shall not be considered evidence that supports a charge of an arbitrary grade assignment.

All University Policy Statements may be found by visiting the Academic Senate website.

U. Dismissal
In addition to dismissal for academic reasons (see Section II: Progression Policy), students can be dismissed from the University for violation of any of the following university policies:
- Rules of Conduct
- Academic Integrity Policy
- Impaired Student Policy

Dismissal from the program is the most extreme form of sanction for violation of these policies, but less extreme sanctions may be employed, if warranted.

V. Readmission Policy
Effective April 2019, there is no longer a re-admission policy or procedure for the BSN program. If a student becomes disqualified from the BSN program, they are not eligible to be readmitted to the program.

W. Impaired Student Policy
The School of Nursing faculty members follow the guidelines established by the Board of Registered Nursing related to impaired nursing students.

The Board of Registered Nursing Statement regarding *Impaired Nursing Students Guidelines for Schools of Nursing in Dealing with the Matter of Nursing Students Impaired by Alcoholism, Drug Abuse, and Emotional Illness* is as follows:

In the matter of nursing students impaired by alcoholism, drug abuse and emotional illness the California Board of Registered Nursing recognizes that:
- these are diseases and should be treated as such;
- personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in their care;
- nursing students who develop these diseases can be helped to recover;
- it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness; and
- confidential handling of the diagnosis and treatment of these diseases is essential.

Therefore, the Board of Registered Nursing expects schools of nursing with students impaired by these diseases to offer appropriate assistance, either directly or by referral.

Furthermore, the Board expects that schools of nursing will ensure that instructors have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting.

It is outside of the Board's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed (or losing their license) to practice nursing in the State of California.

As a preventive measure, schools of nursing are asked to provide factual material to incoming students regarding school policy on drug or alcohol abuse and mental illness among nursing students.

Philosophy of Faculty at CSUF School of Nursing related to Impaired Students
The nursing faculty is committed to facilitating the success of the nursing student and will make every effort to assist the student in maintaining optimal health in order to safely achieve

academic and clinical performance objectives. Impaired health status, which includes physical problems, mental/emotional problems, and drug and alcohol use/abuse, affects academic and clinical performance. Substances which may impair student performance include legal drugs (prescription and over-the-counter), illegal drugs, alcohol, marijuana (including prescribed), and other chemicals. The impaired nursing student is a danger to self and to others in their care. The nursing faculty, out of concern for the impaired student, has developed the following policy which is consistent with the Board of Registered Nursing Guidelines of 11/84. Confidentiality will be strictly maintained at all times.

Policy

A student who, in the opinion of the instructor, is exhibiting impaired behaviors will be removed from any classroom or clinical setting. It is in violation of law and of University regulations to obtain, possess, distribute, prescribe, administer to self or to another person any controlled substance or patient medications not prescribed by the healthcare provider. It is in violation of law and of University regulations to falsify, alter, or misuse records for controlled substances.

The School of Nursing adheres to the following clear prohibitions regarding drugs and alcohol:
1. Students may not possess or be under the influence of alcohol while in clinical or nursing classroom settings.
2. Students may not possess, or be under the influence of drugs (i.e. controlled substances, or prescription drugs), when there is a possibility that such use may impair the student's ability to safely perform nursing care or impair the learning in a classroom setting.
3. Students may not be involved in the illegal possession, distribution, sale, diversion or purchase of a controlled substance.

Assessment

The student shall be immediately removed from the classroom or clinical setting when the student's behaviors and performance pose a danger to the safety and well-being of self or others. These behaviors may include but are not limited to:
- physical impairment
- mental or emotional impairment
- impaired judgment
- disruptive actions
- inconsistent behavior patterns

Procedure

When a student, in the instructor's opinion, is exhibiting any of the above behaviors, the following actions will be taken:
- The student shall be excluded from the classroom or clinical setting.
- The instructor shall immediately report the incident to the Director of the SON
- The student shall immediately report to the Director of the SON for investigation pursuant to university regulations.

- The student shall be referred for further professional assessment. The student shall be given a referral form indicating the impaired behaviors that led to the classroom exclusion. This form must be signed by a health care professional, indicating clearance, and returned to the instructor before the student may be readmitted to the nursing classroom.
- The professional assessment shall be performed by someone other than a member of the California State University, Fullerton faculty.
- The instructor shall call the student's emergency contact person for transport from the campus or clinical setting if, in the instructor's judgment, the student is incapable of driving safely.

Dismissal from the Program as an Impaired Student

If the student is believed to be impaired, and therefore a danger to self or others, and refuses to submit to further professional assessment, the student will be dismissed from the nursing program. The student may also be subject to suspension or expulsion from other university programs in accordance with the University rules and regulations. If the student submits to further professional assessment and is found to be impaired, and therefore a danger to self or others, the student will be dismissed from the nursing program and required to provide proof of having received professional treatment prior to re-entry.

Readmission to the Program after Dismissal for Impairment

After a minimum period of six months from the time of dismissal, the student may petition for readmission to the nursing program. The requirements for readmission are as follows:
- The student shall submit a petition to the Director of the SON.
- The student shall provide proof of active participation in a recognized treatment program on a regular basis and evidence of rehabilitation and/or recovery at the time of petition for re-entry.
- The student may be required to participate in on-going rehabilitation treatment as a condition of readmission.
- If readmitted to the nursing program and required to participate in on-going rehabilitation treatment, the student shall provide evidence of such continued rehabilitation treatment on a schedule as determined the Director of the SON
- Failure to submit evidence of on-going rehabilitation treatment will result in permanent dismissal from the nursing program.
- Readmission is not guaranteed and will be on a space-available basis following clearance by designated SON faculty.
- A second documented incident of impaired behavior will result in permanent dismissal from the nursing program.

X. Pre-licensure Pathway and Licensing Requirements

Article 3, Title 16, Chapter 14, California Code of Regulations and Article 4, Chapter 6, Business and Professions Code requires students to complete a minimum of 58 semester units for pre-licensure.

SECTION 1426(c) states that the curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:

(1)   Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.

(2)   Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.

(3)   Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty- four (24) quarter units.

SECTION 1426(d). Theory and clinical practice shall be concurrent in the following nursing areas: medical/surgical, maternal/child, mental health, psychiatric nursing, and geriatrics. Instruction will be given in but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.

Pre-licensure coursework and units are required to become proficient in beginning nursing skills. These requirements meet the standards of the national and state credentialing and regulatory boards. Each unit of clinical practicum is equal to 3 hours per week multiplied by the number of weeks (as defined by the California BRN). Course credit hour allocation is based on semester units for a traditional 15-week semester. Fall and spring semester are regular 15-week semesters. Summer session covers 10 weeks, but time per week spent in class or clinical practice experiences is increased to reflect the 1:1 hourly formula for theory and 3:1 for clinical practice. For example, 2 clinical credit hours, which would normally involve 6 clinical practice hours per week, are expanded to 8 hours per week to accommodate the shortened summer session time frame.

Approximately 1 month before students complete the pre-licensure pathway/degree, the Board of Registered Nursing (BRN) recommends that candidates for RN licensure complete the necessary application(s) to be eligible to sit for the NCLEX examination. Students are required to successfully complete NCLEX in order to be licensed to practice as a Registered Nurse (RN).

Application for Licensure form can be found by accessing the California Board of Registered Nursing website (BRN) and clicking on the links entitled *"Applicants"* and *"Licensing by Examination."* This is the application the student will need to complete in order to take the NCLEX (RN Licensure Exam) after completion of the pre-licensure curriculum.

Y. California Public Health Nursing Certificate

California requires a Public Health Nursing (PHN) Certificate to practice public health nursing. It is recommended that that the BSN graduate obtain the certificate even if they have no current plans to work in the field.

- Upon graduation and licensure as an RN the graduate may submit an [Application for the PHN Certificate](#) to the Board of Registered Nursing. The [BRN website](#) contains detailed completion instructions.
- The PHN application requires documentation of course content on child abuse.
  - Post-Licensure Pathway students may report receiving 7 hours in NURS 402/L.
  - Pre-Licensure Pathway students may report receiving 3 hours of content in NURS 404 and 407 and 7 hours in NURS 402/L.
  - The School of Nursing's BRN CE Provider Number is 13309
- The official transcripts submitted must include all completed course work and reflect the degree awarded and date conferred.

SECTION III: CLINICAL COURSES, PLACEMENT PROCESS & REQUIREMENTS

A. Clinical Courses

Post-Licensure Pathway students may be admitted while they wait for their state board results for the NCLEX exam. An RN License is not required to be on file with the School of Nursing for N402L clinical placement. Post-Licensure Pathway students take only one clinical course: N402L Population Health Nursing.

Pre-Licensure Pathway nursing students are assigned a clinical facility during each clinical rotation in the areas of N403L Foundations of Nursing Practice, N404L Mental Health Nursing, N405L Medical-Surgical, N406L Reproductive Health Nursing, N407L Child Health Nursing, N410L Leadership in Professional Nursing, N411L Complex Care, N412L Capstone Clinical and N402L Population Health Nursing.

B. Clinical Placement Process

Annual Rotation Requests

The CSUF School of Nursing (SON) is a participating member of the Orange County/Long Beach (OC/LB) Consortium consisting of hospitals, schools, and independent members in Orange County and Long Beach. The consortium is committed to developing collegial relationships between health care agencies and nursing programs to work in a coordinated effort to address joint needs and pertinent current practice issues. Specifically, the consortium provides a forum to facilitate joint planning for the use of clinical facilities for nursing educational purposes.
The CSUF SON makes annual clinical rotation requests at partnering facilities based on historical/established approvals and any new needs that are recognized based on a variety of factors including changes in facility, unit availability, census, changes in student study plan, student facility evaluations, etc.
The CSUF SON also works with partnering clinical agencies outside of the OC/LB Consortium including the Inland Empire Healthcare Education Consortium, Los Angeles Consortium, etc. to arrange clinical rotations within a 50-mile radius of the CSUF main campus to better meet program needs and offer the best possible clinical experience/s.

Pre-Planning

The CSUF SON Clinical Placement Team, pathway Coordinator and Pathway Advisor continually collaborate to plan clinical rotation/s primarily based on:
- expected student enrollment
- start and end date of clinical experience
- required clinical hours
- clinical course objectives
- student learning outcomes
- facility/unit availability

Clinical Agency Affiliation Agreements

In collaboration with the CSUF offices of Risk Management and Contracts and Procurement, a fully executed Clinical Affiliation Agreement between CSUF SON and the clinical agency is required for ALL nursing student clinical learning experiences. Negotiations to secure affiliation agreements can take up to a year.

Student Clinical Placement Applications

Post-Licensure Pathway students will receive instructions to apply online for their N402L Population Health Nursing clinical from their Academic Advisor. Applications are completed online. The application provides the opportunity for students to confirm their contact information, residential address, healthcare related employment, and any helpful information the Clinical Placement Team will need to facilitate clinical placements. For an upcoming fall semester, the Clinical Application is open March 15 - April 1. For an upcoming spring semester, the Clinical Application is open September 15 - October 1. For an upcoming summer semester, the Clinical Application is open February 15 - March 1.

Students who do not complete the application by the deadline will have to apply for 402L for the following semester as late applications are not accepted. Students will be notified of placement and facility specific requirements as soon as it becomes available and confirmed by partnering facilities. Placements will take into consideration the home address of the student as listed on their placement application among many other variables. Placement will be within 50 miles of the main CSUF campus.

Pre-Licensure Pathway students will be directed by the advisor to submit a Clinical Application each semester. Applications are completed online. The application is to be completed prior to the beginning of each semester to ensure that the residential location information and any comments for placement consideration are up-to-date. For an upcoming fall semester, the Clinical Application is open March 15 - April 1. For an upcoming spring semester, the Clinical Application is open September 15 - October 1. For an upcoming summer semester, the Clinical Application is open February 15 - March 1. Students who do not submit the required Clinical Application during the stated application period for the upcoming semester will be placed for their required clinical rotation after all students who submitted applications have been placed. Students will be notified of placement/s and facility specific requirements as soon as it becomes available and confirmed by partnering facilities. Placements will take into consideration the home address of the student as listed on their placement application among many other variables. Placement will be within 50 miles of the main CSUF campus.

Placement Variables

Nursing students are assigned a clinical placement/s at the discretion of the Clinical Placement Team, in coordination with the Pathway Coordinator and Advisor with consideration of multiple variables. Clinicals may be any day of the week (including weekends) and may be during the day or night.

Some variables used when assigning student clinical rotation placements include but are not limited to:

Pre-Licensure BSN Clinical Rotation Succession
According to study plans, most semesters will include two lectures and two clinical days, resulting in placement constraints and the need to pair clinical rotations/sites.
Facility Availability
The CSUF SON offers clinical rotations dependent on partnering clinical agency availability and offerings. Facility limitations can include varying student numbers and changing available shifts/units/sites.
Local Placements
All clinical sites are located within a 50-mile radius of the CSUF main campus. Student residential addresses will be a contributing factor in the assignment of placements (verified on each semester's online placement application). Please note you may not get the closest site to your home address.
Even Distribution
If possible, clinical instructors should have an even distribution of students in accordance with course sections, student numbers and facility availability. Special consideration may be associated with any off-track students resulting from LOAs, failure of a course, repetition of a course, background check issues, etc.
Student Placement Applications
When possible, placements are made after analyzing student clinical application data including residential location and possible schedule constraints (i.e., documented medical or military commitments).

Policy Statement on Back-to-Back Shifts
Preparation for clinical includes mental and physical readiness. Evidence notes that sleep impairment (or sleep deprivation) can lead to a negative impact on decision making, concentration, time to respond/react resulting in increased incidence of poor/wrong decision making as well as aggressive behaviors.

Therefore, in the interest of patient and student safety as well as good clinical judgment, students should consider their assigned clinical time with appropriate rest periods to avoid any compromise in cognitive, psychomotor, and other functions. For example, students should avoid any employment responsibilities/shifts the night before an assigned day-shift clinical or the day before an assigned night-shift clinical.

Clinical Agency Requirements (Facility Specific Documents)
Agency specific requirements may include site training, orientation, confidentiality statement, copy of required immunizations, criminal background check, live scan, etc. Students are expected to keep copies of all documents and keep all documentation and trainings current at all times for the duration of the program whether the student is in a clinical course or not. Students are required to meet facility specific deadlines or they may lose their clinical spot and

may need to wait until a future semester to take the clinical course, which is subject to clinical availability.

Communication with Clinical Placement Sites

Students should **not** contact any clinical placement sites directly. All communication regarding clinical placement should be directed to our Clinical Placement Team via email at ClinicalPlacement@fullerton.edu.

Additional Fees

Additional fees for clinical/practicum courses may apply. Students may be required to order an additional Castle Branch tracker(s), depending on their clinical/practicum site. If fees are required, students will be notified by the Clinical Placement Team and given appropriate instructions.

Placement Evaluations

Semester-end student evaluations of clinical facilities are submitted electronically. Any student concerns about clinical agencies or below average evaluations are brought to the attention of the Pathway Coordinator. In order to assess and determine future rotation sites, the Clinical Placement Team and Pathway Coordinator gather information from site visits, patient populations, student and clinical instructor evaluations, etc.

Professional Courtesy

Both students and faculty need to demonstrate courtesy and consideration in their interactions with all nurses, staff, and administrators in the clinical area. Students should be considerate in all their dealings with their assigned nurses and staff. Both faculty and students are ambassadors for the University and the nursing profession in all their contacts with clinical agencies.

C. Clinical Course Required Documents

The SON is required to maintain and have access to a number of documents for each student during their time of enrollment in the nursing program as outlined on clinical affiliation agreements and forms submitted to facilities for upcoming semester clinical placement(s). Students are required to maintain a personal file of health requirements and other documents for clinical clearance, and to have these documents uploaded to the School of Nursing's Online Document Management System. SON core required documents must be maintained and up to date throughout the program whether the student is in a clinical course or not. Students may not attend clinical if out of compliance with SON required documents. Students restricted from attending clinical risk failing the course due to excessive absences.

Some clinical facilities require additional documentation. Students will be notified of additional requirements when they receive their clinical placement notification (or soon thereafter) from the Clinical Placement Office via their CSUF email account.

Students who are not in compliance with their required Core Documents at the time of course registration will have a Registration Hold placed on their CSUF Student Account by the SON. The registration hold will be removed promptly after the student submits the required document(s) to their Online Document Management System. Clinical documents are required to be in compliance for the entirety of the semester. Please note that most facilities require that students are in compliance for the entire clinical rotation prior to the first day of the clinical rotation. If a document is set to expire during the semester, it is the student's responsibility to renew this document early, before the semester begins.

BSN Core Requirements (all BSN students):

- [ ] **CPR BLS for Healthcare Providers Card** (HeartCode® training through [American Heart Association](#))
- [ ] Titers - showing immunity (a positive or reactive result) to the following diseases:
  - [ ] **Measles** [ ] **Mumps** [ ] **Rubella** [ ] **Varicella** [ ] **Hepatitis B**
- [ ] **All immunization records**; If any titers are negative, these will be used to guide you in completing the requirements.
- [ ] **Annual Influenza Vaccine**; each year's current flu season vaccination (vaccination typically available beginning August/September). *No declinations accepted.*
- [ ] **COVID-19 Vaccine and Booster**
- [ ] **California Driver's License**
- [ ] **California automobile insurance**
- [ ] **Proof of health insurance**
- [ ] **Tdap** (good for 10 years) *must be current through end of program*
- [ ] **Mandatory Reporter/Training Verification Form*** signed upon completion of training PDFs, videos, and quizzes
- [ ] **Liability Release Form***
- [ ] **Release of Information Form***
- [ ] **CSU Visual and Audio Image Release Form***
- [ ] **SON Student Handbook Acknowledgment Form***
- [ ] **Annual Health/Physical Exam* (must use the CSUF SON Health/Physical form)**

Additional Requirements for Pre-Licensure Pathway Students ONLY:

- [ ] **Background Check** package <u>with</u> **Drug Screen** through www.CastleBranch.com
- [ ] **Initial two-step negative TB skin test** followed by an **Annual PPD/QuantiFERON Gold/T-Spot:** 1 TB skin test followed by another TB skin test 2 weeks later; both must be negative. If the skin test is positive, a healthy chest X-ray is required every two years (or sooner if you become symptomatic). Students with positive TB results will also be required to complete the **Health Screening Questionnaire for History of Positive TB Skin Test*** annually.
- [ ] **LVN License** if applicable
- [ ] **Additional Licenses/Certifications (i.e. CNA, EMT)** if applicable

Additional Requirements for Post-Licensure Pathway (RN-BSN) Students ONLY:

- [ ] **Background Check** through www.CastleBranch.com

☐ **Negative PPD/QuantiFERON Gold/T-Spot** (good for one year) or **healthy Chest X-Ray interpretation** (good for two years). If your skin/blood test is positive, a healthy chest X-ray is required every two years (or sooner if you become symptomatic). Students with positive TB results will also be required to complete the **Health Screening Questionnaire for History of Positive TB Skin Test***annually.

☐ **California RN License** recommended, without restrictions (current and unencumbered)

***Forms available through CSUF School of Nursing website under Current Students tab.

Health Insurance

The SON does not provide health insurance coverage for students. The Student Health Center provides limited treatment for illnesses or injuries to all registered students but no hospitalization, prescription medications, or specialized care. Some diseases or injuries may require long-term hospitalization and care. Therefore, supplemental major medical insurance coverage is required for all nursing students. Clinical agencies used for clinicals, such as hospitals, typically do not provide *free services* to students for emergency treatment even if the student is injured at that agency. If such care is provided, the student will be billed by the hospital.

Patient Confidentiality

A patient's name, initials, or pseudonyms should never be used in nursing care maps or case studies. Assignment sheets used in the clinical setting should be destroyed in such a way that patient data cannot be linked to name or room number. The student may not photocopy any portion of a client's medical record. Students cannot take any photos of patients or other objects in the clinical setting as patients could potentially be identified. No clinical or patient information should ever be shared on social networking sites. Any breach in confidentiality can result in failure of the course to disqualification from the program. The breach will be reported to the University Student Conduct Office for further investigation and possible sanctions.

All students are required to review information on the Federal Health Insurance Portability and Accountability Act (HIPAA) each year to comply with patient confidentiality requirements.

Statement of Confidentiality

The California Civil Code Section 1798 Information Practices Act and Section 56-56.06 Confidentiality of Medical Information Act both state that the right to privacy is a fundamental right, and that all individuals have a right of privacy in information pertaining to them. This is also outlined in the ANA Code for Nurses. Therefore, the following statements reflect these standards and the philosophy of the California State University, Fullerton Nursing Program:

I understand that as a nursing student, I may be granted access to confidential information reported by patients or maintained by the clinical facility which may be verbal, written, or via electronic medium which includes patient information, medical records information, and information about the operation of the clinical facility.

I agree that any disclosure of, unauthorized use of, or unauthorized access to confidential information will cause harm to the patient and to the clinical facility.

I agree that any disclosure of, unauthorized use of, or unauthorized access to confidential information will cause harm to the patient and to the clinical facility.

I agree to only use confidential information for the sole purpose of my clinical practice as a Student Nurse at California State University, Fullerton.

I agree to only disclose confidential information as is necessary in my role as a nurse.

I agree to not use patient names when identifying patients on student clinical forms.

I agree to not copy or reproduce, or permit any other person to copy or reproduce any confidential information.

I agree to comply with the clinical facility policies regarding security of confidential information.

I agree that I will not disclose any computer password/access code or utilize any unauthorized password/access code.

I agree to report immediately to my instructor any unauthorized use of confidential information.

I understand that any violation of these statements will be a breach of confidentiality and will result in disciplinary action.

HIPAA Policy

Since the adoption of the Health Insurance Portability and Accountability Act of 1996 additional considerations have been added to the School of Nursing's procedures to protect the confidentiality of client related information. The student's health information such as titers and other health related data is protected. The concept of *"minimum necessity"* is relevant to nursing students and faculty. It is very important that the student protect client identity when gathering data for class assignments. This includes computerized records, papers, or any student created presentations. Both online and in person communications are protected.

Although CSUF SON is not considered a *"covered entity"*, every faculty member and student has the responsibility to ensure client privacy is protected. Refer to the U.S. Department of Health & Human Services for more HIPAA information and resources. All students are required to view three HIPAA videos and sign the SON Mandatory Reporter/Training Verification form indicating they have viewed these videos.

HIPAA provisions mandate that all healthcare personnel, support staff, students and volunteers protect Patient Health Information (PHI). The regulations that affect nurses providing direct and indirect patient care, including students, include the following:

1. Anyone who has access to medical records, including computerized records.
2. Inadvertent displays of personal information on computer screens.
3. Use of publicly accessible "name boards" to note client name, room number, nurse and physician, etc.
4. Identification of client by name and diagnosis on published operating room schedules.
5. Answering questions in person or on the phone from friends and family about the client's medical condition.

These regulations include teaching students under the definition of "health care operations" in the list of privacy rules. Actual implementation of HIPAA regulations may vary from facility to facility and how each facility views student access to PHI may also vary. The assigned clinical faculty will give additional information about following HIPAA regulations during clinical orientation. In general, however, students should abide by the following practices:

1. Remember confidentiality is ALWAYS practiced. Thus, there should be no talking about clients, how the day went, etc., especially in the cafeteria or elevator.
2. Know the facility's regulations regarding the release of PHI.
3. If charting on the computer, close out of the screen before leaving the work area.
4. Do not photocopy any part of the client's chart.
5. In preparing clinical paperwork, do not include any patient identifiers.
6. If a friend or family member asks about the client's condition, result of tests, or other privileged information refer the person to the nurse or physician. This is true whether the family asks the question in person or on the phone.
7. If in doubt, ask the assigned faculty member or another nurse for guidance.
8. Think before speaking.
9. Failure to abide by HIPAA regulations may result in dismissal from the course and/program.

According to the regulations of HIPAA, nursing students are permitted to have access to Protected Health Information (PHI) when observing and performing direct patient/client care and as part of their learning activities. As such, students must follow approved HIPAA policies on the usage of PHI. Students will be expected to comply with requirements and expectations for appropriate storage and transmittal of patient information. No PHI can leave a covered entity site unless it is de-identified.

To de-identify information HIPAA requires the removal of all the following identifiers:
- Names/initials
- Geographic subdivisions smaller than a state, e.g., county, city, Indian Reservation
- In certain circumstances, the first 3 digits of a zip code can be used
- All elements of dates (except year) for dates directly related to an individual
- Telephone numbers

- Fax numbers
- Social security number
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate/license numbers
- Vehicle identifiers and serial numbers
- Web universal resource locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic or code

Documented completion of an Orange County/Long Beach Consortium approved HIPAA training program is required of all nursing students prior to attending the first clinical experience. Information about how to complete this training will be made available upon admission to the program. However, it is each student's responsibility to assure that this activity has been accomplished and adequately documented. Students who fail to complete HIPAA Training may not attend clinical.

Professional Liability Insurance

The clinical agencies require that students are covered by sufficient professional liability insurance as required by the facility and will not permit anyone to use the facility who does not present current verification of such. When a fully executed Clinical Affiliation Agreement between CSUF SON and the clinical agency is current, CSUF nursing students are covered under the CSUF Certificate of Insurance for clinical practice as a CSUF nursing student enrolled in a clinical course. The insurance will NOT cover students for any work outside of the requirements of clinical instruction or any work that is outside of faculty supervision.

Criminal History/Background Checks

A Criminal History/Background Check is required for clearance into clinical placements and/or classes. Thus, a specified criminal history/background check must be completed prior to enrollment in any course where a student is placed at a partnering agency or entity. Nursing students are required to have clear criminal background checks to participate in placement(s) at clinical/partnering agency or entity.

The School of Nursing cannot guarantee a clinical placement if a student's background check is not clear.

The background check satisfies this requirement during continuous enrollment in the program; should the educational process be interrupted, or the School of Nursing is made aware of a new infraction after the initial background check is completed, a new background will be required.

Should any incidents occur during a student's time of enrollment that would potentially cause his/her background check status to change, it is the student's responsibility to notify the School of Nursing immediately and complete additional background check(s) as required. Background check status changes and/or failure to promptly report such potential changes to the School of Nursing may result in removal from any current clinical placement/s and potentially prohibit future clinical placements.

Students are financially responsible for any fees required for completing the background check(s). Some clinical agencies may require more detailed background checks/DOJ Live Scans. Students will be notified of any additional agency requirements at the time of placement.

The CSUF School of Nursing follows the Orange County/Long Beach (OC/LB) Consortium for Nursing position statement on background checks unless a partnering agency or entity maintains stricter and/or differing requirements and/or are not OC/LB Consortium members.

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Orange County/Long Beach (OC/LB) Consortium for Nursing
Position Statement – Background Checks
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To comply with The Joint Commission state and local regulations regarding background checks for healthcare providers, the following position statement has been drafted by the OC/LB Consortium for Nursing:

Nursing students must have clear criminal background checks to participate in placement(s) in clinical facilities. Background checks are required for registration in clinical nursing courses. The initial background check satisfies this requirement during continuous enrollment in the program; should the educational process be interrupted, a new background check will be required.

Background checks will minimally include the following:
- Seven years history
- Address verification
- Excluded Parties Listing System (EPLS)
- Felony and misdemeanor criminal record search
- OIG search
- Sex offender search
- Social Security Number verification
- Three counties
- Two names (current legal and one other name)

Students may be unable to attend clinical facilities for the following convictions:
- Abuse
- Class B and Class A misdemeanor theft
- Drug and alcohol offenses (without certificate of rehabilitation)
- Felony assault

- Felony possession and furnishing (without certificate of rehabilitation)
- Felony theft
- Fraud
- Murder
- Other felonies involving weapons and/or violent crimes
- Sexual offenses/sexual assault

Students may be denied access to clinical facilities/agencies based on offenses appearing on the criminal record, which may have occurred more than seven years ago.

Students must provide schools with information allowing the school (and clinical facilities/agencies as necessary) access to the background check. If the student's record is not clear, the student will be responsible for obtaining documents and having the record corrected to clear it. If this is not possible, the student will be unable to attend clinical rotations. Clinical rotations are a mandatory part of nursing education; therefore, the student will be ineligible to continue in a school of nursing.

If after reviewing the background check, the school is unable to determine placement status, the school may check with two Consortium-member facilities; if both agree that the student should be cleared for placement in a clinical facility, the school may place the student in clinical rotations. Final placement status based on background check information is the School of Nursing's determination.

Students under 18 years of age are exempt from this requirement.

The requirement for student background checks will be implemented for students attending classes beginning January 2005. Applicable BRN and/or BVN/PT guidelines will be incorporated into these guidelines as they become available.

Annual Health/Physical Exam Requirement

Students must have an annual health/physical exam while participating in the Pre-Licensure Nursing degree. If you are not current with this requirement, you will not be allowed to attend any clinical course until you are in compliance. This may result in needing to take the course at another time and not progressing in your program of study. A report, signed by the physician, physician's assistant, or nurse practitioner, shall be provided to the nursing document tracker. This report shall indicate that the student does not have any health condition(s) that would create a hazard to themselves, employees, or patients (Title 22). See Appendix E for a Health/Physical Exam form that can be given to your healthcare provider.

NOTE: Nursing students who have a condition (impairment) which could interfere with the performance of their essential duties, should connect with the university Disability Services to determine what accommodations would be reasonable in a clinical setting.

Procedure
- Make an appointment with your healthcare provider for a health/physical exam.
- Give a copy of the Essential Duties to Meet Clinical Requirements form to your healthcare provider to use as the basis for the health/physical exam.
- Give a copy of the Health/Physical Examination Form (Appendix E) to your healthcare provider to complete. Be sure your healthcare provider stamps the bottom of the form with their office stamp.
- Upload the completed Health/Physical Exam Form to Castle Branch.
- Make an appointment with Student Disability Services if there are any conditions that may interfere with performance of essential duties and to determine what accommodations would be reasonable in a clinical setting.
- Save a copy of all documents for your personal files.

Encumbered RN License (Post-Licensure Pathway)

Students with an encumbered RN license must notify the Post-Licensure Nursing Advisor. A permit for enrollment in courses will be determined and placed by the advisor of the Post-Licensure Nursing Pathway on a case-by-case basis; based on the level of restriction imposed by the BRN. Please note that extra time will be required to place students with an encumbered RN license in a clinical site, if at all possible.

Drug Screening (Pre-Licensure Pathway)

All Pre-Licensure students are required to complete drug screening as indicated below. Select Post-Licensure students may be required to complete drug screening as required by clinical facilities.

A drug test is required prior to registration to clinical nursing courses. Castle Branch currently contracts with Lab Corp laboratories to conduct drug testing and the student will be assigned to a site closest to residence for testing. Both are federally approved labs. Drug test results will be posted to the student's Castle Branch account. The initial drug screen satisfies this requirement during continuous enrollment in the program; should the educational process be interrupted, a new drug screen will be required. The student is responsible for all fees related to the required drug screening. Some clinical agencies conduct random drug screening. The student must comply with the agency policy. Any student refusing to complete an on-site random drug screen will be removed from the clinical setting immediately. The student's conduct will be reported to the University conduct board for review and a possible sanction may include disqualification from the University.

D. Essential Duties to Meet Clinical Requirements

To enter and to complete the nursing program, students must be able to meet the emotional and physical requirements of the School of Nursing and the agencies in which students are placed for clinical. If accommodations are required for a student to meet these requirements the student and faculty are to work with Student Disability Services to determine what accommodations would be reasonable in a clinical setting.

Emotional Requirements

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 instructors and other health care personnel.

Physical Requirements

To participate in CSU, Fullerton's nursing program, 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. The following physical requirements are necessary to participate in the clinical application courses in nursing:

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.
2. **Mobility**: Sufficient to bend, stoop, get down on the floor; combination of strength, dexterity, mobility and coordination to assist patients; ability to move around physically and adequately in confined spaces (patient rooms, bathrooms, treatment settings, around patient equipment, etc.). Be able to perform all physical skills required to deliver patient care such as CPR, ambulation, transport, reposition, lifting, and other nursing duties.
3. **Fine Motor Movements**: Necessary to manipulate syringes and IVs; to assist patients with feeding and hygiene; to write appropriate notations; to document in health record; to perform sterile procedures and other skilled procedures.
4. **Speech**: Ability to speak clearly in order to communicate with staff, physicians and patients; need to be understood on the telephone.
5. **Vision**: Visualize patients in order to assess and observe their health status; skin tone, color changes, dermatological conditions, non-verbal behaviors, changes in signs and symptoms of illness, health improvement or deterioration, etc.
6. **Hearing**: Hear and see patients, monitor signs and symptoms, hear alarms, patient voices, call lights, and assess patient conditions, non-verbal behaviors, changes in signs and symptoms of illness, health improvement or deterioration, hear through the stethoscope to discriminate sounds, and accurately hear on the telephone.
7. **Touch**: Ability to palpate both superficially and deeply and to discriminate tactile sensations.

Clinical/Simulation Center Injuries

If a student receives any type of injury while participating in a class (clinical, simulation, theory), the student should report the injury immediately to the instructor. The instructor will guide the student through the appropriate process to procure health care as needed and complete the Student/Visitor Injury form located on the CSUF Risk Management website.

Transportation

Students are responsible for their own transportation to and from classes and clinical sites. During the Population Health clinical experience/s, students are responsible for their own

transportation to the agency sites and home visits throughout the clinical day. Clinical placements may be at a distance as great as 50 miles from CSUF.

E. Dress Code Policy and Equipment
Nursing students must adhere to the dress code established by the nursing program Administration when they are in a clinical setting and in the Nursing Simulation Center and Skills Lab. These guidelines are minimum requirements expected of faculty and students for clinical assignments. In addition, facilities may require affiliating faculty and students to adhere to a facility-specific dress code. Variation in the uniform for any reason must be approved prior to the clinical course.

<p align="center">**Clinical Rotation Dress Code (Pre-Licensure Pathway)**</p>

1. Picture identification badge with name that meets the guidelines of AB 1439, which amended Chapter 1 of Division 2 of the Business and Professional Code of the State of California. Some facilities require both student and facility badges or may allow either student or facility. Name badge to be worn so it is easily visible to instructor, patients, nurses, and other healthcare workers. For all clinicals, student nurse badges must, always, reflect the student's official name.

2. Uniform Top: Clean, **white** unisex scrub style uniform top with CSUF School of Nursing embroidered logo.

   Uniform Pants: **Black** scrub pant: may be draw string (with draw strings tucked in) or elastic waist style scrubs.

   Jacket: **White** scrub style jacket with CSUF School of Nursing embroidered logo may be worn in clinical area if needed. **No sweaters or sweatshirts are permitted while working in the patient care areas.**

   Uniforms are to be purchased through the [Titan Bookstore](#).

   Shoes: **Black** and must be clean. No open-toed, or strapless shoes, no heelless clogs, no sandals, no flip-flops are permitted to be worn in the clinical area. Socks or hose must be worn. **Shoes need to be of *"leather-like"* material; canvas type shoes are not permitted.**

3. No low necklines.

4. A plain white shirt or long sleeve t-shirt may be worn under the uniform top, the shirt must be tucked in; there can be no decals or writing on the shirt.

5. Undergarments cannot be visible through the uniform. Nude or white undergarments or ones that match skin tone should be worn. No *"G-string"* style undergarments are to be worn in the clinical area with CSUF uniform.

6. Jewelry: Only wedding or simple rings are to be worn, limited to one per hand. No piercings or jewelry/hardware may be evident, other than one small stud earring per ear.

7. Hair color must fall within natural occurring shades, be neat, and if long, secured up, off the collar at all times during the clinical day, including lunch and pre/post conference. Hair that falls into the face or beyond the eyebrow level, pony tails, braids, and hair extending beyond the collar level will not be permitted. No loose hairs or bangs can hang freely so as to interfere with clear vision. Hair should not pose a safety threat or have the potential to contaminate/be contaminated by patient care areas. *For psychiatric clinical rotations, hair must be secured up without the use of bobby pins or other sharp objects.*

8. Facial hair must be clean-shaven or neatly trimmed.

9. Tattoos must be covered at all times.

10. Fingernails must be trimmed short. Nail polish is not to be worn in the clinical areas. No artificial or acrylic nails or components thereof are permitted.

11. Make-up is to be worn in moderation and should be modest and natural looking. False eyelashes are not permitted to be worn in the clinical areas including but not limited to ambulatory areas (GI lab, OR, etc.), simulation, population health settings (community), and the acute care settings (hospital, psychiatric facility/units, etc.)

12. Personal hygiene must be of a nature where there is no offensive body odors while in the clinical area. If cultural beliefs exclude use of deodorant, be sure to use soap and water for freshness. **No perfumes, scented lotions, cologne, after shave, and/or scented deodorants are to be worn in any clinical area.**

13. No gum chewing in the clinical setting.

14. Smoking is allowed only per facility protocol.

Nursing Simulation Center and Skills Lab Dress Code

When coming to the Simulation Center with your **clinical group,** adherence to the clinical uniform policy must be followed. Non-nursing uniform attire may be worn for drop-in hours and when attending health assessment lab courses at the Simulation Center. Closed toe shoes are mandatory for injection practice.

Population Health Nursing Lab Dress Code

Students are not to wear scrubs or lab coats unless directed by the instructor.

Uniform Shirt: Official CSUF SON navy blue polo shirt.

Uniform Pants: Business casual (i.e., Docker's™ style). Students are not permitted to wear jeans, shorts, leggings, or any tight clothing.

Shoes: Students are to wear closed toe, safe shoes. Flip-flops, sandals, or heels are not to be worn.

ID: The CSUF Clinical ID badge is worn during all clinical activities. Students are not permitted to participate in clinicals without official identification. If you do not have an ID badge contact your nursing advisor.

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Proper Identification

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All students and faculty MUST wear a CSUF photo identification badge clearly indicating their name (and RN if applicable). For all clinicals, student nurse badges must, at all times, reflect the student's official name. Picture identification badge with name that meets the guidelines of AB 1439, which amended Chapter 1 of Division 2 of the Business and Professional Code of the State of California. Prior to the start of a student's first semester, photos will be taken on orientation day for students in the Pollak Library [Titan Card Center](). The cost of the photo identification badge is $5.00. Some facilities require both student and facility badges. Name badges must be easily visible to instructor, patients, nurses, and other healthcare workers.

<div align="center">

Equipment and Supplies for Courses

</div>

In selected nursing courses students will need to provide/purchase some special supplies or equipment. For example:
- Stethoscope
- Pen light
- Supply Kit (Pre-Licensure Pathway): A supply kit must be purchased directly from vendor prior to the beginning of the first nursing clinical course or prior to NURS 390 for LVN-BSN students. Information on ordering will be sent to students' CSUF email. The kit contains skills lab equipment and supplies needed throughout the program. It does not include a stethoscope. The stethoscope will need to be individually purchased.

SECTION IV: BSN STUDENT AWARDS AND ACTIVITIES

A. Student Awards

Each year the SON recognizes student achievements in the program by presenting students with the following awards at the spring commencement ceremony.

- The Wilma J. Traber Humanism Award
- The Outstanding Student Award
- The Vera Robinson Humor Award
- The Collegiality Award
- Latham Support Award for Most Valuable Person (MVP)

California State University, Fullerton also awards graduates with honors at the commencement ceremony. Honors designations at graduation are awarded to baccalaureate recipients based on overall performance and have been defined by the Academic Senate in three classifications:

cum laude	GPA 3.50-3.74
magna cum laude	GPA 3.75-3.89
summa cum laude	GPA 3.90-4.00

Please note that post-baccalaureate students are eligible for SON student awards, but they are not eligible for CSUF's honors designations.

B. Pins

School pins in various gold and silver weights are available for purchase and may be worn after students graduate. The School of Nursing contracts with an outside vendor and students may purchase pins online through the outside vendor, if they choose. It is advised to purchase the pins approximately two months prior to the graduation and/or pinning ceremonies each year. Pin designs are generic but can be customized with *BSN* or *MSN* for an additional cost. Complete cost will vary depending on choice of metal and weight, as well as customizations. Information is available in the School of Nursing office each spring semester.

C. Sigma Nursing Honor Society

Upsilon Beta, the CSUF chapter of Sigma Nursing (formerly Sigma Theta Tau International Nursing Honors Society), was chartered on April 29, 2006. Its purposes are to 1) recognize superior achievement, 2) recognize the development of leadership qualities, 3) foster high professional standards, 4) encourage creative work, and 5) strengthen commitment to the ideals and purposes of the profession. Upsilon Beta, Sigma officers may be students, alumni and/or community members. Several academic events are held each year (for continuing education credits); all students are encouraged to participate in these events.

Sigma Nursing has over 135,000 active members and is the second largest nursing organization in the world. Members are active in more than 90 countries and territories, and the 423 chapters are located on 523 college and university campuses in the US and countries including Canada, Hong Kong, Pakistan, South Korea, Australia, The Netherlands, and Brazil. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing. Sixty percent

of members hold masters and/or doctoral degrees. More than 60 percent are clinicians, 23 percent are administrators or supervisors, and 17 percent are educators or researchers. The overall vision of Sigma is to create a global community of nurses who lead in using scholarship, knowledge, and technology to improve the health of the world's people. Visit the [Sigma] website and the [Upsilon Beta] website to learn more.

To qualify for invitation to join Upsilon Beta, Undergraduate Students must:
- have completed half of the nursing curriculum
- have at least a GPA of 3.0 (based on a 4.0 grading scale)
- rank in the upper 35 percentile of the graduating class
- meet the expectation of academic integrity

D. Nursing Student Association

The purpose of the [Nursing Student Association (NSA)] is to support and encourage all nursing students. Membership includes undergraduate and graduate nursing students. NSA creates opportunities for student members to meet and network with one another in social events, fundraising, and outreach activities. To become a member, students are required to register with the [National Student Nursing Association] as well as the CSUF chapter. More information about NSA is available on the [Current Students] section of School of Nursing website.

E. Student Participation in School Committees

Student participation will be solicited at the start of each semester. These students shall share in the work of the committee and have voting rights. However, the Chair of the committee may ask students to excuse themselves should the meeting topics include confidential or sensitive information.

Potential student representatives will be required to submit an application to include the following:
- Committee of interest
- Student group represented (Pathways/Cohort)
- Plan for communication both to and from the students represented
- Goals/Objectives for participating in School of Nursing (SON) Committees

The student representative applications will be reviewed by the UPC; the student representatives will be selected based on the above listed criteria.

During their term of representation, the students are expected to:
- Represent the views of peers and not their own interests or views
- Maintain integrity by acknowledging the confidentiality of some committee business
- Attend all meetings as scheduled *(If unable to attend, representative will notify Pathway Coordinator)*

Student members of standing committees have voting privileges. Each of these committees is made up of both students and faculty. Meetings are held once a month between August and May. Students will be advised each semester when and where the meetings will be held.

BSN Student Representatives are members of the following department committees:
- Standing committees: Undergraduate Program Committee (UPC) and Program Forums
- Ad hoc committees: as needed

The Undergraduate Program Committee has been established to conduct all business related to BSN curriculum and curriculum development and evaluation, learning styles, teaching methods, and business related to student issues. UPC also develops and disseminates student policies. The committee nominates students for awards, scholarships and/or special honors, and provides recommendations regarding the procedures and processes for recruitment, admission, advisement, and retention of students.

APPENDIX A
Request for a Letter of Recommendation from a Nursing Faculty Member

All portions of this form must be filled out <u>before</u> submitting to instructor

Date of Request: _____ Instructor: _____

Student Name:_____E-mail: _____

Date Letter Needed:_____

_____ Letter to be mailed to student at home (Must include stamped, self-addressed envelope)

_____ Letter to be picked up in Nursing Office

_____ Letter to be mailed directly to person/agency

Please list the semester, year, and course in which you completed the class of the above instructor.

Didactic:
_____

Clinical:
_____

Please provide the following information concerning the letter and the person to whom the letter is to be addressed:

Name: _____ Title: _____

Facility Name and Address: _____

_____

Purpose of the letter (employment, scholarship, internship, etc.):_____

Specific information you would like included in the letter: (Include volunteer activities and hours, student nurses' association, committee work, tutoring, strengths, etc.)

_____
_____
_____
Please allow at least 2 weeks minimum for processing. Please personally contact the instructor prior to the submission of this form.

APPENDIX B: BSN COURSE DESCRIPTIONS

NURS 305 Professional Nursing (3)
Prerequisites: Admission to B.S. in Nursing program
Examine professional nursing roles, including nursing history, ethics, research, theories, and frameworks. Introduces advocacy, health promotion, genetics, genomics, inter-professional practice, and patient safety. Instructional technologies and information literacy. Meets upper-division writing requirement.

NURS 310 Nursing Research/Evidence-Based Practice (3)
Pre/Corequisite: NURS 305
Understanding and appraising research evidence, and the role of research in developing nursing knowledge. Examine research methods and analyze current issues in relation to integrating and implementing evidence-based practice.

NURS 312 Licensed Vocational Nurse Bridge to Registered Nurse (3)
Prerequisites: Currently enrolled in the LVN to BSN pathway
Will guide the Licensed Vocational Nurse (LVN) through the role transition into becoming a Registered Nurse (RN). Must hold a current Vocational Nurse license in good standing.

NURS 321 Health Assessment (3)
Prerequisite: Admission to the Pre-Licensure pathway; Corequisite: NURS 321L
Health assessment across the lifespan. Basic knowledge and skills necessary to perform assessments, including interviewing, history taking, and foundational physical assessment skills are acquired. Developmental and culturally competent assessment skills and ability to recognize deviations from normal.

NURS 321L Health Assessment Professional Practice Laboratory (1)
Prerequisite: Admission to the Pre-Licensure pathway; Corequisite: NURS 321
Practice history talking, physical examination techniques, and risk identification on peers during supervised campus laboratory sessions. Apply the skills and techniques acquired to intervene and reduce risks and/or promote health with individual clients during clinical laboratory.

NURS 322 Concepts of Professional Nursing (3)
Prerequisite: Admission to the Pre-Licensure pathway
Professional nursing role within the health care environment, including nursing theory and interpersonal communication. Theory and evidence-based nursing practice. Influence of culture and professional values on the role of the professional nurse. Meets undergraduate writing requirement.

NURS 323 Integrated Pathophysiology and Pharmacology (5)
Prerequisites: Admission to Pre-Licensure pathway
Normal physiology and anatomy, altered physiologic states and nursing management of selected pathophysiologic disorders and diseases. Core drug knowledge, pharmacotherapeutics,

pharmacodynamics and pharmacokinetics. Drug classifications by categories affecting various body systems and disease states.

NURS 324 Cultural Diversity in Health and Illness (1)
Prerequisite: Admission to the Pre-Licensure pathway
Development approach to providing culturally appropriate nursing care. Growth, development, and sociocultural factors that influence the health and illness of various cultural groups and explores factors that impact the use of health care resources.

NURS 340 Health Assessment (2)
Pre/Corequisite: NURS 305; Corequisite: NURS 340L
Concepts and principles of comprehensive assessment of the health status, emphasizing interviewing skills, health histories, physical and psychosocial findings required for detailed health and family histories across the life span with consideration of the influence of culture.

NURS 340L Health Assessment Lab (1)
Corequisite: NURS 305, NURS 340
Learn and demonstrate appropriate interviewing and technical skills in examining the client, emphasizing the history and physical assessment and health promotion.

NURS 345 Pathophysiology (3)
Pre/Corequisite: NURS 305, NURS 310
Builds upon and explores major pathophysiological concepts using a body systems approach that is critical to clinical decision making in nursing. Recognize pathophysiological manifestations as they relate to disease processes.

N390 Critical Thinking in Nursing (1) (*Elective*)
Pre/Corequisite: Completion of one semester in the Pre-Licensure nursing pathway
Use problem-based clinical case studies to critically analyze approaches to selected problems in nursing practice. Includes application of test-taking strategies, the nursing process, use of evidence-based practice concepts, and analysis of clinical practice issues.

NURS 402 Population Health Nursing (3)
Prerequisite: NURS 340/L, 345, completion of GE category D.1.; Corequisite: NURS 402L
Introduction to population health, public health core functions and services related to community as client. Epidemiology, ethical principles, mandates, multidisciplinary theories/models, research utilization and client advocacy applied to the nursing process for best practices for diverse, vulnerable, at-risk populations.

NURS 402L Population Health Nursing Lab (2)
Corequisite: NURS 402
Practicum for community-oriented population nursing practice. Use community assessment, epidemiology, environmental, health education, political action, and case-management frameworks

to guide evidence-based nursing care delivery to persons, families, and populations in community settings.

NURS 403 Foundations of Nursing Practice (3)
Prerequisite: Corequisite: NURS 403L
Concepts of physiological integrity; psychosocial integrity, safe, effective care environments, and health promotion/maintenance. Beginning competencies required for care of adult and older adult clients with acute and chronic health problems across a variety of practice settings.

NURS 403L Foundations of Nursing Practice Laboratory (3)
Prerequisite: Corequisite: NURS 403
Acquire basic nursing skills in simulated and actual clinical settings. Interpersonal communication, safety documentation and selected basic nursing interventions required for clients with acute and chronic health problems.

NURS 404 Mental Health Nursing (3)
Prerequisite: PSYC 101, NURS 321/L, NURS 322, NURS 323, 403/L; Corequisite: NURS 404L
Integrates theory from nursing, related fields, communication, and critical thinking in providing nursing care for multicultural individuals, families, groups, and specific populations with mental illness. Providing professional nursing care that promotes mental health and adaptation to mental illness.

NURS 404L Mental Health Nursing Lab (2)
Prerequisite: NURS 321/L, NURS 403/L; Corequisite: NURS 404
Develop interpersonal communication skills and therapeutic use of self. Develop role of nurse as provider, designer, and coordinator of care for individuals, families, and community groups with mental health care needs.

NURS 405 Management of Medical-Surgical Adult & Older Adult Clients (3)
Prerequisite: NURS 321/L, NURS 403/L; Corequisite: NURS 405L
Nursing theory for care of adult and older adult clients with medical-surgical health alterations. Diagnostic and therapeutic nursing interventions relevant to medical-surgical health alterations. Nursing process and critical thinking to manage acute and chronic medical-surgical problems.

NURS 405L Management of Medical-Surgical Adult & Older Adult Clients Laboratory (3)
Prerequisite: NURS 321/L, NURS 403/L; Corequisite: NURS 405
Clinical experiences provide opportunities to practice advanced nursing skills in simulated and actual clinical settings. This course emphasizes further development of the nursing role in providing and coordinating care for adult and older adult clients with acute and chronic medical-surgical health alterations.

NURS 406 Reproductive Health Nursing (2)
Prerequisite: NURS 321/L, NURS 403/L, NURS 404/L, NURS 405/L; Corequisite: NURS 406L

Nursing theory for caring diverse and multicultural women, newborns, and families. Integrating and applying theory from nursing and related fields, standards of clinical practice, evidence-based practice, communication, and critical thinking with the nursing process.

NURS 406L Reproductive Health Nursing Laboratory (2)
Prerequisite: NURS 321/L, NURS 403/L, NURS 404/L, NURS 405/L; Corequisite: NURS 406
Integrating and applying the nursing process in providing care for multicultural women, neonates, and their families. Developing the role of nurse as provider, designer, and coordinator of care for women across the lifespan.

NURS 407 Child Health Nursing (2)
Prerequisite: NURS 321/L, NURS 403/L, NURS 404/L, NURS 405/L; Corequisite: NURS 407L
Integrating and applying nursing process in providing age-appropriate care and advocating for infants, children, and adolescents. Collaborating with the child, family, and other members of the health care team to promote and adapt to illness.

NURS 407L Child Health Nursing Clinical (2)
Prerequisite: NURS 321/L, NURS 403/L, NURS 404/L, NURS 405/L; Corequisite: NURS 407
Apply the dimensions of health, health care and nursing in addressing the health care needs of infants, children, and adolescents, focusing on health promotion, risk reduction and disease prevention.

NURS 408L Nursing Externship (3)
RN-BSN Prerequisites: Admission to the RN-BSN pathway
Pre-Licensure Prerequisites: NURS 321/L, NURS 323, NURS 403/L, NURS 404/L, NURS 405/L, NURS 406/L, NURS 407/L
Gain additional clinical experience while employed in a clinical setting. Under the direct supervision of a registered nurse preceptor, provide direct care to selected patients, consistent with the student's level of clinical experience.

NURS 410 Leadership/Management in Professional Nursing (3)
Prerequisite: NURS 321/L, NURS 403/L, NURS 404/L, NURS 405/L, NURS 406/L, NURS 407L; Corequisite: NURS 410L
Integrating the leadership role with professional nursing. Theories of leadership, management, and organizations; their application to health care agencies. Importance of collaboration, accountability, and advocacy in the leadership role.

NURS 410L Leadership/Management in Professional Nursing Laboratory (2)
Prerequisite: NURS 406/L, NURS 407L or admission to Integrated Community College or RN to BSN pathway.; Corequisite: NURS 410
Practicum for leadership role within professional nursing. Concepts of decision making, critical thinking, ethics, advocacy, power, quality, safety, inter-professional collaboration, performance improvement, group dynamics and functioning as a team member are demonstrated.

NURS 411 Management of the Adult with Complex Health Alterations (3)
Prerequisite: NURS 321/L, NURS 403/L, NURS 404/L, NURS 405/L, NURS 406/L, NURS 407L;
Corequisite: NURS 411L
Nursing theory for caring adult and older adult clients with complex health alterations. Diagnostic and therapeutic nursing interventions relevant to advanced medical-surgical health alterations. Nursing process and critical thinking to manage and coordinate care.

NURS 411L Management of the Adult with Complex Health Alterations Laboratory (3)
Prerequisite: NURS 321/L, NURS 403/L, NURS 404/L, NURS 405/L, NURS 406/L, NURS 407L;
Corequisite: NURS 411
Design and coordinate advanced medical surgical nursing care for adult and older adult clients with complex health alterations. Advanced medical-surgical and critical care nursing. Critical thinking, organization, leadership, and time management skills. Credit/no credit only.

NURS 412 Nursing Capstone (1)
Prerequisites: NURS 411/L; Pre/Corequisite: NURS 402/L or NURS 410/L
The transition to practice, emphasizing critical thinking, coordinating care, and focusing on applying theory and nursing process for purposes of planning, implementing, and evaluating care delivery for patients.

NURS 412L Capstone Clinical (4)
Prerequisite: NURS 411/L
Supervised practicum experience focusing on applying theory and nursing process for purpose of planning, implementing, and evaluating care delivery for patients as individuals and cohorts.

NURS 452 Leadership and Management in Professional Nursing (4)
Pre/Corequisite: 402/L
Integrating leadership role within professional nursing. Compares leadership, management and organizational theories and their application. Concepts of professionalism, ethics, advocacy, power, quality, safety, inter-professional collaboration, change, group dynamics, finance and decision making.

NURS 470 Art & Science of Nursing (3)
Prerequisite: NURS 305, NURS 310, NURS 340/L, NURS 345; Pre/Corequisite: 402/L
Concepts of the humanistic art and science of nursing and inter-professional collaboration. Emphasize trans-generational health behaviors necessary to appraise the determinants of adult development and the aging process. Competencies identified by regulatory/accrediting bodies compared to student learning outcomes.

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APPLICATION FOR INDEPENDENT STUDY (APPENDIX C)

STUDENT NAME and CWID: _____ **Date:** _____

Semester: _____ **Year:** _____ **Major:** _____

Email :_____ **Telephone:** _____

NOTE:
A student enrolled in an independent study is required to spend a minimum of 3 hours each week in study or research for each unit of credit. See the department for specific requirements. Regular contact should be made with the supervising professor.

EXTRACT OF POLICY:
Independent study… The work is of a research or creative nature, and it shall culminate in a paper, project, or comprehensive examination, or performance. Before a student may register, they must obtain written approval from the instructor and the department chair…

…a study plan shall be prepared by the student and the instructor and shall be submitted to the department chair, or their designee, for approval. The approved study plan shall be kept on file in the department/program office, and it shall include a statement of the basis for the final evaluation of the independent study.

Lower division students normally enroll in independent study 299; upper division students in 499; and graduate students in 599, respectively. Independent study courses may be repeated. A student may enroll in a maximum of 6 units of independent study at the undergraduate level in any one semester and may apply a maximum of 9 units toward the degree. A graduate student may apply no more than 6 units of independent study (499 or 599) toward completion of the graduate degree, unless written approval is obtained from the appropriate school dean.
Study Plan

Check box at left and indicate number of units at right.

Class Code	Department/Program	Units
_____	❒ 599 Graduate independent study	_____
_____	❒ 499 Undergraduate upper division	_____
_____	❒ 299 Undergraduate lower division	_____

TITLE OF STUDY*

_____

STUDY PLAN (continue on reverse side if space is needed)

_____

Faculty member who will supervise the project:

_____

Signature – Faculty Member

Signature – Department Chair

APPROVAL
Before registering, the student must have the topic approved by the supervising faculty member and the chair of the sponsoring department. The completed forms should be retained in the department office.

APPENDIX D

BSN Student Handbook Acknowledgement Form 2023-2024 Academic Year

I have read and understand the policies, procedures, and requirements in the CSUF BSN Student Handbook. I understand that my eligibility to participate in this program may be terminated if I cannot meet these expectations.

I also understand that policies, procedures, and guidelines may be altered by the faculty/curriculum committee. I am aware that there is student representation in the faculty/curriculum committee. Any changes in policies, procedures, and guidelines will be made available to the students on the Nursing Program Website under "Resources."

I acknowledge that I know how to access the BSN STUDENT HANDBOOK. I understand that I am responsible for knowing the information contained in this handbook and will abide by all policies set forth in the handbook during my time of enrollment in the program.

I acknowledge that I have read and understand the COVID-19 Addendum.

This acknowledgment form is specific to the BSN Handbook with revisions made for the 2023-2024 Academic Year, and the COVID-19 Addendum.

_____
(Print Name)

_____
(Signature)

_____
(CWID)   **(Date)**

APPENDIX E

Health/Physical Exam

Students must have an <u>annual</u> health/physical exam while participating in clinical practicum courses with the SON.

See next page for Health/Physical Examination Form that you can provide to your healthcare provider.

See the SON Website (Current Students Document Requirements) for additional information.

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Student Health/Physical Exam

Students must have an annual health/physical exam while participating in clinical practicum courses with the SON.

History and Physical Clearance

A report, signed by the physician, physician's assistant, or nurse practitioner, shall be provided to the nursing program. This report shall indicate that the student does not have any health condition(s) that would create a hazard to themselves, employees, or patients (Title 22). **NOTE:** *Nursing students who have a condition (impairment) that could interfere with the performance of their essential duties, should connect with the University Disability Services to determine what accommodations would be reasonable in a clinical setting.*

HEALTH/PHYSICAL EXAMINATION FORM

Student Name:		
CWID:	DOB:	Date of Entry Into CSUF Nursing:

TO BE COMPLETED BY THE HEALTHCARE PROVIDER

I have verified that the individual I have examined is the named individual on this form and find that this individual (please check all that apply):

_____ is free of any medical condition and/or contagious disease and does not pose a health risk to others

_____ is free of any mental or physical impairment that would prevent the student from meeting the clinical practicum training obligation

_____ The student has the following (impairment) which could interfere with the performance of the essential duties and needs to be followed up with the University Disability Services to determine what accommodations would be reasonable in the clinical setting

Signature of Healthcare Provider: _____

Printed name of Healthcare Provider: _____

Provider Number: _____

Phone Number: _____

Date of Exam: _____