CALIFORNIA STATE UNIVERSITY
LONG BEACH
SCHOOL OF NURSING

Undergraduate Nursing Student Handbook

Revised 05/2024

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SECTION I GENERAL INFORMATION

1. WELCOME TO CALIFORNIA STATE UNIVERSITY, LONG BEACH

Dear Students,

Congratulations on your decision to choose nursing as your career path! The faculty and staff of the School of Nursing are pleased to welcome you into the profession. You have worked very hard to get accepted into your program following rigorous prerequisite courses and experiences. You are entering a challenging and rewarding profession whose members are needed now more than ever before--to make a difference in the lives of others! Best wishes to all of you as you begin this academic and professional journey!

Sincerely,
Michael L. Williams
Director, School of Nursing

2. HISTORY OF CSULB SCHOOL OF NURSING

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

Since their inception, the baccalaureate in nursing program at CSULB has continued to receive approval by all accrediting bodies: the California Board of Registered Nursing; the Commission on Collegiate Nursing Education (CCNE); the Council on Program Accreditation of the University (internal review); the Western Association of Schools and Colleges; and the American Association of Colleges of Nursing (AACN). The School of Nursing at California State University, Long Beach began in 1952 with the offering of two courses open to registered nurses. Although baccalaureate degrees (BA, BS) have been awarded to registered nurses at CSULB since 1952, it was not until 1961 that the three-year, generic (pre-licensure) baccalaureate nursing program was established.

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

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

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

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

3. PHILOSOPHY OF THE NURSING PROGRAM

In accordance with the philosophy of California State University Long Beach, the faculty of the School of Nursing believes that undergraduate nursing education should encompass a broad background in the sciences and liberal arts studies. The nursing discipline-specific courses prepare students to assess, plan, implement and evaluate care based on sound evidence in a variety of nursing practices. The School of Nursing academic programs are planned in response to societal needs including but not limited to the need for greater access to healthcare, the role of technology in healthcare and public education surrounding self-care responsibility.

The faculty believes that professional registered nurses at the baccalaureate level are prepared as generalists. This understanding supports the most fundamental belief of faculty that the focus of nursing is the patient/client as individual, family or community.

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

Nursing Students are adult learners who are committed to the profession to improve the health and well-being of individuals, families, and communities. They are capable of inquiry, critical thinking and are responsible for their actions. Faculty recognizes that students come with great potential, needs and personal beliefs that are reflective of their diverse backgrounds. The faculty of the School of Nursing

upholds and fosters the following values in student teaching/learning activities: integrity, respect for self and others, commitment, responsibility, individual differences and rights, inherent capability of the individual, family, and community, freedom of expression, freedom of choice, innovation and life-long learning. *See Appendix 1*

4. GRADUATE LEARNING OUTCOMES

The Graduate Learning Outcomes outline the expectations of a graduate of the CSULB School of Nursing. *See Appendix 2*

5. TERMINAL OBJECTIVES OF THE NURSING PROGRAM

Eight terminal objectives were identified for the undergraduate program. Individual courses are designed to build upon one another as the student progresses through the various levels of the program. Thus, the undergraduate program was developed to facilitate student learning and the mastery of content and/or skills necessary for the accomplishment of these objectives. *See Appendix 3*

SECTION II CSULB-CAMPUS TOPICS

1. CSULB CATALOG

Undergraduate students acquire "catalog rights" with respect to the requirements for a degree program by maintaining "attendance" continuously. This means that, if continuous attendance is maintained and the degree objective is not changed, students may choose to graduate under the requirements for the degree in effect 1) at the time they began the study in a California community college or another campus of The California State University, 2) at the time they entered CSULB, or 3) at the time of graduation from CSULB. A Catalog can be purchased at the University Book Store and can also be viewed online at the CSULB web site at http://www.csulb.edu/divisions/aa/catalog/

CSU, Long Beach School of Nursing
Recommended plan to complete BS in Nursing – Pre-licensure (NRSGBS01)

Nine-Semester plan to complete the BS in Nursing – Pre-licensure

(NRSGBS01) Revised 5/2023

120 units

Semester One		**Semester Two**	
Course	Units	Course	Units
Composition (GE, Cat. A2)	3	Oral Communication (GE, Cat. A1)	3
Stats 108 (GE, Cat. B4)	3	Critical thinking (GE, Cat. A3)	3
Sociology 100 (GE, Cat. D3)	3	Chemistry 140 (GE, Cat. B1)	5
GE course (Cat. C1)	3	Psychology 100	3
Total units	12	Total units	14
		Cumulative units	26

Semester Three		**Semester Four**	
Course	Units	Course	Units
Biology 207 Physiology (GE, Cat. B2)	4	Biology 201 Microbiology	4
Biology 208 Anatomy (GE, Cat. B3)	4	GE course (Cat. C3)	3
GE course (Cat. D1)	3	GE course (Cat. D2)	3
GE course (Cat. C2)	3		
Total units	14	Total units	10
		Cumulative units	50

**Students must be officially admitted to the School of Nursing before enrolling in Nursing courses. Once admitted to the School of Nursing, students must attend full time.

Semester Five		**Semester Six**	
Course	Units	Course	Units
NRSG 200 (GE, Cat. E)	6	NRSG 250	6
NRSG 302	3	NRSG 312	3
NRSG 305	3	GERN 400 (GE, UD Cat. D)	3
GE, UD Cat. C	3		
Total units	15	Total units	12
		Cumulative units	77

Semester Seven		**Semester Eight**	
Course	Units	Course	Units
NRSG 331	6	NRSG 351	6
NRSG 341	6	NRSG 361	6
NRSG 450 (GE, UD Cat. B)	3	NRSG 456	3
Total units	15	Total units	15
		Cumulative units	107

Semester Nine	
Course	Units
NRSG 402 (GE, Cat. D3)	6
NRSG 454	6
NRSG 458	1
Total units	13
Cumulative units	120

CSU, Long Beach School of Nursing
One-year plan to complete the BSN registered nurse (NRSGBS02)

RN-BSN Program Roadmap Sample Plan		
Semester 1	**Course**	**Units**
Pathophysiology for Nurses	NRSG 305	3
Dimensions of Professional Nursing	NRSG 309	2
Health Assessment	NRSG 312	3
Semester 2	**Course**	**Units**
Community Health Nursing (**Certified GE-D)**	NRSG 402	6
Healthcare Delivery Systems and Nursing Leadership	NRSG 456	3
Semester 3	**Course**	**Units**
Introduction to Nursing Research **(Certified GE-B)**	NRSG 450	3
Professional Nursing Practice Preceptorship***	NRSG454	6
Upper Division GE		3
Total Units		**29 units**
Possible CSULB Upper Division Units Awarded for Prior Learning (NCLEX). *Note: Additional GE courses may be needed to complete 50 units. The* number of units that can be awarded based on NCLEX may be adjusted down depending on the transfer pattern of ADN units.		**Up to 21**
*A grade of C or better in a Writing Intensive Course fulfils the GWAR.		
**See GWAR pathways: Https://www.csulb.edu/academic-advising-at-csulb/graduation-writing-assessment-requirement-gwar		

Units transferred from community college	70
CSULB Nursing Major Units	26
CSU Upper Division General Education Units	3
Possible CSU Units Awarded for Prior Learning (NCLEX)	Up to 21
Total Baccalaureate Degree Units:	120

2. STUDENT HEALTH SERVICES

The Student Health Service provides care for acute illness or injury. It is an outpatient service provided to all students, and services are paid for in part by student fees. It has a pharmacy and prescriptions for acute illnesses can be filled there.

The Associated Students sponsors an individual health and accident insurance policy which is available to enrolled students by the semester, or by the year. For details, see the University Catalog.

3. OTHER UNIVERSITY SERVICES

The University offers numerous services to assist students during their student days at CSULB. The

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

4. FINANCIAL AID

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

5. SCHOLARSHIPS: PROCEDURES

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

A. External Scholarship sources are those offered by the minority/ethnic nursing associations i.e. Hispanic Nurses Association Scholarship, Korean Nurses Association Scholarships. These are not administered by the Scholarship Committee.
B. Community Scholarships are generally from local health care organizations.
C. School of Nursing specific endowments such as the Connie Merritt Endowed Scholarship, Huckabay Endowed Nursing Scholarship, Joan M. Strathdee Weening Nursing Endowed Scholarship, etc. These are the only scholarship awards administered by the School of Nursing Scholarship Committee.

Information on scholarship opportunities received by the committee from the External and Community sources are posted on the Canvas learning management system or on our website http://www.csulb.edu/colleges/chhs/departments/nursing/ and on the University Scholarship website http://www.csulb.edu/divisions/students/scholarships/

6. LEARNING ASSISTANCE RESOURCE CENTER

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

7. LESBIAN, GAY, BISEXUAL, TRANSGENDER STUDENT RESOURCE CENTER

The LGBT Student Resource Center strives to promote full inclusion of lesbian, gay, bisexual, transgender, transsexual, intersex and queer identified individuals and their allies at CSULB. The center also strives to eliminate heterosexism, homophobia, gender identify, oppression, sexism, classism, racism, and other blatant and institutional forms of marginalization by providing advocacy, collection and dissemination of information and resources, and supporting campus queer and ally organizations. The LGBT Resource Center is located in USU room 215.

8. NURSING LEARNING CENTER

A specialized learning center, designed to enhance the learning experiences of all nursing students, is located in the School of Nursing. The learning center houses simulation labs in which students practice nursing procedures prior to applying them in a clinical setting.

The simulation labs are equipped with teaching models and equipment related to the practice of nursing. The learning center also serves as a repository for nursing references and media, which are assigned for student use to reinforce classroom and clinical learning. The learning center has a computer center equipped with computers that are available for student use. Assistance in the use of media equipment and computers is available 8:00am-5:00pm week days. An additional learning laboratory is available at MemorialCare Long Beach Medical Center for student use.

9. LIBRARY

The University Library contains a wide assortment of nursing and nursing related journals and books. Orientation sessions about the facility and its services are available for students enrolled in the University. Michelle DeMars is the School of Nursing's librarian. She can be contacted at Michelle.DeMars@csulb.edu .

10. UNIVERSITY BOOK STORE

The University Bookstore stocks required textbooks, school supplies and many other items for personal use. The Campus Copy Center is located inside the University Book Store.

11. TEXTBOOKS

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

12. STUDENT ASSISTANCE CENTERS/RESOURCES

Career Development Center: http://www.careers.csulb.edu/
Center for Community Engagement: http://www.csulb.edu/divisions/aa/personnel/cce/
Counseling and Psychological Services (CAPS): http://www.csulb.edu/divisions/students2/caps
Bob Murphy Access Center: http://www.csulb.edu/divisions/students2/dss
Financial Aid: http://www.csulb.edu/depts/enrollment/financial_aid
Learning Assistance Center: http://www.csulb.edu/divisions/aa/grad_undergrad/la
Library: http://www.csulb.edu/library
Technology Help Desk: (562)985-4959 http://www.csulb.edu/divisions/aa/academic_technology/thd
Testing Office: Graduate Writing Assessment Requirement (GWAR)
http://www.csulb.edu/divisions/aa/catalog/2008-2009/bacc_grad_info/bacc_gwar.html
Additional Resources: http://www.csulb.edu/divisions/students/

13. STUDENTS IMPAIRED BY ALCOHOL AND/OR DRUG ABUSE

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

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

a. Employee/Student Assistance Coordinator at the Student Health Center (phone 562-985-4771) provides therapeutic counseling at no charge to the student.

b. University Counseling Center (phone 562-985-4001) provides therapeutic counseling at no charge to the student. Check with the Center for their walk-in or crisis intervention

SECTION III STUDENT POLICIES

STUDENT RESPONSIBILITIES Detailed information can be found at:
http://www.csulb.edu/colleges/chhs/departments/nursing/studentinfo/ApplicationsHandbooksandHand-outsforUndergraduates.htm
On this link you will find current information for New Students.

Health Requirements:

The following CPR, health clearance, and personal health insurance information must be completed prior to entering the first semester, NRSG 200, and updated per the instructions below. Clinical facilities will not allow a student into the facility that has not been medically cleared and have the proper insurance coverage. All documents must be uploaded to the Health Tracker by you *before* the specified expiration dates. Failure to do so will result in you not being allowed to attend your clinical courses and you will be dropped from the courses. Re-entry into the course will be on a space available basis. It is your responsibility to monitor the expiration dates on the tracker. RN to BSN students must provide the same documentation as stated above while above enrolled in the first nursing class NRSG 309.

CPR Certification

Every two years you must obtain an American Heart Association (AHA) approved CPR certification for *Healthcare Providers* only. CPR cards must be renewed according based on the expiration date of the card. Students are responsible for renewal of CPR. Proof must be uploaded with student name clearly identified. Group certification meetings can be arranged through the California Nursing Students Association (CNSA) on campus or on an individual basis.

PPD/Mantoux Test

Upon entrance into the first nursing course, one of the following is required:

1. 2-Step TB test**.** You must use the ***Screening of TB/Vaccine Preventable Diseases*** form for documentation. Description of Process:

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

2. QuantiFERON Gold blood test
3. Gamma Interferon blood test

Annual testing is required based on the initial date submitted and a 1-step TB test is accepted. For those with a positive test, an annual TB symptom screen from a healthcare provider is required using the directions below:

Chest X-Ray

If positive results occur from any of the above Tb tests, students must obtain a negative chest x-ray and be evaluated by a healthcare provider. Chest X-rays are good for 4 years. Once you receive a positive TB Test, you will always test positive. Therefore, you will need to renew your Chest X-ray every 4 years. If you receive a Chest X-ray, please provide the following documentation:

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

Influenza/COVID Vaccinations

This is an annual requirement. Every fall there will be a Flu and COVID Immunization deadline for the entire CSULB School of Nursing in mid-October/November. Please consult your personal health tracker account for the deadline each year. Everyone must provide proof of a flu and COVID immunization or turn in a *Flu Declination and/or COVID Declination* forms by the fall flu deadline. Declination waiver is available to download, print, complete, and re-upload for this requirement. Declination is only acceptable if you upload valid medical reasons. If you decline the immunization, you will be required to wear a mask at the hospital.

Tdap Vaccination

You will need to upload documentation of Tdap (Tetanus, Diptheria, and Pertussis) vaccination within the last 10 years. Please make sure your immunization record (or physician/healthcare provider) specifies which type of Tetanus vaccine you have received and that it included the Pertussis portion. Your Physical Exam form is not sufficient documentation for this; please provide your vaccine record. Renewal date is set for 10 years from the administered date of the latest booster. If you are unable to receive a vaccination for medical reasons, please upload a note from your healthcare provider on professional letterhead stating that. Only medical reasons will be accepted.

Vaccination Records

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

Titers

Titer results don't expire. If the results are immune, you do not need any further titer labs. Instructions: you must have serum **quantitative IgG** titers (with numerical values) documenting immunity to Measles (Rubeola), Mumps, Rubella, Hepatitis B, and Varicella. Simply having the vaccination records for these diseases is not enough - you must provide quantitative titer lab documentation. If any of these titers are equivocal or non-immune, you must receive boosters as indicated:

1. Measles, Mumps, Rubella (MMR) - two doses of the vaccine and submit proof of your vaccination. A repeat titer is recommended but not required.
2. Hepatitis B – two, three, or four vaccinations (depending on the specific vaccine manufacturer) and submit proof of at least one vaccination prior to starting your clinical rotation. You must then complete the series within 6 months. A repeat titer is recommended but not required.
3. Hepatitis C – Submit documentation of a Negative Hepatitis C antibody titer completed within the past 6 months. If the titer is positive, you must follow-up with your provider and upload a note indicating you are being monitored and managed by your provider. A repeat titer is NOT required. If titer is positive, you will submit titer and note at the same time.
4. Varicella – two doses of the vaccine and submit proof of your vaccination. A repeat titer is recommended but not required. A documented history of chickenpox by the student, parent, or healthcare provider is insufficient.

Personal Health Insurance

You are required to upload a copy of your personal health insurance or proof of coverage annually. If the name on the card does not match the student's name, verification of coverage from the provider is required. This must be maintained throughout the program. Please submit a copy of the new card if your health coverage has changed. If you do not currently have health insurance, policies are available to students through the CSULB Associated Students. Additional information may be found at the Student Health Services website: http://www.csulb.edu/divisions/students/shs/

Physical Exam

Download, print, and complete the physical exam form and upload it to the health tracker. The physical exam must be completed on the school form and be completed/signed by a medical professional dated within 6 months of the date you started the program. If there are any limitations indicated on your physical exam that would impede your ability to participate in clinicals, this requirement will be rejected, and you will be referred to your school administrator for further action. If limitations are documented but a healthcare provider indicates these limitations will not impede your ability to participate in clinicals this requirement will be flagged for Program Coordinator review. *See Appendix 4 for Physical Exam form.*

Urine Drug Screen

All students in the School of Nursing will be required to submit a negative urine drug screen after enrollment into the program. A 12-panel urine drug test is required no sooner than 60 days prior to starting your first nursing course in the program. Any sample done prior to the 60 days before the start of the semester will not be acceptable. You may obtain the drug screen through the health tracker (Castlebranch) or with your personal physician. Results through Castlebranch will automatically be posted to the health tracker. Results obtained through your personal physician must be uploaded to the appropriate spot on the health tracker. Additional testing may be required by the clinical partner for subsequent semesters.

Policy #007

Current Auto Insurance
Submit your current auto insurance care or proof of coverage. If your name is not listed on the insurance card, please provide the policy page that lists you as insured. You will be notified by the Program Coordinator when due and be provided further instructions before the due date. Renewal will be based on the expiration date of the policy. If your auto insurance expires during the semester, you are responsible to upload a copy of the renewed auto insurance to your health tracker account. If you are not driving yourself to clinicals, please complete the Annual Transportation Attestation and upload that form annually. If a student does not drive, the student may complete an Attestation for Reliable Transportation and Declination of Driver's License and Auto Insurance.

1.2. Additional Requirements

Implicit Bias Training
Complete the Implicit Bias Training in your School of Nursing Orientation Canvas shell and upload the certificate of completion to your health tracker within 3 months of starting the program (November 1st for fall start; March 1st for spring start). This only needs to be completed once.

HIPPA Training (not required for RN-BSN students actively employed by a health care agency)
Complete the HIPPA Training module in your School of Nursing Orientation Canvas shell prior to starting your first clinical. Upload your certificate of completion to your health tracker by the deadline (August 15th for fall start; January 15th for spring start).

Crisis Prevention Institute/AVADE (not required for RN-BSN students)
This one-day course must be completed by all students entering their 3rd semester Psychiatric Nursing clinicals. You will receive more information from the School of Nursing Office detailing sign-ups and course details prior to the start of your 3rd semester. Submit your course certificate to the health tracker before your first day of NRSG 341 clinical. This is a one-time certification and renewal is not required.

Valid California RN License without restrictions (RN-BSN students only)
Upload proof of current RN license including your name, RN license number, and expiration date. You must inform the School of Nursing administration immediately should your license become restricted or is revoked.

1.3. Criminal Background Check

All students will be required to complete a background criminal check upon acceptance to the nursing program. A positive criminal record shall not automatically disqualify a student from admission. However, it could impact clinical placement and progression in the program.

If a record of criminal activity is revealed through the background check, the student shall be counseled by the appropriate program director regarding their continuation in the program and implications for licensure. Some clinical sites might require additional background testing.

In addition, students will need to verify they have not been arrested or convicted of a misdemeanor or felony charge using the Annual Arrest/Conviction Attestation Form. This is an annual requirement due by July 1st. Negative responses will be accepted; positive responses should be sent to the School of Nursing for disposition. *Policy #008*

1.4. Transportation

Students must provide their own transportation to clinical agencies. Clinical sites are located throughout Los Angeles and Orange Counties. Students must have reliable transportation, valid California driver's license, and auto insurance coverage. If a student does not drive, but has reliable transportation, the student may complete an Attestation for Reliable Transportation and Declination of Driver's License and Auto Insurance.

1.5. Additional Fees

Students pay a lab/equipment fee for most clinical lab rotations. Other clinical equipment such as a bandage scissor, watch with second hand, portable blood pressure cuff and stethoscope are not included in this fee. They can be ordered and purchased from the California Nursing Students Association (CNSA) on campus at orientation, on-line, or from medical supply vendors.

Students may be responsible to pay additional fees to complete clinical site-specific requirements including onboarding coordination, additional background check, urine drug screen, and/or additional health screening requests.

1.6. Nursing State Licensing Preparation Fee

All students are required to enroll in the Assessment Technologies Institute (ATI) Total Testing Program of content assessment in preparation for successful completion of the nursing licensure exam (National Council Licensing Examination (NCLEX). Evaluations and assessments are conducted at scheduled intervals throughout the program. The student will receive by email a group code that represents their group and estimated date of graduation (e.g., 0525S means a Semester student who will graduate May 2025). Testing fees for content mastery exam series must be paid online by the student on the ATI website prior to a specified deadline to avoid a late penalty fee.

1.7. Dress and Behavior Code Guidelines for the Clinical Agencies

Purpose: To establish guidelines for student behavior and dress while in clinical agencies.
Students are expected to be clean and neat at all times. Daily requirements include personal body hygiene, oral hygiene, and clean clothing. This policy defines the requirements for dress and behavior while in the clinical setting for patient care or clinical preparation.
Policy #008

1.8 Policy on Nursing Admissions Regarding Essential Performance Standards

Purpose: To establish essential performance standards for participation in the CSULB School of Nursing Program.

The goal of CSULB Nursing Programs is to prepare every student to think critically, and practice nursing competently, and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and

ultimately improve the health outcomes of patients, families, and communities across the continuum of care. Therefore, the faculty has determined that certain technical standards are required for admission, progression, and graduation from the nursing program.
Policy #009

1.9. Social Media Policy

Purpose: To define appropriate use of social media, in accordance with the School of Nursing and University policies.
Background: The California State University, Long Beach (CSULB) School of Nursing (SON) supports the use of social media to reach audiences important to the University such as students, prospective students, faculty, and staff. The University presence or participation on social media sites is guided by university policy (Executive Order 999: Acceptable Use of CSULB Electronic Communications Systems and Services). This policy applies to School of Nursing students who engage in internet conversations for SON-related purposes or SON-related activities such as interactions in or about clinical or didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.
Policy #027

a. STUDENT COURSEWORK

2.1 Course Syllabus

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

2.2 Guidelines for Written Papers

The School of Nursing requires the *Publication Manual of the American Psychological Association*, 7th edition, for all academic papers in their course work. APA format is the approved writing style.

2.3 Course Sequencing and Withdrawals

A total of 120 units are required for graduation. All courses in the nursing program must be taken in sequence. Progress in the major requires that students maintain a 2.0 cumulative GPA on all units attempted. Students must attain a minimum of a "C" grade in each of the nursing courses, as well as all required support courses. The student who earns less than a "C" must repeat the course prior to being admitted to the next course in sequence. A nursing course may be repeated only one time. A break in the course sequence necessitates readmission on a space-available basis.

2.4 Reentry into the Nursing Program

Purpose: To provide guidelines for returning students who have an approved leave of absence, have withdrawn from a course, or who did not pass a course and desire to repeat it a second time after completing their Student Success Plan.

Students seeking re-entry and continuation in the Nursing Program will be placed on a waiting list and reentered as vacancies are available. Students will be ranked for reentry based on reason for withdrawal. It is the responsibility of the student seeking reentry to submit a reentry request form (See Appendix 5). Students who have been out of rotation from the program for more than one semester must meet the minimum skills competencies from all prior clinical courses to be eligible for reentry into the program.
Policy # 023

2.5 Academic Integrity/Plagiarism

Purpose: To establish essential performance standards for participation in the CSULB School of Nursing Program.

It is the policy of the faculty and administration to deal effectively with the student who practices cheating or plagiarism. These acts are fundamentally destructive of the process of education and the confident evaluation of a student's mastery over a subject. This policy provides for a variety of faculty actions including those which may lead to the assignment of a failing grade for a course and for administrative actions which may lead to dismissal from the University. This document is written with the intent to support the traditional values that students are on their honor to perform their academic duties in an ethical manner.
Policy #001

2.6 Progressive Discipline Policy

Purpose: To establish guidelines for faculty to identify students who have demonstrated unsatisfactory or unprofessional performance standards.
Nursing is a professional discipline which requires high standards of performance to ensure quality patient care. Failure to meet these expectations can place the student, staff and patients at physical and/or emotional risk. To safeguard these standards of practice, students are held to professional performance standards both academically and clinically. Violation of these standards can result in the placement of the student on progressive disciplinary action by the School of Nursing. While the intent of this policy is to provide general guidelines and clarify academic and clinical student expectations, each case will be evaluated objectively by the faculty/administrative team.
Policy #021

2.7 Holiday Scheduling of Classes

Purpose: To establish guidelines for clinical and didactic course scheduling based on the Academic Affairs Calendar.
Policy #016

2.8 Missed Clinical Hours Policy

Purpose: To outline procedures for make-up of missed clinical hours due to student absence from clinical. Every student in the nursing program is required, but the Board of Registered Nursing, to meet a minimum number of hours in both lecture and clinical courses. It is expected that students will attend required classes.
Policy #019

2.9 Policy on Medical Clearance

Purpose: To provide guidelines to abide by medical clearance policies and procedures required by clinical partner healthcare sites.

All students must comply with all required health documentation for immunizations and proof of immunity required by the clinical agency where the student is placed. Students are required to upload the required health documentation into the Castlebranch Health Tracker by the stated deadline dates provided by Castlebranch.
Policy #018

2.10 Student Health or Safety Clinical Incident Policy

Purpose: To provide guidelines for faculty and students in handling a student health/safety incident while in the clinical agency setting.
Policy #030

2.11 Reportable Patient/Client Clinical Occurrence Involving a Nursing Student Policy

Purpose: To provide guidelines for faculty and students in handling a patient safety event that occur while in the clinical agency setting.
Policy #023

b. STUDENT GRADING

3.1 Independent Study

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

3.2 Credit by Exam

Purpose: To establish essential performance standards for participation in the CSULB School of Nursing Program.
Credit by examination is available to all students who feel they have the knowledge and/or experience sufficient to meet the objectives of a nursing course. This policy describes the process
Policy #006

3.3 Request for Class Waiver or Substitution

Student may request a waiver or substitution for a class taken at another university. This policy outlines the procedure for requesting a waiver or substitution.
Policy #024

3.4 Student Grievance

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

3.5 Student Grade Appeal

Purpose: To establish the process for grade appeals.
The Grade Appeal process has been established to protect students against academic and administrative evaluations and decisions that are prejudicial, capricious, or arbitrary. The guidelines and the process are defined in this policy.
Policy #010

3.6 ATI Policy and Procedures

Purpose: To provide specific policy guidelines regarding ATI practice, content mastery, and RN comprehensive predictor examinations in the Undergraduate Nursing Program. These policies apply to every level of study.
Policy #004

c. STUDENT EVALUATIONS

4.1 Course and Instructor Evaluation

Purpose: To establish guidelines for the evaluation of instruction.
Student Perceptions of Teaching (SPOT) is an assessment instrument used at CSULB to gather student feedback on faculty teaching. Faculty evaluations help guide the academic department in planning curriculum and determining course offerings.

4.2 BSN Agency and Preceptor Evaluation Survey

Purpose: To provide a mechanism to confirm satisfactory learning experiences for students related to the clinical site placement and/or the preceptor assignment. This evaluation is also part of the BRN and CCNE accreditation requirements for Schools of Nursing.
Policy #003

4.3 BSN Exit Survey (Pre-licensure BSN & RN to BSN)

All nursing students graduating with a BSN are required to complete the School of Nursing BSN EXIT Survey as part of their professional responsibility to participate in the evaluation of their CSULB BSN program. The student is given an electronic access link to the survey. It takes about 20 to 30 minutes to complete. This program evaluation activity is part of the course evaluation criteria for all pre-licensure BSN student completing nursing research (NRSG 450.**)** The RN to BSN students must complete this survey either in their last semester of nursing coursework (NRSG 454) or in (NRSG 450) if that is taken

in their last semester of nursing course work.

Completion of the BSN EXIT survey is considered a professional role responsibility and is a School of Nursing exit requirement of all graduating BSN students. Failure to complete the survey will result in a no credit for this assignment because it is a course requirement to pass NRSG 450 for generic students or to pass NRSG 450 or NRSG 454 depending on when the last semester of ADN to BSN coursework is taken.

d. STUDENT GRADUATION INSTRUCTIONS

5.1 Advisement

The Assistant Director of the Undergraduate Programs is the designated Faculty Advisor. You may contact the Assistant Director for assistance with issues related to your program of study. The coordinators of the RN-BSN and Trimester pathway can also be consulted regarding program specific requirements and schedules. The College of Health and Human Services Advising Center should also be consulted on a regular basis to assist you in meeting non-nursing and graduation requirements.

5.2 Graduation Instructions

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

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

Purpose: To outline procedures for submitting documents to the Board of Registered Nursing to allow students to take the NCLEX exam.
Policy #020

5.4 Public Health Certificate

Purpose: To clarify the requirement and the process of obtaining a Public Health license.
All graduates of a BSN program are eligible to apply for a Public Health license, provided the school includes the appropriate curriculum. CSULB is such a school. The process for application is also included in this policy.
Policy #022

SECTION IV
STUDENT ACTIVITIES AND RESOURCES

1. STUDENT PARTICIPATION IN SCHOOL OF NURSING COMMITTEES

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

2. NURSING STUDENT ASSOCIATION

Nursing or pre-nursing students may become involved in the CSULB chapter of California Nursing Student Association (CNSA) and the National Student Nursing Association (NSNA). Nursing students can be involved in activities at the University, State and National levels.

Membership activities include community health activities, recruitment of students into the nursing program, legislative activities, conventions, educational programs, and newsletters. Meetings are held in the nursing department. The dates are posted on the bulletin board outside of the learning center and in the nursing office.

3. STUDENT AWARDS

Awards are presented to students twice a year which coincides with graduation dates. Recognition is given to undergraduates in the following categories.

Outstanding Graduate is awarded at commencement in May from the College of Health and Human Services for service to the community and CSULB along with an outstanding GPA of 3.0.

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

4. PINS AND GRADUATION

CSULB Nursing pins are available to order for graduating senior students. The announcement for ordering nursing pins via an online portal from Herff-Jones will be sent to students from the nursing office to receive in time for any graduation ceremonies. Prices may vary depending on the type of pin ordered. Each school of nursing has its own unique pin which identifies the student as a graduate when worn with the nursing uniform.

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

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

SECTION V
SIGMA THETA TAU

LETTER TO STUDENTS
Sigma Theta Tau International, Inc.
HONOR SOCIETY OF NURSING

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

Dear Graduate Nursing Student:

Sigma Theta Tau International, Honor Society of Nursing, is dedicated to developing nurse leaders anywhere to improve healthcare everywhere. The Sigma Board of Directors has determined four strategic goals to guide the organization:

1. Grow in value for members and all nurses worldwide who are pursuing excellence.
2. Promote and celebrate nursing scholarship, leadership, and service worldwide.
3. Build partnerships and collaborative endeavors to advance the mission of the society.
4. Sustain and advance the resources of the society.

Membership in this Honor Society is through one of its local chapters located on selected college and university campuses around the world. In May of 1986 the Iota Eta Chapter was chartered at CSULB, Department of Nursing, as the 221st chapter of Sigma Theta Tau International.

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

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

Have completed at least ¼ of your degree program.
Rank in the upper 35% of your class in scholarship
Have a minimum cumulative grade point average of 3.5
Meet the expectation of academic integrity

Exceptions may be made when an outstanding student has an overall GPA of below 3.5 or a GPA that is below the upper 35%. This criterion is used for students who show exceptional leadership and/or scholarship in the nursing field.

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

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

Benefits of membership include:

- **Professional recognition of your scholarly achievement in nursing**
- **Local, regional, national, and international programs and conferences**
- **Networking opportunities through your local chapter, regional assemblies, and**
- **international meetings**
- **Subscriptions to Image: Journal of Nursing Scholarship and Worldviews on Evidence-Based Nursing**
- **Access to research grants at the local and international levels**
- **Professional awards in the areas of research, education, practice, leadership, informatics, multimedia, and writing**
- **Career development programs and mentoring**
- **Governance and leadership opportunities at the local, regional, and international levels, by election or appointment**
- **Lifetime membership that can be transferred to any of over 600 Chapters around the world**

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

Appendices

Appendix 1:
Philosophy of the School of Nursing

In accordance with the philosophy of California State University Long Beach, the faculty of the School of Nursing believes that undergraduate and graduate nursing education should encompass a broad background in the sciences and liberal arts studies. The nursing discipline-specific courses prepare students to assess, plan, implement and evaluate care based on sound evidence in a variety of nursing practice. The School of Nursing academic programs are planned in response to societal needs including but not limited to the need for greater access to healthcare, the role of technology in healthcare and public education surrounding self-care responsibility.

The faculty believes that professional registered nurses at the baccalaureate level are prepared as generalists, and the masters prepared nurses as experts in advanced nursing practice. Students are prepared at the master's level to assume one or more of the following roles: nurse practitioner, clinical nurse specialist, nurse educator, or nurse administrator. In addition, the master's prepared nurses are beginning nurse researchers, catalysts for change, independent and critical thinkers and most importantly, client/patient-care advocates. This belief supports the most fundamental belief of faculty that the focus of nursing is the patient/client as individual, family or community.

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

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

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

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

Environment is a state or a setting within which the individual, the family and the community exists. Environment can be physical, conceptual, internal, and external. The stimuli in the form of stressors from each of these environments create the responses and adaptability of individuals, families, and communities.

Learning is a dynamic process that results in a permanent change in the student's behavior because of reinforced practice. Learning can take place within the context of a variety of teaching strategies and modes of delivery.

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

Revised 8-2011

Appendix 2
BSN Graduate Learning Outcomes

Licensing, Certification and Employment Opportunities of our BSN Graduates

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

1. Be eligible to take the Registered Nurse (RN) licensing examination (National Council Licensing Examination—NCLEX) in the State of California.
2. Be eligible to obtain the California Public health Nursing (PHN) certificate.
3. Be able to function and provide evidence based, culturally sensitive therapeutic interventions (care) as a generalist professional RN in any of the following clinical settings, in any acute care hospital: medical, surgical, women's health, pediatrics, psychiatric/mental health, neonatal nursery, adult/geriatric, and rehabilitation nursing.
4. Be able to practice in an entry level critical care and neonatal intensive care units.
5. Be able to practice as an entry level public health nurse and provide community focused care and promote the health and wellbeing of the communities.
6. Be able to assume first level nursing leadership positions as team leaders, care coordinators, and head nurses in any health care setting.
7. Be eligible to apply to any graduate nursing school to pursue advanced nursing degrees.

5/21/12
SON Website

Appendix 3
Terminal Objectives of The Nursing Program
(Expanded Version of Learning Objectives in Section 4)

Eight terminal objectives were identified for the undergraduate program. Individual courses are designed to build upon one another as the student progresses through the various levels of the program. Thus, the undergraduate program was developed to facilitate student learning and the mastery of content and/or skills necessary for the accomplishment of these objectives.
Upon completion of the baccalaureate program in nursing, the graduate will have the following competencies and objectives:

Terminal Objective I: Liberal Education for BSN Generalist Nursing Practice

Integrate knowledge, skills and values from the liberal arts, sciences, humanities, and nursing theories to provide holistic, competent, and safe care; and to serve as advocates for individuals, families, communities within a multicultural society; and to promote social justice by demonstrating ability to:

1. Integrate the concepts, and theories from the physical, biophysiological, psychosocial, cultural, socioeconomic, and other liberal arts education in understanding human responses to stress and illnesses and into nursing practice.
2. Integrate critical thinking skills, moral and ethical reasoning, analysis, and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.
3. Use verbal, nonverbal, written, and emerging patient care technology to support patient care delivery and address practice issues.
4. Apply knowledge of social and cultural sciences in adapting nursing care to patients, families, and communities with differences in values, beliefs, ethnicities, and socio-cultural practices.

Terminal Objective II: Baccalaureate Generalist Nursing Practice—Knowledge, Clinical C ompetencies, Professionalism and Professional Values and Conduct

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

1. Perform a comprehensive and focused assessment of patients that includes physical, behavioral, psychosocial, economic, spiritual, and environmental aspects of health and illness, using developmentally and culturally appropriate methodology.
2. Conduct a thorough genetic and genomics assessment related to health, illness, prevention, screening, diagnostics, effect of treatments, by taking a careful family history related to the condition at hand.
3. Implement evidence-based therapeutic nursing interventions that are holistic, patient- centered that integrate knowledge related to growth and development, pathophysiology, pharmacology, medical management, and nursing management, across the health-illness continuum, across the lifespan, and in various and diverse healthcare settings.
4. Communicate and collaborate with all members of the healthcare team, including the patient and his/her support system, to achieve optimum patient outcomes.

5. Provide patient and family centered care that is sensitive and compassionate, when end-of-life and palliative care issues are encountered, such as symptom management, patient and family preferences related to specific aspects of care, support of rituals and spiritual care.
6. Use appropriate patient teaching strategies that take into consideration the developmental stage, age, culture, patient preferences, spirituality and health literacy levels of patients, families and communities, to foster comprehension and participation in their care.
7. Monitor, evaluate, and revise care to ensure achievement of patient care outcomes.
8. Provide evidence-based nursing care that creates a safe care environment, safe and high-quality patient outcomes on a clinical unit or within the healthcare microsystems.
9. Use clinical judgment and take responsibility for patient care outcomes when aspects of care are delegated to other members of the healthcare team.
10. Demonstrate competence and mastery of core scientific principles underlying all skills, in providing therapeutic nursing interventions.
11. Develop an awareness of how patients' and healthcare professionals' attitudes, values, religious beliefs and affect health behaviors and delivery of health care.
12. Use high level critical thinking and clinical reasoning in making decisions, setting priorities while multitasking within the context of delivering complex nursing care to patients, families, communities under emergency situations, in critical care settings, and in disaster management situations.
13. Provide nursing care and healing techniques that promote trust, therapeutic communication, and nurse–patient relationships.
14. Demonstrate professional standards of moral, ethical, and legal conduct.
15. Assume accountability for personal and professional behaviors.
16. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, civility, and attention to professional boundaries with respect to patients, families, and among caregivers.
17. Demonstrate accountability for oneself and currency in nursing practice, including continuous professional engagement and lifelong learning.

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

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

1. Apply leadership and management principles, skills and decision making to oversee the provision of high-quality nursing care, the coordination of the health care team, and accountability for care delivery in a variety of health care settings.
2. Implement patient safety and quality improvement initiatives within the context of the multidisciplinary health care team, including assisting in the development of quality improvement action plans, and monitoring the results of these action plans within the clinical units, which is embedded within a larger health care organizational system.
3. Articulate the relationship between an organization's vision, mission, values, philosophy and organizational structure.
4. Identify safety and quality concerns and apply evidence-based knowledge from the nursing profession and other clinical sciences to improve patient care outcomes.
5. Apply evidence-based concepts of quality and safety using structure, process, and outcome measures to raise clinical questions and describe the process of changing current practice.

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

Terminal Objective IV: Scholarship for Evidence-Based Practice

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

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

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

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

1. Use patient care technologies, information systems and communication devices to enable the practice of safe nursing care to all patients, families, and communities from diverse backgrounds.
2. Implement safeguards and decision-making support tools found in patient care technologies and information systems to provide a safe practice environment for both the patients and health care providers.
3. Articulate the need for and the use of clinical information systems to document interventions related to achieving nurse sensitive outcomes.
4. Evaluate data from all relevant sources, including technology to determine their validity, reliability and relevance to clinical decision making and patient care outcomes.
5. Uphold ethical and legal standards with respect to data security, confidentiality, right for individual privacy, and regulatory requirements.
6. Participate in the development of policies and procedures to safeguard the use and evaluation of information systems in practice settings.

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

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

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

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

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

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

Terminal Objective VIII: Clinical Prevention and Population Health

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

1. Assess the health of individuals, families, communities, and populations in terms of protective and predictive factors that influence health, including genetic factors.
2. Identify current and possible future health problems by obtaining health history that includes environmental exposure and family history of genetic disorder risks.
3. Assess the beliefs, values, attitudes and practices of individuals, families, communities, and

populations related to health and illness.

4. Use evidence-based practices to guide screening, outreach, disease and outbreak investigation, health teaching, referral, and follow-up throughout the lifespan.
5. Collaborate with other members of the health team to provide coordinated care that is culturally appropriate, and takes into consideration available resources, and the range of activities to promote health and prevent illnesses, injuries, disabilities, and premature deaths.
6. Use clinical judgment and decision-making skills in assessing health, health care, emergency preparedness and the mode of delivery of appropriate, and timely nursing care during disaster, mass casualty and other emergency situations for a defined population.
7. Bring to the attention of appropriate legislators the health needs and of vulnerable populations and advocate for social justice and elimination of health disparities.
8. Use evaluation results to bring about the needed changes in the delivery of health care to promote health and prevent illnesses.

Revised 2016

Appendix 4:
Physical Examination Form

To be completed by Health Care Provider

Instructions: This Physical Examination Form is to verify adequate health status for participation in clinical coursework for this student who has been accepted as a nursing major at California State University, Long Beach.

Last Name: _____First Name_____M.I._____
DOB: _____E-mail address _____
Home Phone ( ) _____Cell Phone ( )_____

Date of Exam:_____

HT_____WT_____BP_____P_____Temp _____Vision_____Hearing _____

NL	**ABNL**		**Findings**
⬭	⬭	Head/Neck	_____
⬭	⬭	Eyes	_____
⬭	⬭	ENT	_____
⬭	⬭	Lungs	_____
⬭	⬭	Cardiac	_____
⬭	⬭	Breasts	_____
⬭	⬭	Abdomen	_____
⬭	⬭	GU (as indicated)	_____
⬭	⬭	Rectal (as indicated)	_____
	⬭	Back Strength/Exremities	_____

Yes	**No**	
⬭	⬭	Ability to lift and carry up to 35 lbs._____
⬭	⬭	Ability to bend/stoop/squat/push/pull_____

NL	**ABNL**		
⬭	⬭	Neuro	_____
⬭	⬭	Reflexes	_____
⬭	⬭	Lymphs	_____
⬭	⬭	Skin	_____

Health Provider name & title (e.g. MD, NP, PA): _____

Signature:_____ Date:_____

Appendix 5
CSULB School of Nursing Request for Re-entry Form

Request for Re-Entry Form

Name (please list all names used):

Student ID #: Phone:

Email: CSULB e-mail

Re-Entry Request:
Course Number Exited (ex. 200, 250, etc
Semester/year when Exited
Previous Cohort Code (e.g. 1224T):
Reason for Exiting Nursing Program (please circle):
Academic Medical Leave Educational Leave Other
**Please Give Specifics:

Did you receive an Academic or Clinical Performance Plan for the course that you will be re-entering?
Y ☐ N ☐
If yes, which Faculty Member initiated your Academic or Clinical Performance Plan:
Please attach a copy of the plan to this form.
Have you previously applied for re-entry to the Program: Y ☐ N ☐
If Yes, List Courses you have repeated (and the number of times per course):
Additional Comments:

NO RE-ENTRY REQUESTS ARE GUARANTEED –
Permission to re-enter is dependent and determined on space available basis as outlined in the School of Nursing Re-Entry Policy.

Appendix 6
CSULB School of Nursing Policies

SUBJECT: **Academic Integrity**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH 001/SH 001 PAGE: 1 OF: 4 EFFECTIVE:
MANUAL: **Faculty/Student**		Reviewed 11/02/2022

Purpose: To establish essential performance standards for participation in the CSULB School of Nursing Program

Policy:

Background: It is the policy of the faculty and administration to deal effectively with the student who practices cheating or plagiarism. These acts are fundamentally destructive of the process of education and the confident evaluation of a student's mastery over a subject. A University maintains respect and functions successfully within the larger community when its reputation is built on honesty. By the same token, each student benefits in helping to maintain the integrity of the University. This policy, therefore, provides for a variety of faculty actions including those which may lead to the assignment of a failing grade for a course and for administrative actions which may lead to dismissal from the University. This document is written with the intent to support the traditional values that students are on their honor to perform their academic duties in an ethical manner.

1. The following definitions of cheating and plagiarism shall apply to all work submitted by a student. Any change or refinement in the following definitions or applications of the definitions, necessitated by the nature of the work involved, shall be made by the faculty member or departments desiring the change. Any change shall be announced, in writing, in the relevant classes before the work is assigned and a copy of the changes will be filed in the department office and in the Office of Judicial Affairs.
    a. Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source.
        - Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.
        - Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary.
        - Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for

ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another writing or paraphrasing should consult the instructor.

b. Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means.
    - Examples of cheating during an examination would include, but not be limited to the following:
        1. copying, either in part or in wholes, from another test or examination;
        2. discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor;
        3. giving or receiving copies of an exam without the permission of the instructor; using or displaying notes;
        4. "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure;
        5. allowing someone other than the officially enrolled student to represent the same.
    - It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

2. Before a faculty member charges a student with cheating or plagiarism, the faculty member should have reasonable evidence with respect thereto. Reasonable evidence includes documentary or other physical evidence, personal observation, or testimony. Prior cheating or plagiarism is not reasonable evidence. In order to establish facts of the student's knowledge or skill, the faculty member may ask the student to provide such additional demonstration of competency as the faculty member deems necessary to evaluate scholarship and academic performance. The faculty member must advise the student that a decision to provide an opportunity for such an additional demonstration of competency is entirely at the faculty member's option and that the student may comply with the request of the faculty member at the student's option. Neither compliance nor non-compliance shall be considered an admission of cheating or plagiarism.
3. One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faulty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.
    a. Review – no action.
    b. An oral reprimand with emphasis on counseling toward prevention of further occurrences
    c. A requirement that the work be repeated
    d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade
    e. Assignment of a failing final grade
    f. Dismissal from the School of Nursing

g. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.

Procedure:

1. Arrange for an informal office conference with the student as soon as possible. At the conference the student shall be notified by the faculty member of the charge and supporting evidence.
2. The faculty member shall inform the student(s) that both students and faculty have the right to submit a request to the Academic Integrity Committee Fill out the University Academic Integrity Form
3. Describe to student the learning activities assign to them. Activities can include:
    a. Rewriting the assignment with proper citation and paraphrasing (after reviewing the CSULB library site: https://csulb.libguides.com/c.php?g=354886&p=2393910)
    b. Written paper on plagiarism, including the following information:
        - (have student use CSULB library site, not google search)
        - What is plagiarism
        - The 10 most common types of plagiarism
        - What type of plagiarism did they commit?
        - How they can avoid this in the future
        - How can violations of academic integrity impact my future in nursing?
        - Length maximum of five (5) pages that do not include the cover or reference page
        - APA format for professional paper writing and referencing.

    c. IU Plagiarism Tutorials and Test
        - Certification Tests: How to Recognize Plagiarism: Tutorial and Tests
        - student must print out certificate at end of tutorial and turn it in to instructor
4. Charges of cheating or plagiarism cannot be brought against a student more than 120 calendar days after discovery that the work in question may have been plagiarized or that cheating may have taken place.
5. All notes and discussions between the student and the faculty member are confidential.
6. Notes and evidence shall be kept by the department chair or program director for a minimum of five years after the case is settled.
7. Students who are not in agreement with the assessment and recommendations made by the faculty member may exercise their rights to due process using the following chain of command. See Progressive Discipline Policy

References:

Understanding & preventing plagiarism: Strategies & resources for students and teachers: Policy on Academic Integrity Regarding Cheating and Plagiarism : Cheating and Plagiarism
Academic Integrity Committee

SUBJECT: Advanced Placement Policy for the BSN Program		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH 002/SH 002 PAGE: 1 OF: 2 EFFECTIVE: 05/31/2020
MANUAL:	**Faculty/Student**	Reviewed 11/02/2022

Purpose: To provide guidelines for admitting transfer students for advanced placement into the nursing program.

I. Policy:

1. Students seeking transfer into the Nursing Program from another accredited university will be admitted on a space available basis. The waiting list and vacancies for each level will be monitored by the Assistant Director of Undergraduate Programs.
2. Students must apply for advanced placement into the program in writing to the Director and Assistant Director of Undergraduate Programs of the School of Nursing. They must:
    a. Submit the Advanced Placement Application with all prerequisite courses completed.
    b. Submit official copies of all transcripts (unopened).
    c. Submit a letter of request with full name, student ID number, current address, telephone number, and email.
    d. Submit a letter stating you are in "good standing" from your previous nursing program director.
    e. Submit copies of course descriptions, syllabi and other support materials from all nursing and prerequisite courses completed.

3. The Assistant Director of Undergraduate Programs will evaluate and consult appropriate content experts as necessary for equivalency.
    a. Student may be requested to meet with the Undergraduate Coordinator to answer questions regarding prior academic course work.
4. Previous course work may be waived or substituted for content credit only and does not reduce the total number of units required for the degree.
    a. Students may attempt to achieve credit for a course by examination.
    b. Waivers will be specified by the School of Nursing's Undergraduate Coordinator on the California Board of Registered Nurses' "Individual Candidate Roster: Candidate Worksheet" form upon graduation.
5. Placement level is then established for the transfer student and they are admitted on a space available basis.
6. Students who have been selected will be notified in writing.
7. Students must confirm their intention to accept this placement within 10 business days of notification.
    a. If no notification is received within that time, the next student on the list will be notified.

II. Procedure:

1) Students will be ranked for admission according to the following selection criteria in the order shown:
    a) Transfer students in good standing from other CSU campuses.
    b) Transfer students from other California colleges/universities
    c) Transfer students from out-of-state schools
2) Students who have equal ranking for admission to the nursing program will be selected according to:
    a) Veterans returning from military service
    b) GPA on transfer prerequisite science courses
    c) The earliest date of receipt of their application

References:
University Policy: Credit by examination and substitution or waiver of course requirement

SUBJECT: **Agency and Preceptor Satisfaction Survey Policy**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☐ University Policy Reference ☐ College of Health and Human Services Policy Reference ☒ Accreditation Requirement ☒ Board of Registered Nursing Requirement	Policy Number: FH-003/SH-003 PAGE: 1 OF: 2 EFFECTIVE: 05/31/2020
MANUAL: **Faculty/Student**		Reviewed 11/02/2022

Purpose: To provide a mechanism to confirm satisfactory learning experiences for students related to the clinical site placement and/or the preceptor assignment. This evaluation is also part of the BRN and CCNE accreditation requirements for Schools of Nursing.

I. Policy:

1. All Graduate and Undergraduate courses that have a required clinical component must complete the Agency and Preceptor Satisfaction survey at the end of each semester.
    a. The grading for the class is to include a credit/no credit section for this requirement with a specific deadline.
2. The following statement is to be placed in the course syllabus of clinically based classes for the student's information:
    a. All CSULB nursing students are required to complete the School of Nursing's Agency and Preceptor Satisfaction Survey as part of their professional role responsibilities to participate in the evaluation of their clinical practicum. The survey can be located within the Survey section of The Learning Management System. It will take no more than 15 minutes to complete. The professional evaluation is a credit/no credit assignment that is part of your course requirements. Failure to complete the survey will result in a delay in the completion of requirements to pass this course.
3. The surveys are anonymous, and the individual results are not available to the preceptor or the clinical agency.

4. Data gathered from these surveys will be reviewed annually in a Full Faculty meeting as part of the Program Evaluation requirement for the regulatory bodies for the purpose of quality improvement.

II. Procedure

1. The Agency and Preceptor Satisfaction Survey will be loaded by the designated faculty responsible for outcomes measurement.
    a. Faculty assigned for outcomes measurement must be added to each clinical course in the learning management system site as an instructor.
        i. Faculty assigned for outcomes measurement will monitor survey for timely completion
        ii. Faculty assigned for outcomes measurement will download the completed information at the end of each semester to include in the Program Outcomes measurement
            - Means and standard deviations of the survey will be included in the downloaded materials

References:

Board of Registered Nursing Standards of Competent Performance CCNE Standard IV

SUBJECT: Assessment Technologies Institute (ATI) Policy & Procedure		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☐ University Policy Reference ☐ College of Health and Human Services Policy Reference ☒ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH 004/SH 004 PAGE: 1 OF: 4 EFFECTIVE: September 2021
MANUAL: **Faculty/Student**		Reviewed 11/02/2022

Assessment Technologies Institute (ATI) Policy and Procedures

This document provides specific policy guidelines regarding ATI practice, proctored and RN comprehensive predictor assessments in the undergraduate program, School of Nursing at California State University, Long Beach.

All ATI undergraduate assessments are to represent 10 points (10% weighted grade) of the lecture evaluation criteria for courses that use ATI testing. The awarding of the ATI 10 points is as follows:

A. The online non-proctored assessment and completion of active learning templates is worth up to 4 points.
B. The online proctored assessment and completion of active learning templates is worth up to 6 points.

1 <u>The online ATI- non proctored assessment</u>

1.1 The assessment score attained will be graded in the following manner:

1.1.1 80% or greater – three points, if 2 active learning templates are completed, one additional point is earned.

1.1.2 65-79% – two points, if 4 active learning templates are completed, two additional points are earned.

1.1.3 Less than 65% – zero points, if 8 active learning templates are completed, four additional points are earned.

1.2 Students are encouraged to use the ATI materials to prepare for the non-proctored assessments.

1.3 The ATI non-proctored assessments will be accessible for students to complete at the designated time determined by the faculty. Students will be given one week to complete the non-proctored assessment.

1.4 Scores are based on the student's first attempt. Non-proctored assessments are timed, and students will be given 500 minutes of testing time and 500 minutes of pause time to complete each non-proctored assessment.

1.5 All students may complete a required number of active learning templates on topics missed on the non-proctored assessments to earn full points. Completed active learning templates are due one week after the non-proctored assessment. Failure to complete all active learning templates by the due date forfeits the additional points.

ATI non-proctored assessments per course/semester

Non-Proctored ATI Test	Course
RN Fundamentals	NRSG 200
Self-Assessment Inventory	NRSG 200
RN Fundamentals	NRSG 250
RN Adult Medical Surgical	NRSG 331
RN Mental Health	NRSG 341
RN Maternal Newborn	NRSG 351
RN Nursing Care of Children	NRSG 361
RN Nutrition	NRSG 402
RN Community Health	NRSG 402
RN Leadership	NRSG 454
RN Pharmacology	NRSG 458
RN Comprehensive Predictor	NRSG 458

2. <u>The online ATI proctored assessment</u>

2.1 The online proctored assessment and completion of active learning templates comprises up to 6 points of the lecture course grade.

2.2 The assessment score attained will be graded in the following manner:

- 2.2.1 Level 3 – four points, if 2 active learning templates are completed, two additional points are earned.
- 2.2.2 Level 2 – three points, if 4 active learning templates are completed, two additional points are earned.
- 2.2.3 Level 1 – one point, if 8 active learning templates are completed, an additional two points are earned.
- 2.2.4 Below level 1 – zero points, if 12 active learning templates are completed, two additional points are earned.

2.3 All students may complete a required number of active learning templates on topics missed on the proctored assessment to receive additional points. Completed active learning templates are due one week after the proctored assessment. Failure to complete the active learning templates by the due date forfeits the additional points. Score will be based on the student's first attempt.

2.4 Students who receive below Level 1 should contact the course instructor for remediation and re-testing. Re-testing must be completed prior to taking the Comprehensive Predictor assessment in the NRSG 458 NCLEX review course. Students must achieve a Level 1 or higher on all ATI proctored assessments to be eligible to complete the Comprehensive Predictor assessment. The course lead instructor is responsible for ensuring that all students within that course have achieved a Level 1 or higher score prior to entering NRSG 458.

2.5 It is strongly encouraged that the student retake the assessment as close to the completion of the semester as possible.

List of the ATI proctored assessments per course/semester

Proctored ATI Test	Course
Entrance Critical Thinking	NRSG 200
RN Fundamentals	NRSG 250
RN Adult Medical Surgical	NRSG 331
RN Mental Health	NRSG 341
RN Maternal Newborn	NRSG 351
RN Nursing Care of Children	NRSG 361
RN Nutrition	NRSG 402
RN Community Health	NRSG 402
RN Leadership	NRSG 454
Exit Critical Thinking Assessment	NRSG 456
RN Pharmacology	NRSG 458
RN Comprehensive Predictor	NRSG 458

Specific Course Assessments

NRSG 200

Students must complete the ATI Self-Assessment Inventory and the Entrance Critical Thinking Assessments as part of the NRSG 200 expectations. Failure to complete these assessments will result in an incomplete grade until the requirement is met. There is no minimum benchmark for these assessments.

NRSG 456

Students must complete the ATI Exit Critical Thinking Assessment as part of their NRSG 456 expectations. Failure to complete the assessment will result in an incomplete grade until the requirement is met. There is no minimum benchmark for this assignment.

NRSG 458

Students need to achieve a minimum of a Level 1 on the ATI RN Pharmacology Proctored Assessment. Students who achieve less than a Level 1 are required to complete a pharmacology focused review and retake the assessment. Students need to achieve a minimum of a Level 1 to pass the course and be eligible to take the ATI Comprehensive Predictor.

Students need to obtain a minimum Probability Score of 90% on the ATI RN Proctored Comprehensive Predictor. Students who achieve less than 90% are required to complete a comprehensive predictor focused review and retake the assessment.

SUBJECT: **Background Check Policy**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☐ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☒ Board of Registered Nursing Requirement	Policy Number: SH-005 PAGE: 45 OF: 105 EFFECTIVE: 05/31/2020
MANUAL: **Student**		Reviewed 11/02/2022

Purpose: To outline procedures for background checks while in the School of Nursing

Policy:

1. Background checks for all students will be done no sooner than 90 days prior to the first semester of the program.
    a. This process shall be conducted through the designated School of Nursing Health Tracker system.
    b. Payment for the background check shall be the responsibility of the student.
2. Verification of clearance of a completed background check will be monitored by the assigned Administrative Assistant.
    a. Notification of a failed background check shall be brought to the attention of the Assistant Director of the Undergraduate or Graduate program.
3. Access and privacy of background check information is ensured by maintaining limited access to the Health Tracker system
    a. This access is limited to the following individuals:
        i. Administrative Assistant designee
        ii. Director of the School of Nursing
        iii. Assistant Director of Undergraduate/Graduate Programs
    b. The on-line background check information shall be treated as strictly confidential and will not be printed.
4. <u>Positive Background Check Procedures</u>
    a. A positive criminal record shall not automatically disqualify a student from admission.
        i. The School of Nursing will identify criteria that would prohibit an individual from clinical placement based upon Board of Registered Nursing, Orange County Consortium, and/or hospital affiliate standards for disqualification.
    b. If a record of criminal activity is revealed through the background check, the student shall be counseled by the appropriate Undergrad/Grad Assistant Director regarding their continuation in the program and implications for licensure.
    c. It shall be the responsibility of the student to take remedial action to clear their criminal record according to BRN guidelines for licensure.

d. Clinical Agency assignment may be altered based on the results of the background check clearance.

References:
BRN Application Prior Convictions and Disciplinary Actions FAQ
BRN Background Checks for Student Clinical Placement
BRN License Discipline and Convictions

SUBJECT: **Credit by Examination**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: SH 006 PAGE: 1 OF: 2 Revised: 05/26/2020
MANUAL:		Reviewed 02/20/2023

Purpose: To establish essential performance standards for participation in the CSULB School of Nursing Program.

Policy:

1. Credit by examination is available to all students who feel they have the knowledge and/or experience sufficient to meet the objectives of a nursing course.
2. Credit by examination of a nursing course is permitted only after admission to the University, nursing program.
3. The student must also have the permission of the Assistant Director of the Undergraduate or Graduate Program of the School of Nursing.
4. A maximum of 30 units earned by the examination process may be counted toward the Bachelor of Science degree. (see University Catalog)

Procedure:

1. Following notification of acceptance to both the University and the School of Nursing, the student is to make an advising appointment with the Assistant Director of the Undergraduate Program to discuss seeking credit by examination.
2. Combined lecture and clinical or activity courses cannot be given credit be examination according the University's Credit by Examination Policy (See Policy 87-04).
3. Credit be examination is not available for the following reasons:
    a. for any course which is a prerequisite to one for which credit has been received, (see department for possibility of course waiver),
    b. to remove a grade of "F," "WU," "NC,"
    c. to satisfy the courses required for a major in a master's degree.
    d. for any course in which the content or methodology is such that an examination does not appropriately measure competence.
4. Determination of whether a course can be offered for credit by exam will be determined by the School of Nursing. All courses may only be challenged one time.
5. Upon approval, the student is to pick up a "Credit by Exam" form from the Office of Admissions and Records (http://www.csulb.edu/admissions for approval signatures from the Director of the School of

Nursing and the instructor for the course PRIOR to enrolling in the course. Students must provide the instructor with a copy of the signed and dated approval form at the first class meeting.

6. Students will have an opportunity to review their exam with the course faculty once it has been scored. The grading practices for the examination parallel criteria for the course for which credit by examination is taken. (See University Policy Statement 87-04)
7. Students who pass the course receive a grade of "CR".
8. Students who do not pass the examination have two options:
    a. continue in the course as a regular student; or
    b. withdraw from the course.

References:
University Catalog
University Policy Statement 87-04

SUBJECT: **Urine Drug Screen Policy**		
☐Policy & Procedure or ☒Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☒ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement ☐ Board of Registered Nursing Requirement	Policy Nu FH-031/SH-031 PAGE:1 Of: 3 OF: EFFECTIVE November 2021
Manuel	**Faculty/Student**	Reviewed 11/02/2022

Purpose:

I. Policy: To insure the safety of patients, students and employees of the School of Nursing

1. CSULB is dedicated to the safety of employees, students and patients. Clinical Partners (Facilities) may require that every student pass a urine drug screen prior to being allowed to enter the facility for clinical experiences. Therefore, all students in the SON will be required to submit a negative urine drug screen after enrollment into the program.
    a. The urine drug screen must be completed within 60 days of the start of the program.
    b. Any sample done prior to the 60 days before the start of the semester will not be acceptable.
    c. Additional testing may be required by the clinical partner for subsequent semesters.

2. Substances tested for include amphetamines, cocaine, marijuana, opiates, phencyclidine (PCP), benzodiazepines, barbiturates, methadone, methaqualone, propoxyphene, and ethanol urine; and other substances as may be required by a health care facility at which the student is assigned for a clinical rotation. Drug screen results must be obtained through Castle Branch or the student's health care provider.
    a. The Castlebranch manager will notify the respective Undergraduate or Graduate Director of the positive drug screen for investigation and management.

3. A student's drug screen is not considered positive until the appropriate Dean or Chair has determined that the results are not due to legally prescribed and appropriately taken prescription medications that do not cause a risk to the students' ability to provide safe and effective care to patients and the student has been offered the opportunity to retest at the student's expense.

    a. A positive result is considered a violation of the student code of conduct and results in sanctions including but not limited to removal from the nursing program.

4. Any substance, whether prescribed or not, that impairs the student's ability to fully function in the care of vulnerable populations should not be used prior to or during clinical experiences

5. Due to the nature of the clinical experiences in the nursing program, students may be required to submit to drug testing at their personal cost if there are documented behaviors that indicate that the student may be under the influence of a substance that has impaired judgment and/or ability to care for patients. The student may also be removed from the patient care area. The student will be required to obtain a urine drug screen within 24 hours, at their expense.

   a. The student will not be allowed to return to clinical unless a negative result is obtained.
   b. If a student refuses to provide the urine drug screen it will be considered a positive result.

6. It is recognized by the BRN and the faculty that alcoholism and drug abuse are serious personal health problems that can affect a student's academic and clinical performance thus placing patients that are entrusted to the student's care at increased risk for injury. Therefore, students who demonstrate those behaviors suggestive of alcohol and/or drug use will be encouraged to seek and obtain appropriate help with these problems. It is the student's ultimate responsibility to seek diagnosis and treatment for any suspected problems related to alcohol and/or drug abuse. It is important that all students are aware that the diagnosis and treatment of these problems will be handled confidentially. The nursing faculty has been provided guidelines for dealing with suspected alcohol and/or drug abuse by students. Several referral sources are available to students to assist them in dealing with the problems of alcohol and/or drug abuse. They are:

   a. Employee/Student Assistance Coordinator at the Student Health Center (phone 562-985-4771) provides therapeutic counseling at no charge to the student.
   b. Counseling and Psychological Services (CAPS) (phone 562-985-4001) provides therapeutic counseling at no charge to the student. Check with CAPS for their walk-in or crisis intervention

7. This policy embodies CSULB SON's commitment to support the needs of students while protecting the interests of patients and clinical partners. The decision of the results from the appropriate Dean or Chair is final.

References:

BRN Intervention Program
CSULB substance abuse resources
CSULB Drugs and Alcohol use Policy

SUBJECT: **Dress and Behavior Code Guidelines for the Clinical Agencies**		
☐ Policy & Procedure or ☒ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-008/SH 008 PAGE: 1 OF: 3 EFFECTIVE: 03/19/2019
MANUAL:	**Faculty/Student**	Reviewed 11/02/2022

Purpose: To establish guidelines for student behavior and dress while in clinical agencies.

I. Policy:

1. Students are expected to be clean and neat at all times. Daily requirements include personal body hygiene, oral hygiene, and clean clothing.
2. Students are to wear the pre-selected uniform for most clinical rotations. The uniform must be clean and unwrinkled. Necklines and hemlines are to be non-revealing, undergarments should be neutral in color and not visible. The uniform needs to be loose enough to permit freedom of movement. Pants must be hemmed so they do not touch the floor. Students may wear a white t-shirt under their uniform top; sleeve length must be above the elbow. If the uniform skirt is worn, black or neutral tights or stockings are be worn if black shoes are worn and white or neutral tights or stocking if white shoes are worn. No socks may be worn over the tights or stockings.
3. When the pre-selected uniform is not required, i.e. NRSG 402 or when representing the School of Nursing, the following dress code must be observed: no jeans, no oversized apparel, no leggings, no sweats, no hoodies, no hats or ball caps unless for religious or cultural purposes, no midriff or abdomens are to be visible, no bear arms or cleavage may be revealed, no T-shirts, undergarments must not be visible, logo apparel may not be worn with exception of CSULB apparel. Skirts and dresses must come to the top of the knee.
4. Facial hair shall be clean, neatly trimmed and allow for a secure fitting mask.
5. No headbands are allowed. If a student is wearing a hijab, the color must be white, tan or black and secure, so it does not fall forward when the student leans forward.
6. Students are to wear picture ID name badges on the upper left side of their uniform top. One ID badge is from CSULB identifying them as a Student Nurse. A second ID badge will be obtained at the facility that they are completing their clinical rotation and must also be worn.
7. Students are to wear clean, solid white or solid black shoes with enclosed toes and heels. Shoelaces and above the ankle socks are to be the same color as the shoes.
8. Students at their clinical site for orientation or pre-planning may not need to wear a student uniform. They are required to wear a clean, unwrinkled lab coat with the CSULB

emblem with professional attire and have their CSULB student picture ID and facility ID badges visible. No jeans, sweats, jogging suits, leggings, shorts, tank tops, printed T-shirts, tight fitting clothing, hem lines above the knee, open-toed or open heeled shoes are permitted.

9. Students are expected to be equipped with a black pen, small note pad, bandage scissors, pendant watch with a second hand, portable aneroid blood pressure cuff, and stethoscope.
10. The only jewelry permitted is a pendant watch and one pair of non-dangling earrings in the earlobe.
11. Hair is to be off of the collar and should be clean, neatly trimmed and arranged. Hair should not fall forward when the head/neck is flexed or when the student leans forward in the performance of tasks. Hair needs to be of a natural color.
12. Use of lightly or non-scented deodorant and oral hygiene products are highly recommended to manage body odors with clean, odor-free clothing. No scented lotions, perfumes, cologne, or aftershave are permitted.
13. Fingernails are to be clean and short, without polish. Students may not wear acrylic, gel, silk, or artificial nails.
14. Tattoos that are visible and considered offensive in nature need to be covered. The facility policy will be followed.
15. Students are prohibited from wearing ear buds or headsets in the facilities unless provided by the facility for assigned duties.
16. Chewing gum is not permitted in the clinical area.
17. Basic guidelines of courtesy are applicable in addressing and interacting with clients, visitors, staff, faculty, and peers, and in the utilization of space, time, supplies, and equipment within the clinical agency.
18. Students are to comply with agency policy and procedures in the clinical setting.
19. Hallways, elevators, and stairways are to be kept open for movement of personnel. It is important not to congregate in heavy traffic areas such as the Nurse's Station.
20. As arranged, students are to inform their clinical instructor IN ADVANCE of any absence and to call or text the instructor immediately when it appears that an UNAVOIDABLE LATE ARRIVAL will occur.
21. Questions relative to the appropriateness of student's appearance and/or behavior are to be addressed in private, immediately by the clinical instructor and agency personnel, as needed.
22. Professional nurse role development incorporates dress and behavior. Growth and consistently acceptable compliance are expected.
23. Cellular phones and devices may be permitted for clinical resources only. Check the facilities policy. Personal calls and texting are not permitted in the patient care area.
24. Students are to limit textbooks and personal items in the clinical area. Items of value should fit in your pockets. Backpacks are not allowed in the nursing lounge. The hospital is not responsible for the safety of your personal items.

SUBJECT: **Essential Performance Standards**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-009/SH 009 PAGE: 1 OF: 4 EFFECTIVE: 05/31/2020
MANUAL: **Faculty/Student**		Reviewed 11/02/2022

Purpose: To establish essential performance standards for participation in the CSULB School of Nursing Program.

I. Policy:

4. Background
    a. The goal of CSULB Nursing Programs is to prepare every student to think critically, and practice nursing competently, and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of patients, families, and communities across the continuum of care.
    b. Because the practice of nursing is an applied discipline, certain functional abilities are essential for the delivery of safe, effective, nursing care during clinical training activities. Therefore, the faculty has determined that certain technical standards are required for admission, progression, and graduation from the nursing program.

5. Technical standards for participation in School of Nursing clinical training activities.
    a. General Abilities
        - The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner.
        - Hearing should be sufficient to accurately hear on the telephone; hear through the stethoscope to discriminate sounds, to hear cries for help; to hear alarms on equipment and emergency signals, and to hear various overhead pages.
        - A student must possess the ability to perceive pain, pressure, temperature, position, vibration, and movement which are important to the student's ability to gather significant information needed to effectively evaluate patients.

- A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

b. *Observational Ability*
    - The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities.
    - The student must also be able to document these observations and maintain accurate records.
    - The student must possess sufficient color vision and visual acuity to make accurate assessments of patients and equipment.

c. *Communication Ability*
    - The student must communicate effectively both verbally and non-verbally to elicit information and translate that information to others.
    - Each student must have the ability to read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings.
    - Student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient instruction to effectively care for patients and their families.
    - The student must possess verbal and written communication skills that permit effective communication with instructors and students in both the classroom and clinical settings.

d. *Motor Ability*
    - The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspections, palpation, percussion, auscultation, and other diagnostic maneuvers.
    - The student must also be able to demonstrate gross and fine motor skills sufficient to provide therapeutic nursing interventions that are safe and effective and maintain safety and security standards for patient care.
    - A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic equipment, and such maneuvers to assist with patient care activities such as lifting, wheelchair guidance, and mobility.
    - The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory

and safe performance in the clinical settings including performance of CPR, if necessary.

i. Must be able to stand for at least one hour at a time for a total of 5 or more hours
ii. Must be able to lift at least 20 pounds and may occasionally be required to lift up to 50 pounds
iii. Must be able to walk, stand, turn, twist, bend, stoop, pull, push, and reach for extended periods.
iv. Must be able to reach above shoulder level.
v. Must be able to lift, transfer, ambulate, and position patients.
vi. Must possess the ability of manual dexterity that would be required for certain medication activities, such as drawing solutions in a syringe.

e. Intellectual Ability

- The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem-solving involves the ability to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment.
- Each student must demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers, and nursing/medical literature to formulate sound judgment in patient assessment, intervention, evaluation. This involves the ability to set long- and short-term goals while managing patient care.

f. Behavioral and Social Attributes

- Compassion, integrity, motivation, effective interpersonal skills and concern for others are personal attributes required of those in the nursing program. Personal comfort and acceptance of the role of a nurse functioning under the supervision of a clinical instructor or preceptor is essential for the nursing student. Additionally, the student must be able to accept accountability for one's actions.
- The student must possess the skills required for full utilization of the student's intellectual abilities: the exercise of good judgement; the prompt completion of all responsibilities in the clinical setting; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team.
- The student must develop the ability to learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

g. Ability to Manage Stressful Situations

- The student must be able to adapt to and function effectively to stressful situations in clinical settings, including emergency situations.

- The student will encounter multiple stressors while in the nursing program. These stressors may be (but are not limited to) personal, patient care, faculty, and peer relationships.

6. Reasonable Accommodations
    a. Reasonable accommodation for students with alterations to the essential performance standards, either temporary or permanent, will be considered on a case-by-case basis and in consultation with the CSULB Office of Equity and Diversity and Bob Murphy Access Center (BMAC).
    b. If a student requests an accommodation or the student's abilities are in question, the Clinical instructor should notify the Graduate/Undergraduate Director of the concerns.
        - Together with the Office of Equity and Diversity and/or Bob Murphy Access Center (BMAC) a determination will be made if safe and reasonable accommodation can be made for the student.
            i. These accommodations will be aligned with the clinical policies and procedures of the assigned clinical facility of the student.

Procedure:

8. Documentation
    a. Maintain written documentation (anecdotal notes) related to performance concerns related to the essential performance standards.

9. Contacting Office of Equity and Diversity
    a. Contact the Office of Equity and Diversity and the Bob Murphy Access Center (BMAC) using email whenever the student is requesting accommodations for clinical placement.
        - Attach the student request
        - School of Nursing Essential Performance Guidelines
        - Appropriate Clinical Facility policies
    b. Receive written guidelines from both areas as to how to proceed.

References:
Equity & Diversity

SUBJECT: **Grade Appeal**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-010/SH 010 PAGE: 1 OF: 6 Revised: 05/26/2020
MANUAL:	**Faculty/Student**	Reviewed 11/02/22

Purpose: To establish the process for grade appeals

I. Policy:

1. Background
    a. The primary authority of the instructor to assign grades must be respected. An instructor's evaluation of a student's work and performance must not be over-ridden merely because of a difference of opinion or judgment, provided this judgment is made in accordance with the standards and expectations of the CSULB School of Nursing. The SON presumes that every instructor wants and tries to be non-prejudicial, objective, and consistent in the assignment of grades. This presumption, however, may be over-ridden by evidence to the contrary.
    b. The Grade Appeal process has been established to protect students against academic and administrative evaluations and decisions that are prejudicial, capricious, or arbitrary, and to assure that instructors evaluate student work in a nonprejudicial, objective, and consistent way. This procedure is available to undergraduate and graduate students.
    c. The burden of proof rests upon the student submitting the appeal.
2. Students may appeal only final grades. Students who believe that individual exams and/or assignments demonstrate evidence of prejudicial, capricious, or arbitrary grading and that those grades had direct bearing on the final grade should include them in the grade appeal file as supporting documentation.
3. If a grade appeals committee decides to change a grade, the committee need not grant the student's suggested grade but should assign a grade that is appropriate to the work submitted. The new grade shall not be lower than the original grade.
4. Once a student has filed a formal grade appeal, the student's grade may not be changed until either the student or the instructor discontinues the process or the third and final level has been concluded.
5. Appeals should be filed within 40 instructional days after the end of the semester. For courses that do not follow the traditional semester pattern (such as short-term courses given during a

regular semester or programs that require year-round enrollment), students must initiate an appeal within 40 regular semester instructional days of the termination of the course.

6. All grade appeal information, whether written or oral, is confidential.
7. The student may seek the assistance of an advisor in the preparation of the appeal file. The advisor may accompany the student to the departmental and/or college hearing and be privy to all confidential information relevant to the case.
8. Grades may be changed only through the grade appeal process.
9. The original file, with all documentation, recommendations, final decisions, and all other materials (including a copy of the grade change, if relevant) shall be kept by the college involved for five years. One complete duplicate set of all documentation shall be kept in the office of the Academic Senate for five years. All other parties must destroy all duplicate materials within thirty instructional days of the final decision.
10. Each college dean and the chair of the University Grade Appeals Committee shall provide a written report at the end of each academic year to the president and the Academic Senate on the number of cases heard and the disposition of each case. College deans also shall forward their reports to the chair of the University Grade Appeals Committee.
11. If the student's appeal is compounded (or accompanied) by an allegation of unlawful discrimination as defined by federal and state laws, the student has the right to access the university's internal unlawful discrimination process and the processes available through the U.S. Department of Education Office of Civil Rights and the state of California Fair Employment and Housing Commission. However, grades may be changed only through the grade appeal process.
12. <u>Grade Appeals Committees</u>
    a. The SON Grade Appeal Committee is created and directed by the Student Support and Development Committee. It shall include at least one student member appointed by the Associated Students, Incorporated. Committee members shall not participate in any way in an appeal of a grade decision in which they have been involved personally. Such participation includes, but is not limited to, assignment of the grade in question, involvement in the class in question, or grading any student work for the class in question. No committee member may serve on a committee at more than one level of a single appeal.
    b. The student and the instructor involved in any given appeal shall each have one (1) peremptory challenge to remove one (1) committee member from service for that particular appeal. The SON must replace any removed members within a timely fashion. If peremptory strikes of members are exercised by either party, the committee shall have an additional ten (10) instructional days to review the file and render its decision.
    c. The Grade Appeals committee shall consider all information submitted and may, if necessary, obtain clarification in writing from the student, the instructor, and/or committees at other levels of the process. The committee may request information to help it understand the basis for assignment of the grade. If either party does not supply appropriate grade appeal information within ten (10) instructional days when requested, then that committee may base its decision on the information supplied by the other party.
    d. All parties to an appeal shall be notified by the committee chair in writing of all responses and deadlines at all points of the appeal process and shall have full opportunity to comment in writing within ten (10) instructional days
    e. After making its determination, the Grade Appeal committee shall prepare a written statement of its decision, including an explanation of its reasoning and a response to the

specific issues upon which the appeal is based. The chair of the committee shall place a copy of the decision statement in the appeal file and shall send copies of the statement to all parties involved.

II Procedure:

1. Initiation of Grade Appeal (Informal level)
    a. Student contacts the instructor
        - Students who believe they have received a final course grade that reflects prejudicial, capricious, or arbitrary grading of their academic performance must first contact the instructor(s), either orally or in writing, before they begin the formal appeal process. In accordance with the Policy on Final Course Grades, Grading Procedures, and Final Assessments, students have a right to be informed of their scores and to review each assignment with their instructors. If materials submitted for an assignment are not returned to the student, such materials will be retained for at least two (2) subsequent semesters by the instructor. The materials shall be accessible to the SON office. In the absence of the original instructor, an instructor with appropriate qualifications may be appointed by the Chair to review the assignments with the student.
        - In the event an instructor is not available to participate, the Director of the SON may appoint another instructor whose area of expertise most closely approximates that of the instructor of record to represent their interests.
    b. If the student cannot resolve the problem after informal consultation with the instructor and intends to continue the process, the next step is for the student to prepare a grade appeal file.
        - The file must include:
            1. a written statement describing the reasons for the appeal and the recommendation for a new grade, addressed to the Assistant Director of the SON for undergraduate or graduate program, as applicable'
            2. a Grade Appeal Form obtained from the CHHS dean's office and fully completed; and
            3. supporting documents, such as the class syllabus, exams, assignments, or other corroborating documents, that show evidence of the alleged improper grading.
        - The grade appeal file must be delivered to the Assistant Director within the first 40 instructional days of the regular semester immediately following the semester or special session in which the course was completed.
    c. After receiving the student's grade appeal file, the Assistant Director will consult with both the student and the instructor(s) involved to attempt a resolution to the grade appeal.
        - If the instructor refuses to participate, the Assistant Director shall insert a written statement to that effect in the appeal file.
        - If a student is appealing a grade assigned by the Assistant Director, the CHHS dean or the Director of the SON shall perform all functions of the Assistant Director in the appeals process.
        - In the case of courses that do not follow the traditional semester pattern (such as short-term courses given during a regular semester or programs that

require year-round enrollment), students must initiate an appeal within 40 regular semester instructional days of the termination of the course.

d. If the Assistant Director is unable to broker a decision between the student and the instructor, the case may be referred to the Director of the SON, who will review the file and may talk with the instructor and the student in an attempt to come to an informal decision.

2. First Level of the Formal Appeals Process (Appeal to the SON grade appeals committee).

a. If consultation fails to resolve the appeal, and the student chooses to continue the process, the student must ask the Director of the SON to forward the appeal to the SON grade appeals committee. The student must make this request in writing by the last day of instruction of the regular semester immediately following the semester or special session in which the course was completed.

b. The Director of the SON shall forward the appeal to the SON grade appeals committee within ten (10) instructional days and may include a written recommendation based upon the first, consultative step in the process (outlined above). The Director of the SON must also inform the instructor immediately that the formal grade appeals process has been initiated and must give copies of all materials forwarded to the grade appeals committee to the instructor and to the student.

c. The instructor may submit a written response to the student's appeal and a rationale to be considered by the grade appeals committee. The Director of the SON must also provide a copy of the response and rationale to the student.

d. The student may terminate the appeal at any point by submitting a written request to withdraw the appeal.

e. The SON grade appeals committee shall consider the appeal, adhering to the principles and guidelines above. The SON grade appeals committee shall reach its decision within 40 instructional days after it receives the appeal.

f. If the appeal is granted by the committee, the committee will then determine a grade for the student based upon the evidence included in the appeal file (e.g., exams, papers, and assignments). The chair of the committee shall place a copy of the decision statement in the appeal file and shall send copies of the statement to all parties involved and shall also provide a copy to the SON Director.

g. If both the student and instructor accept the committee's decision, the instructor will then have ten (10) instructional days to initiate the grade change by signing the grade change form and forwarding it to the SON Director, at which point the grade appeal process is over.

h. If the student accepts the decision of the committee but, within ten (10) instructional days of the receipt of the committee's decision, the instructor does not either file a grade change or file an appeal of the committee's finding, the grade appeal committee chair shall sign the grade change form in the place of the instructor and forward it to the SON Director. If the SON Director does not sign the form within ten (10) instructional days of notification, the chair of the SON grade appeal committee will sign in lieu of the SON Director and then the college dean will authorize the grade change.

- If, within ten (10) instructional days, either the instructor or the student files in writing an appeal of the SON committee's finding, the committee chair shall, within ten (10) instructional days, forward the file (including the committee's decision and rationale) to the college grade appeals committee.
- If the SON grade appeals committee rejects the appeal, the chair of the committee shall place a copy of the decision statement in the appeal file and

shall send copies of the statement to all parties involved and shall also provide a copy to the SON Director.
    - If, within ten (10) instructional days, the student does not request further review of the appeal, the grade appeal process is terminated.
    - If, within ten (10) instructional days, the student communicates in writing her/his wish to continue the appeal process, the committee chair shall, within ten (10) instructional days, forward the file (including the committee's decision and rationale) to the college grade appeals committee.

3. **Second Level of the Formal Appeals Process (Appeal to the College Grade Appeals Committee)**
    a. An appeal of the SON grade appeals committee decision, by either the instructor or the student, begins with a written letter of appeal to have that decision reviewed.
        - This letter of appeal should be directed to the CHHS college grade appeal committee, by way of the Director of the SON.
    b. The Director of the SON must, within five (5) instructional days, inform the instructor, student, and college dean in writing that an appeal has been filed, and the dean must, within five (5) instructional days, inform the college grade appeals committee in writing that an appeal has been lodged.
    c. The chair of the SON grade appeals committee must, within five (5) instructional days, forward the appeal file, including the committee's decision and rationale, to the college dean who must immediately inform the college grade appeals committee that the grade appeal file has been received and is ready for review.
    d. For more detail on the actions of the College Grade Appeal Committee, see the University policy at http://catalog.csulb.edu/content.php?catoid=5&navoid=369#grade-appeals
4. **SON Reconsideration of CHHS grade appeal committee decision:**
    a. When a grade appeal decision has been returned for reconsideration by the CHHS grade appeal committee, the SON grade appeals committee shall review the rationale and recommendations of the CHHS grade appeals committee. It shall undertake to remedy procedural faults identified by the CHHS committee. It shall consider anew the substance of the grade appeal, with attention to the recommendations have been advanced by the CHHS committee. The SON grade appeals committee shall render a new decision on the appeal, which may be a reiteration of its original decision or may be a different decision (which may, but need not be, in agreement with the CHHS committee's recommendations).
    b. The SON grade appeals committee shall render its reconsideration within twenty (20) instructional days of receipt of the grade appeal file. If peremptory strikes of members are exercised by either party, the committee shall have an additional ten (10) instructional days to review the file and render its decision.
    c. Upon reaching its decision, the SON grade appeals committee shall report, in writing, its response to all procedural faults identified by the college committee and shall again put in writing its rationale for its decision on the substance of the grade appeal. The chair of the SON grade appeals committee shall forward these reports with the grade appeals file to the CHHS grade appeals committee and supply copies to all other parties, including the Director of the SON.
    d. The CHHS grade appeals committee shall review the re-considered decision of the SON grade appeal committee. It may seek clarification from the SON committee. It shall either confirm or disagree with the decision of the SON committee. The chair of the CHHS grade appeals committee must inform all parties in writing of its decision.

e. If within ten (10) instructional days following notification of the CHHS committee's decision, the student or instructor communicates in writing her/his wish to continue the appeal process, the committee chair shall forward the file (including the committee's decision and rationale) to the University Grade Appeals Committee.
f. If a grade change is recommended by the committee and the change is not appealed by either the instructor or the student, the CHHS grade appeals committee chair shall, within ten (10) instructional days of their action, inform the CHHS dean, in writing, of its decision and the CHHS dean will authorize the grade change as determined by the committee.

5. Third Level of the Appeals Process (Appeal to the University Grade Appeals Committee)

a. The University Grade Appeals Committee shall function as the third and final level of the grade appeals process. The University Grade Appeals Committee may communicate with the student, the instructor, and the department/program and college grade appeals committees as needed.
b. The University Grade Appeals Committee shall normally render its decision within twenty (20) instructional days of receipt of the grade appeal file.
c. The University Grade Appeals Committee shall review the grade appeals file, the lower-level committees' decisions and rationales, and any rebuttals to those decisions and rationales provided by the student or instructor. It may consider both matters of procedure and substance. The committee may seek further clarification from either lower-level committee, or the student or instructor as needed. The University Grade Appeals Committee shall either confirm or disagree with the decision of the college grade appeals committee.
    - If the University Grade Appeals Committee determines that the grade appeal guidelines have not been followed, it may send the appeal back to the department/program or college grade appeals committee for reconsideration.
    - In the event that a grade change is authorized by the University Grade Appeals Committee, the chair of the University Grade Appeals Committee shall ensure that the appropriate change-of-grade form is properly signed by the provost and filed with Enrollment Services.
    - The chair of the University Grade Appeals Committee shall inform all parties to the grade appeal, in writing, of the committee's decision.
    - The rendering of the University Grade Appeals Committee's decision, notification of all parties of the decision, and effecting of a grade change where authorized by the committee, completes the appeal process.
d. For more detail on the actions of the Grade Appeal process, see the University policy at http://catalog.csulb.edu/content.php?catoid=5&navoid=369#grade-appeals

SUBJECT: **Holiday Scheduling of Courses**		
☐ Policy & Procedure or ☒ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: SH-005 SH-005 Pg I of 1 EFFECTIVE: 05/31/2020
MANUAL:		Reviewed 11/02/2022

Purpose: To establish guidelines for clinical and didactic course scheduling based on the Academic Affairs Calendar.

I. Policy:

1. The Academic Affairs Calendar published by the University is the official record of first and last day of classes, holidays, campus closures, and final examinations.
    1. The School of Nursing follows the University published calendar.

2. Any time the campus is closed, no classes will be held.
    1. Clinical courses that are held in off-campus venues will abide by the same rules.

3. Any course (clinical or didactic) that occurs during a regularly schedule day will be held regardless of the number of similar sections that do not meet.
    1. There is no need to make up coursework of scheduled classes that fall on holiday or campus closure days.

4. In the event that an agency closes for a holiday that is not recognized by the University Academic Affairs Calendar, an alternative assignment will be provided by the faculty.

References:
CSULB Academic Affairs Calendar

SUBJECT: **Matriculation Policy**		
☒ Policy & Procedure or ☒ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☒ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-017/SH-017 PAGE: 1 OF: 2 05/26/2020
MANUAL: **Faculty/Student**		Reviewed 11/02/2022

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

I. Policy:

1. Course Sequencing: All nursing courses have prerequisites and must be taken in sequence and/or concurrently as identified in the curriculum plan as well as in the catalog.
    a. Undergraduate students must pass all courses in the nursing curriculum with a minimum grade standard of 2.0 or higher on a 4.0 scale
    b. For any course with a clinical component:
        i. Students must meet the minimum grade standard in each component of the course. Failure of either component will require the student to repeat the entire clinical and lecture course.
        ii. Students may not register for any course in the sequence until the prerequisite course(s) have been completed, unless special permission has been granted by the Assistant Director for Undergraduate or Graduate Program.
        iii. Readmission into the course will be on a space available basis, as outlined in the *Readmission Policy*
2. Course Withdrawal
    a. Students who wish to withdraw from a nursing course may do so if they meet the following criteria as specified in the University Catalog:
        i. A student may not withdraw from a course because they are earning less than a "C" grade in the course.
        ii. A student must withdraw by the census date established by the University
        iii. Withdrawals after the census date and prior to the last 20% of instruction may occur *only for serious and compelling reasons* and with the approval of the instructor and the Director of the School of Nursing.

iv. Withdrawals after the last 20% of instruction may occur *only* in cases of an accident, serious illness, or a circumstance clearly beyond the student's control and the assignment of an "Incomplete" is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services.

b. Students with approved withdrawals from nursing courses may return to the School of Nursing on a space-available basis. *(See Policy on Readmission to or Transfer)*
c. A pattern of withdrawals my influence requests for consideration of reinstatement.
d. Limits on withdrawal
    i. No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:
        1. Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
        2. Withdrawals in terms prior to fall 2009 at CSULB,
        3. Withdrawals at institutions other than CSULB, and
        4. Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).
e. Medical Withdrawal
    i. CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:
    ii. A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
    iii. The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

SUBJECT: **Policy on Required Medical Clearance**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: SH-018 PAGE: 1 OF: 2 EFFECTIVE: 05/31/2020
MANUAL:	**Faculty/Student**	Reviewed 11/02/2022

Purpose: To provide guidelines to abide by medical clearance policies and procedures required by clinical partner healthcare sites.

I. Policy:

1. Healthcare documentation
    a. All students must comply with all required health documentation for immunizations and proof of immunity required by the clinical agency where the student is placed.
    b. Students are required to upload the required health documentation into the Castlebranch Health Tracker by the stated deadline dates provided by Castlebranch
        - Failure to upload the required documentation may result in a delay in matriculation for the student.

2. Illness
    a. Students will not be allowed in the clinical setting if experiencing any signs and symptoms of illness.
        - The student must notify their clinical faculty and/or agency when they are ill and will not be coming to clinical.
        - The instructor has the final determination of whether the student can participate in clinical activities.
    a. Illness is defined as:
        - A fever (a temperature ≥ 100.5 F)
        - Flu-like symptoms (sneezing, watery eyes, malaise, sore throat, runny/stuffy nose, body aches) CDC
        - Productive cough
        - Open wound or other drainage
    b. In the case where the student misses more than one clinical day due to illness, a student will not be allowed to return to the clinical area until a written medical clearance has been obtained.

3. Injury and/or surgical procedure
    a. In the event that the student experiences an injury or undergoes a surgical procedure that could compromise the safety of either the student or the patients in the student's care (based on the facility's policies and procedures and the SON's policy regarding

Essential Performance Standards), the instructor will make a referral to the Office of Equity and Diversity and Bob Murphy Access Center (BMAC) for guidance related to accommodations.

- Progression in the course will be dependent upon the guidelines established by the Office of Equity and Diversity and BMAC.

4. Missed Clinical Hours
    a. Missed clinical hours are to be made up hour for hour, or by completion of an instructor approved assignment in order to earn a passing grade.

Procedure:

1. Documentation
    a. Faculty should maintain written documentation (anecdotal notes) related to any time you are sending students home from clinical related to medical illness.
    b. Keep records of how clinical replacement time has been made up.
2. Contacting Office of Equity and Diversity
    a. Contact the Office of Equity and Diversity and the Bob Murphy Access Center (BMAC) using email whenever the student is requesting accommodations for clinical placement.
        - Attach the student request
        - School of Nursing Essential Performance Guidelines
        - Appropriate Clinical Facility policies
    b. Receive written guidelines from both areas as to how to proceed.

References:
University Attendance Policy
Office of Equity and Diversity
SON Missed Clinical Hours Policy
SON Essential Performance Guidelines

SUBJECT: **Missed Clinical Hours**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☐ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☒ Board of Registered Nursing Requirement	Policy Number: SH-005 PAGE: 68 OF: 105 EFFECTIVE: 05/31/2020
MANUAL:		Reviewed 11/02/2022

Purpose: To outline procedures for make-up of missed clinical hours due to student absence from clinical.

Policy:

1. Every student in the nursing program is required, but the Board of Registered Nursing, to meet a minimum number of hours in both lecture and clinical courses.
    a. It is expected that students will attend required classes.
    b. It is the student's responsibility to contact the clinical instructor if they are unable to attend clinical for any reason.
        i. Whenever possible, this notification should be made in advance of the clinical time.
2. Any missed clinical time during the semester is required to be made up, hour for hour.
    a. The clinical instructor will identify an approved assignment or arrange for clinical hour placement (if possible) in order to make up missed hours of clinical.
3. If a student is not able to meet the objectives of the course and/or course assignments due to an attendance problem the consequences to the student may be:
    a. Withdrawal from the course
    b. An incomplete grade
    c. Failure of course
4. It is the student's responsibility to arrange the make-up time or assignment with the clinical instructor.

References:
University Policy on Class Attendance
University Policy on Educational Leave
University Policy on Final Course Grades, Grading, Procedures, and Final Assessments
CSULB Dropping and Withdrawing from Classes
Catastrophic Withdrawal Request Form - Medical
Catastrophic Withdrawal Request Form – Beyond Student's Control

SUBJECT: **National Certification Licensing Examination (NCLEX) Policy**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☐ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☒ Board of Registered Nursing Requirement	Policy Number: FH020/SH020 PAGE: 1 OF: 2 EFFECTIVE: 05/31/2020
MANUAL:	**Faculty/Student**	Reviewed 11/02/2022

Purpose: To outline procedures for submitting documents to the Board of Registered Nursing to allow students to take the NCLEX exam.

I. Policy:

1. Procedure Before Graduation: According to the BRN Regulations, Section 1428.6 (a), at least 2 weeks prior to its established graduation date, the School of Nursing (SON) program shall submit to the board:
    a. Roster of names of those nursing students and their expected date to graduate with all required course work completed.
        i. Students are eligible to take the NCLEX after completion of all University and BRN requirements
2. The nursing program shall notify the board immediately by telephone, facsimile, or email, the names of any students who have failed to complete the course work as expected; deeming them to be ineligible to take the examination at this time.

II. Procedure

1. Procedure After Graduation: Once degrees have been posted, designated School of Nursing administrative staff will submit the following documents to the Board of Registered Nursing:
    a. BRN Graduation Notification form
    b. Unofficial transcripts for all graduates
2. Enrollment Services will contact the designated SON administrative staff and student if there are any problems with the students such as unpaid fines, financial aid, etc.
    a. It is the student's responsibility to clear the holds or deficiencies for graduation. The designated SON administrative staff will contact Enrollment Services to verify the holds have been cleared.
3. Transcripts will be sent to the BRN when ALL graduates' degrees have been posted.

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

References:
NCLEX Application and Registration
NCLEX Registration and Authorization to Test
California Board of Registered Nursing NCLEX Testing
Title 16: BRN Policies relating to establishing eligibility for examination

SUBJECT: **Progressive Discipline**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☒ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-021/SH-021 PAGE: 1 OF: 7 REVIEWED: 05/26/2020
MANUAL:	**Faculty/Student**	Reviewed 11/02/2022

Purpose: To establish guidelines for faculty to identify students who have demonstrated unsatisfactory or unprofessional performance standards. Nursing is a professional discipline which requires high standards of performance to ensure quality patient care. Failure to meet these expectations can place the student, staff and patients at physical and/or emotional risk. In order to safeguard these standards of practice, students are held to professional performance standards both academically and clinically. Violation of these standards can result in the placement of the student on progressive disciplinary action by the School of Nursing. While the intent of this policy is to provide general guidelines and clarify academic and clinical student expectations, each case will be evaluated objectively by the faculty/administrative team.

I. Policy:

I. Expected Performance Standards

A. **Grade standards**

1. Students must perform at a grade standard of a level of a 2.0 (C) for undergraduate students and 3.0 (B) for graduate students in *all nursing academic and clinical courses.*
2. Due to impacted status of the undergraduate nursing program, all students must maintain a cumulative university GPA of 2.0 as stated in the University Catalog.

B. **Clinical Performance Standards:** Sustained competence in all Clinical Performance Standards is required for successful completion of each clinical course in order to progress in the nursing program. The clinical standards and competencies are documented in each course syllabus at the beginning of every semester.

C. **Essential Performance Standards:** Must be met by all students for safe nursing practice. See Essential Performance Standards Policy

D. **Professional Behavioral Standards:** Adherence to professional behavioral standards must be demonstrated at all times in the nursing program as stated under Academic and Clinical Performance in the School of Nursing Student Handbook

E. **Academic Integrity Standards** will be evaluated based on the guidelines as stated in the University Catalog and according the University Policy on Cheating and Plagiarism. See University Policy Statement 08-02 Cheating and Plagiarism

1. For incidences of plagiarism or cheating, the student's Performance Plan should include completing the CSULB plagiarism module as part of the remediation plan. CSULB Plagiarism Informational Resources
2. Faculty must inform the student that they have the right to submit a request to the **University Academic Integrity Committee** for a written opinion on whether the accusation of plagiarism is supported by the evidence. See Academic Integrity Committee Information (Catalog 2018-2019)
3. Documentation of this event using University Academic Integrity report form will be completed and submitted according to University policy. University Academic Integrity Report Form
4. The student may be placed on administrative or departmental probation.

Procedure:

II. Levels of Violations

Violations of Clinical Performance, Essential Performance, or Professional Behavioral Standards can range in a continuum of minor, moderate, and major incidences. While it is not possible to foresee every situation, the following section describes general categories and respective progressive disciplinary action/outcomes. When a student has had difficulty meeting these standards and progresses from one semester to the next, there may be communication between faculty in order to facilitate student development and success. In the case of a serious violation that occurs during an off-site clinical rotation, the instructor has the option to dismiss the student from the clinical area for the day and inform the student that they will be contacted after the situation has been investigated further.

A. MINOR VIOLATIONS: Performance that places the student at risk for violating standards and results in a verbal or written Performance Plan.

1. General unsatisfactory performance may include:
   - Below grade standard for academic or clinical courses by midterm
   - Clinical performance places self, staff or patients at potential risk
   - Essential performance guidelines that places self, staff or patients at risk
   - Professional behavioral standards not met: minor incident

2. Examples of behaviors for which a student may be placed on a Performance Plan include the following as pertinent to course specific outcomes.

Minor Violations	
Violations of Clinical Performance Standards	Basic medication administration errors (e.g. near miss, failure to check 5 Rights)

	Failure to reassess a patient with minimal risk potential (e.g. does not check patient following medication or intervention)
	Violation of professional dress code
	Failure to report changes with minimal risk potential
	Failure to protect patient from environmental hazards
	Failure to seek consultation when needed: above skill level tasks
	Failure to protect self and others from harm
	Failure to complete procedures or treatments safely: within present skill level
	Failure to demonstrate critical clinical competency with the nursing process/assessment techniques/skills expected of a student at that level.
	Demonstration of clinical judgment that may place the patients and/or interdisciplinary staff at minimal risk
	Failure to organize, prioritize and complete patient care assignment in a timely manner
	Failure to submit assignments by their due date as specified in the syllabus.
Violations of Essential Performance Standards	Demonstrating a lack of emotional control that hampers one's ability to perform safe patient care
	Inability to communicate clearly either verbally or in writing to instructor, patient, or interdisciplinary staff for safe nursing practice
	Inability to demonstrate adequate physical requirements for safe nursing practice
Violations of Professional and Academic Standards	Unprofessional behavior with peers, faculty and interdisciplinary staff, in speech, attitude, insubordination, tardiness, etc.
	Unable to recognize and assume responsibility for the consequences of his/her actions with potential risk for harm
	Acts of plagiarism: first offense of failure to paraphrase correctly; failure to cite correctly

3. Violations will result in placement of the student on progressive disciplinary action by the School of Nursing with a Performance Plan that is designed to improve the student's performance during that semester.
4. Prior to the development of a Performance Plan, the faculty will consult and collaborate with the course lead faculty to determine the action that is safest and most effective in remediating the student's behavior.
5. Students who are not in agreement with the Performance Plan may exercise their rights to due process using the following chain of command as specified in the *Student Handbook*:

- Faculty
- Course lead faculty
- Program Coordinator if applicable
- Undergraduate or Graduate Director of School of Nursing as appropriate
- School of Nursing Director

6. Students who fail to complete the required Academic or Clinical Performance Plan can potentially fail the course. The student will be notified that failure to meet developmental milestones and demonstrate progression towards course specific outcomes may result in *failure of the course.*

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

MODERATE VIOLATIONS	
Violations of Clinical Performance Behaviors	Medication administration errors with significant risk or repeated basic medication errors; administration of medications without supervision
	Failure to reassess patient as warranted by condition with significant risk
	Failure to recognize and/or report significant changes
	Failure to protect patient from environmental hazards
	Failure to seek consultation when needed: above skill level tasks
	Further incidence of violations of the same or similar behavior during the semester before or after the probation has been removed
	Skills or organizational competency below expected standard
	Clinical judgment with significant risk
Violations of Essential Performance Standards	Demonstrating a lack of emotional control that places the patients or others at risk
	Inability to communicate clearly either verbally or in writing to instructor, patient, or interdisciplinary staff for safe nursing practice

	Inability to demonstrate adequate physical requirements for safe nursing practice
Violations of Academic and Professional Integrity	Submission of furnishing or forging false information or documentation
	Violation of one or more components of the American Nurses Association (ANA) Code of Ethics
	Violation of patient confidentiality or potential HIPAA violation (e.g. removal or patient identifiable information/records); stealing

2. Violations will result in the student being given a grade of F and being placed on progressive disciplinary action with a Performance Plan that is designed to improve the student's performance before they return to repeat the failed course.
4. Prior to the development of a Performance Plan, the faculty will consult and collaborate with the lead faculty or course coordinator to determine the action that is safest and most effective in remediating the student's behavior.
5. The student is also recommended to enroll in the Academic Success Program that the University offers through Academic Advising.
6. Students who are not in agreement with the offense or disciplinary action assigned for any of the above offenses may exercise their rights to due process using the following chain of command as specified in the *Student Handbook*.
    - Faculty
    - Course lead faculty
    - Program Coordinator if applicable
    - Undergraduate or Graduate Director of School of Nursing as appropriate
    - School of Nursing Director
7. Prior to being readmitted to the program, the student must follow the guidelines specified in the *Matriculation Policy and* satisfactorily complete their Academic or Clinical Performance Plan.
8. Readmission for undergraduate students is on a space available basis as specified in the Policy on Readmission into the Undergraduate Nursing Program.
9. Upon readmission to the program, the student will be notified that any further incidence of the same or similar behavior during the following semester will result in course failure.
10. Inform the student that course failure of the course a second time and or in a consecutive semester will result in dismissal from the program regardless of their cumulative GPA status and they will not be readmitted.

C. **MAJOR VIOLATIONS:** Performance that may result in dismissal from the Nursing Program; egregious violations of professional behavior standards or student performances that results in major risk or actual harm to self, staff or patients.
    1. Unsatisfactory performances may include:
        - Unsatisfactory grade standards: Failure of a nursing course a second time in a consecutive semester will result in the student being placed on Academic

Probation with the University. Any further failure will result in dismissal from the SON.

- Clinical performance places self, staff or patients at adverse risk
- Essential performance standards that places self, staff or patients at adverse risk
- Professional behavioral standards not met: major incident

MAJOR VIOLATIONS	
Violations of Clinical Performance Behaviors	Medication error with serious adverse risk or actual harm to patient; unsupervised medication administration or procedure outside of the scope of practice of the student nurse
	Failure to assess, treat, report, consult, or protect patient, self or others.
	Lack of clinical judgment resulting in actual patient harm
Violations of Essential Performance Standards	Emotional lack of control placed self, staff or patients at risk or had adverse consequences; unsafe nursing practice
	Verbal or written communication placed self, staff or patients at risk or had adverse consequences; unsafe nursing practice
	Inability to demonstrate adequate physical requirements that placed self, staff or patients at risk or had adverse consequences; unsafe nursing practice
Violations of Academic and Professional Integrity	Cheating on an exam or paper; copying a test; stealing a test
	Plagiarism: submission of a document with not their own or repeated offenses of plagiarism while in the program following academic integrity remediation/assignment
	Repeated episode of furnishing or forging false information or documentation.
	Repeated violation of ethics: patient confidentiality/ HIPAA, consent, removal of patient identifiable records/HIPAA, stealing
	Abandonment of patient assignment
	Failure to tell the truth or intentionally withholding information: adverse consequences

2. Violations will result in dismissal from the Nursing Program, and they may not be readmitted to the program.
3. Students who are not in agreement with the offense or disciplinary action assigned for any of the above offenses may exercise their rights to due process using the following chain of command as specified in the *Student Handbook*.
    - Faculty
    - Course lead faculty
    - Program Coordinator if applicable
    - Undergraduate or Graduate Director of School of Nursing as appropriate
    - School of Nursing Director

References:

Essential Performance Standards Policy
School of Nursing Student Handbook
University Policy Statement 08-02 Cheating and Plagiarism
CSULB Plagiarism Informational Resources
Academic Integrity Committee Information (Catalog 2018-2019)
Matriculation Policy
Policy on Readmission into the Undergraduate Nursing Program
University Catalog

SUBJECT: **Public Health License**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☐ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☒ Board of Registered Nursing Requirement	Policy Number: SH-005 PAGE: 1 OF: 3 Effective: 11/01/2022
MANUAL:		Reviewed 11/02/2022

Purpose: To clarify the requirement and the process of obtaining a Public Health license

I. Policy:

1. Background: All graduates of a BSN program are eligible to apply for a Public Health license, provided the school program includes the appropriate curriculum. CSULB is such a school.
2. An applicant for a Public Health Nurse (PHN) Certificate shall have:
    a. A license, in active status, to practice as a registered nurse in California.
    b. Educational requirements that include possession of a baccalaureate degree in nursing from a nursing school accredited by a board-approved accrediting body, such as the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.
    c. The baccalaureate must have included coursework in public health nursing, including a supervised clinical experience in public health settings.
3. Supervised clinical experience shall be:
    a. In public health settings with individuals, families, and community.
    b. Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum.
    c. A minimum of 90 hours in specific content areas as specified by the California Board of Registered Nursing (BRN).
    d. A faculty member of the nursing program shall be responsible for coordinating the students' clinical experience and supervision.
4. Theoretical Content for the Public Health Nurse certificate shall include, but is not limited to the following areas:
    a. Physical, mental, and developmental assessment: child and adult.
    b. Surveillance and epidemiology: chronic and communicable diseases.
    c. Health promotion and disease prevention.
    d. Multicultural nursing concepts.

e. Research methodology and statistics.
f. Health teaching concepts and strategies.
g. Population based practice: assessment and development of community.
h. Assessment of health needs of individuals and families, to include environment and interventions across the lifespan.
i. Legal and health care financing issues.
j. Family violence, e.g., child, adult, domestic, elder abuse, etc., prevention, detection, intervention, treatment, and California reporting requirements.
    - Training shall be at least seven (7) hours in length and shall be acquired through a baccalaureate nursing program or a specialized public health nursing program.
    - Content to include Prevention, Detection, Intervention, Treatment, and California reporting requirements.
k. Case management/care coordination.
l. Emergency preparedness and response

II Procedure:

1. Procedure for students graduating from CSULB with a BS in Nursing after completion of the approved Community Health Nursing Course with lab and license, in active status, to practice as a registered nurse in California.
    a. Obtain the "Application for California Public Health Nurse Certificate" form and the "Request for Transcript Public Health Nurse Certification" form online from the California Board of Registered Nursing (BRN) at General Instructions and Application Requirements for Public Health Nurse (PHN) Certification
    b. Complete the application and transcript request and mail the application form *along with the required fee directly to the BRN.*
        - In the section asking for the name and address of the school where you completed your Community Health nursing course, enter "same as above", where you entered the address for CSULB as institution for your baccalaureate or master's degree.
        - In the section asking for verification the Child Abuse/Neglect Training, enter CSULB as the CE Provider/School; for the course name and number write BSN degree; and leave the hours blank.
    c. Students will request an official transcript from CSULB
    d. Students will need to:
        - Submit to the School of Nursing (SON) office:
            1. Request an Official Transcript (sealed) from Enrollment Services after the BSN degree has been recorded.
            2. Turn in the transcript to the SON with their name printed on the front of the envelope.
            3. Completed BRN form "Request for Transcript Public Health Nurse Certification."
            4. Designated staff member will attach the BRN Request for

Transcript to the sealed university transcript. The BRN Request for Transcript and the sealed university transcript will be mailed to the BRN

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

References:

California Board of Registered Nursing
Nursing Practice Act Title 16 California Code of Regulations
California Code of Regulations 16 CCR 1491 Qualifications and Requirements

SUBJECT: Readmission into the Undergraduate Nursing Program		
☐ Policy & Procedure or ☒ Policy (only) or ☐ Procedure (only)	☐ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☒ Board of Registered Nursing Requirement	Policy Number: FH-023/SH-023 PAGE: 1 OF: 2 EFFECTIVE: 06/5/2023
MANUAL:	**Faculty/Student**	Reviewed 4/6/23

Purpose: To provide guidelines for returning students who have an approved leave of absence, have withdrawn from a course, or who failed a course and desire to repeat it a second time after completing their student success/performance plan.

Policy:

1. Students seeking re-entry and continuation in the Nursing Program will be placed on a space available basis. The waiting list and vacancies for each level will be monitored by the Assistant Director of the Undergraduate Program.
2. Students will be ranked for re-entry according to the following selection criteria in the order shown:

    a. Students who have been deployed for active military service.
    b. Students who have been waitlisted for one semester or more due to lack of space.
    c. Students who withdrew for other approved reasons (e.g. medical, financial, etc.). *See University Handbook on the limits for withdrawal*
    d. Students who have completed their student success/performance plan after failing a course.
    e. Students who have equal ranking for re-entry will be selected according to their original ranking at the time of admission.
    f. Students will be placed on a space available basis.
        i. NRSG200: If possible, spaces will be reserved in the next admitted cohort to accommodate students awaiting re-entry into NRSG200.

Procedure

1. Students must complete the Re-Entry Request Form no later than the last date of the semester prior to the semester of Re-Entry:
    a. For Fall Re-Entry:
    Complete form and e-mail to: nursing@csulb.edu by the last date of the Spring semester.
    b. For Spring Re-Entry:
    Complete form and e-mail to: nursing@csulb.edu by the last date of the Fall semester.

    c. If confirmation of receipt of Re-Entry form is not received by student within 2 weeks of submission, the student may e-mail the Undergraduate Director for follow up.
    d. The request must include full name, student ID number, current address, telephone number, email, and the name/number of the class for which re-entry is requested.
2. Students who have been approved for re-entry will be notified by their CSULB email.

3. Students must confirm their intention to accept this placement within 10 business days of notification. If no notification is received within that time, the next student on the list will be notified.
4. Students who are selected but choose not to re-enter in the semester indicated must submit another Re-Entry Request Form in order to be put back on the re-entry list (see #3 above for deadlines).
5. Students (with the exception of NRSG200 re-entry) who have been out of rotation from the Nursing Program for more than one semester, with an **authorized** leave of absence or due to lack of space availability, must meet the minimum skills competencies from all prior clinical courses to be eligible for re-entry into the program.
    a. Student must register for a one unit Independent Study NRSG490 course.
    b. Meet with the faculty assigned to the course to develop the objectives and goals of the course that will verify skills competencies.
    c. A written course contract and University paperwork for the Independent Study course will be completed and submitted according to University Policy. Contract should include a time line for completion and be signed by the student and faculty.
    d. Competencies may include demonstration of: physical assessment skills, medication administration, medication math calculations, skills specific to specialty courses, and didactic knowledge. This list is not exclusive and other competencies may be deemed necessary by the faculty.
    e. It is the student's responsibility to coordinate with the assigned faculty and complete the course contract in the specified time frame.
    f. Upon completion of the course contract, the faculty member will notify the Assistant Director of the Undergraduate Programs as to whether the competencies have been verified at a satisfactory level. The readmission process is to be as following:
    g. The student must submit in writing a letter to request re-entry to the Nursing Program.
    h. Upon receipt, the Assistant Director of the Undergraduate Programs will then place the student on the list. The student will not be placed on the list until the N490 course has satisfactorily been completed.
    i. Admission is on a space available basis subject to the ranking as specified above.

References:

Dropping and Withdrawing: https://www.csulb.edu/student-records/dropping-and-withdrawing
Educational Leave: http://www.csulb.edu/academic-senate/policy-statement-84-06-educational-leave
Independent Studies Courses: http://www.csulb.edu/academic-senate/policy-statement-08-08-independent-studies-courses%C2%A0supersedes-apl-76-26-and-ps-83-05
Bob Murphy Access Center (BMAC): http://web.csulb.edu/divisions/students/dss/

SUBJECT: **Reporting Patient Safety Events During Clinical Rotations (Incident reporting)**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☐ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-024/SH-024 PAGE: 1 OF: 2 EFFECTIVE: 05/31/2020
MANUAL:	**Faculty/Student**	Reviewed 11/02/2022

Purpose: To provide guidelines for faculty and students related to patient safety events that occur during clinical rotation time.

I. Policy:

1. A reportable occurrence in a clinical setting involving a student and a patient is defined as a situation that resulted in, or had the potential to result in, a threat to the patient's health and well-being. Examples of such threats include, but are not limited to:
    a. Death
    b. Injury
    c. Loss
    d. Abuse/maltreatment (physical, sexual, and/or emotional)
    e. Neglect
    f. Contamination
    g. Medication error
    h. Misappropriation of property

2. The student is required to report all such incidents to their clinical instructor as close to the event occurring as possible.

3. The student, in collaboration with the instructor, shall complete the required documentation at the clinical facility.
    a. Future meetings to debrief the event may be required by the facility.
    b. These meetings may be required to occur during times other than designated clinical hours.

4. If the violation is egregious, the student is to be sent home.

a. The instructor will contact the student after investigation has been conducted at the facility.

II. Procedure:

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

    b. The CSULB instructor and student will notify the Clinical Agency of the incident.

2. Documentation
    a. The student will accurately describe and document the events leading up to and including the occurrence with as much detail as possible.
    b. The CSULB instructor will supervise the completion of the Agency's reportable event occurrence document so that all pertinent data are included.

References:
SON Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards

SUBJECT: Request to Waive Class – School of Nursing		
☒ Policy & Procedure or ☐ Policy (only) ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference or ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-025/SH-025 PAGE: 1 OF: 1 EFFECTIVE: 05/31/2020
MANUAL:	**Faculty/Student**	Reviewed 11/02/2022

Purpose: To outline the School of Nursing Process to request waiver of a class.

I Policy:

1) The following are required from the student requesting a waiver to be submitted to the appropriate SON Assistant Director (Graduate/Undergraduate):
   a) Transcript from university where class was completed
   b) Copy of the class syllabus that student believes meets the requirements of the class at CSULB
   c) Copy of the CSULB class syllabus student requesting to be waived
   d) Cover letter describing how the class taken at another university meets the CSULB course student learning outcomes and expectations
2) The Assistant Director will forward the request and supporting documents to content expert faculty for review and decision
3) CSULB faculty will either approve the waiver request or provide rationale for denial of request.

References:

University Policy: Credit by Examination and Substitution or Waiver of Course Requirement

SUBJECT: **School of Nursing Ethical Code of Conduct**		
☐ Policy & Procedure or ☒ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☒ Board of Registered Nursing Requirement	Policy Number: FH-026/SH-026 PAGE: 1 OF: 3 EFFECTIVE: 05/31/2020
MANUAL:	**Faculty/Student**	Reviewed 11/02/2022

Purpose: To define and identify the professional practice and ethical performance standards required by the School of Nursing (SON).

I Policy:

1. Nursing is a professional discipline which requires high standards of performance and ethical principles to assure quality patient care.
    a. It is an expectation that the nursing students follow the same level of ethical standards as the professional nurse.
2. The SON has the expectation that professional behaviors will be the standard of conduct while on campus and while representing the SON at the clinical agencies.
3. It is expected that nursing students refrain from participating in deceptive, illegal, or unethical activities as defined in the Board of Registered Nursing guidelines for practice.
    a. Failure to meet these expectation places the patient, faculty and staff at risk.
4. Students are expected to adhere to the following Professional Standards:
    a. National Student Nurses Association Student Code of Ethics
    b. American Nurses Association Code of Ethics
    c. Title 16: Board of Registered Nursing Article 4 Grounds for Discipline: Unprofessional Conduct/Gross Negligence/Incompetence
5. Violations of any of these regulatory professional standards may lead to dismissal from the SON.
6. The following behaviors or conduct have been identified as violations of the School of Nursing Ethical Code and are subject to review and potential dismissal from the School of Nursing:
    a. Providing or receiving information during any examination (course or candidacy) and/or use of unauthorized materials or information during any exam.
    b. Stealing, buying, or obtaining by any means, all or part of any exam, project, or assignment, administered or not administered, including the answers.
    c. Committing threatening acts, omissions, or conduct which threaten or endanger the safety, physical or mental health, or life of any person, whether intended or not.
    d. Misappropriation, concealment, destruction, alteration, or falsification of any medical, health, or university records of any person or knowingly reporting false (or not your own assessment) patient data.

e. Falsification, fabrication, misrepresentation, or dishonesty in reporting laboratory and/or research results.
f. Falsification, fabrication, misrepresentation, or dishonesty in reporting clinical and/or academic materials/facts.
g. Alteration of grades or marks by the student in an effort to change the earned grade or credit.
h. Alteration of academically related University or School forms or records or unauthorized use of any such forms or records.
i. Unauthorized use for access of any medical health, or university records of any person- see SON HIPAA violation policy.
j. Actual or threatened damage to or destruction of School/University property or property of others, whether done intentionally or with reckless disregard.
k. Theft
l. Behaving in a way that is egregiously unprofessional after a written warning has been given.
m. Failure by a student to report (to appropriate nursing faculty or administrator) known acts listed as prohibited conduct.
n. Violation of the School of Nursing Social Media policy.
o. Plagiarism
    i. Submission of plagiarized work defined as the representation of another's work, words, or ideas as one's own. It includes the unacknowledged use of another person's idea.
    ii. Submission as one's own, in fulfillment of academic requirements, any work (such as, but not limited to, report, term paper, essay, assignment, care plan) prepared totally or in part by another.
    iii. Submission of substantially the same work to satisfy requirements for one course that were submitted to satisfy requirements of another course, without permission of the instructor.

7. Civility is the responsibility of everyone who participates on the CSULB campus. Student behavior is governed by University policies, including the CSULB Student Code of Conduct. Examples of unacceptable/uncivil behaviors include but are not limited to:
    a. Demeaning, belittling, or harassing others
    b. Habitually interrupting as others speak
    c. Not responding to official correspondence including letters, emails, or voice messages.
    d. Deliberate damaging/breaking equipment, and/or misuse of supplies in teaching labs and clinical settings
    e. Rudeness, displays of temper, yelling or screaming at peers, faculty, support staff.
    f. Disrupting the classroom by habitually coming late, leaving early, holding side bar conversations.
    g. Student performance that places the self, staff, or patients at risk.
    h. Failure to comply with the lawful directives of the authorized School of Nursing/University official or instructors

II Procedure

1. The faculty will follow the SON Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards Policy when deviations from the ethical code and performance standards of the University are violated.

b. Investigation by the SON administration, Clinical Agency administration, and/or University may be warranted.
c. Notification of SON administration (Assistant Director of Program) and Lead Faculty, as necessary should occur as close to the event(s) as possible to determine the action that is safest and most effective in remediating the student's behavior.

References:

ANA Code of Conduct (2015)
National Student Nurses' Association Code of Ethics (2020)c
Title 16: Board of Registered Nursing Article 4 Grounds for Discipline: Unprofessional Conduct/Gross Negligence/Incompetence
SON HIPAA Policy
SON Social Media Policy
SON Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards
CSULB Principles of Shared Community: Civility and Acts of Violence
CSULB Academic Integrity
CSULB Cheating and Plagiarism
CSULB Standards for Student Conduct 2021-2022
CSULB Campus Civility and the Disruption of Learning Guide

SUBJECT: **Social Media Policy**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-027/SH-027 PAGE: 1 OF: 4 Effective : 11/01/2022
MANUAL:	**Faculty/Student**	Reviewed 11/02/2022

Purpose: To define appropriate use of social media, in accordance with the School of Nursing and University policies. On a professional level, social media has many benefits, including promotion of the profession, sharing of information regarding better health and healthcare, and the exchange of ideas regarding health- and healthcare-related issues. Just remember that nurses' primary responsibility is to their patients and the protection of their health. The use of social media should be to enhance the role of nursing in the community, among friends, and to the public.

Background: The California State University, Long Beach (CSULB) School of Nursing (SON) supports the use of social media to reach audiences important to the University such as students, prospective students, faculty, and staff. The University presence or participation on social media sites is guided by university policy (Executive Order 999: Acceptable Use of CSULB Electronic Communications Systems and Services). This policy applies to School of Nursing students who engage in internet conversations for SON-related purposes or SON-related activities such as interactions in or about clinical or didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

1. General Information
    a. Social media is defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples include but are not limited to LinkedIn Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com Twitter, Facebook, Instagram, Snapchat and YouTube.
    b. While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the new policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations. Students will want to represent the University and the SON in a responsible, accurate, and legal manner while protecting the brand and reputation of the institution.
    c. When publishing information on social media sites, students must remain aware that information may be available for anyone to see and can be traced back to an individual. Since social media typically enables reposting and comments by an audience, the

original poster will have less control about how material will be used by others. As one person remarked, “If you wouldn’t put it on a flyer, carve it into cement in the quad, or want it published on the front of the Wall Street Journal, don’t broadcast it via social media channels.”

d. There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date, even if the post has been deleted. Comments can be forwarded or copied. Online posts live forever: archival systems save information, including deleted postings.

I Policy:

1. Be aware of your association with CSULB in online social networks. If you identify yourself as a student, ensure your profile and related content are consistent with CSULB policy and with how you wish to present yourself to colleagues, clients, and potential employers.
    a. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on CSULB’s behalf, unless you are authorized to do so in writing.
2. Protect confidential, sensitive, and proprietary information:
    a. Never transmit or place online individually identifiable patient information.
    b. Do not post confidential or proprietary information about the University, faculty, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a CSULB School of Nursing student.
3. Respect copyright and fair use.
    a. When posting, be mindful of the copyright and intellectual property rights of others and of the university.
    b. For guidance, visit the University’s Libraries site or seek consultation through the Copyright Office, Libraries.
    c. Do not use CSULB or School of Nursing marks, such as logos and graphics, on personal social media sites.
    d. Do not use CSULB’s name to promote a product, cause, political party, or candidate.
    e. Do not use the CSULB name as part of the title of any social media site as it is against University regulations.
    f. Use of the School of Nursing marks (logos and graphics) for University-sanctioned events must be approved (posters, flyers, postings) by administration.
4. During clinical, it is expected that use of phones and other devices employed for social media will be used only as authorized by faculty. It is expected cell phones be silenced during clinical hours and not be used at all in patient care areas.
5. Never take pictures in patient care areas or other areas where patient/client care activities take place, including community health agencies and client homes.
    a. No personal phone conversations, texting, or other personal uses are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.
6. Use of computers (phones, tablets, etc.) during class shall be restricted to notetaking and classroom activities. Other use is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
7. No student shall videotape professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall

patients/clients be videotaped or photographed without written permission of the patient/client and of the facility.

8. HIPAA guidelines must be followed at all times. Never share or post information gained through the nurse-patient relationship. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or web page.
9. Ultimately, the student has sole responsibility for his/her post. Be smart about protecting yourself, your and others' privacy, and confidential information.

II Procedure:

1. Think twice before posting.
    a. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clearheaded.
    b. If you are unsure about posting something or responding to a comment, ask your faculty.
    c. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.
2. Don't refer to patients in a disparaging manner, even if they're not identified.
3. Avoid connecting with patients or former patients via social media.
4. Don't post inappropriate photos or negative comments about your workplace, colleagues, or employers.
5. Future employers and the public hold nurses to a high standard of behavior. By identifying yourself as a CSULB student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patents.
    a. Ensure that content associated with you is consistent with your professional goals.
6. Respect your audience and be aware of who has access to your social media posting.
7. Adhere to all applicable university privacy and confidentiality policies.
8. You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous, or obscene (as defined by the courts).
9. Employers are increasingly conducting web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.
10. Monitor comments. You can set up your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
11. Don't use ethnic slurs personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
12. You are responsible for regularly reviewing the terms of this policy.

III Consequences:

1. Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
2. Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
3. Improper use of social media by nurses may violate state and federal laws established to protect patient privacy and confidentiality. Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. This could include civil and/or criminal penalties, including fines and

possible jail time, and/or be found personally liable and be individually sued for defamation, invasion of privacy, or harassment.

4. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

References:

NCSBN – Nurses' Guide to the Use of Social Media
American Nurses Association Social Media Guidelines
American Nurse Today: "Social media missteps could put your license at risk"
University Copyright and Fair Usage Policy

SUBJECT: **Student Health or Safety Clinical Incident Policy and Procedure**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-030/SH30 SH-005 PAGE: 94 of 3 EFFECTIVE: 05/31/2020
MANUAL:		Reviewed: 12/15/2022

Purpose: To provide guidelines for handling a student health/safety incident while in the clinical agency setting.

I Policy:

1. An untoward health or safety incident is defined as an injury, accident, contamination, or loss involving a nursing student that occurred during the student's clinical practicum that is not consistent with routine activities.
2. The student must report all such incidents immediately after the occurrence to his/her clinical instructor and the clinical Agency.
3. The student must complete the required paperwork in collaboration with his/her clinical instructor in a timely fashion as identified by the clinical facility.
    a. Paperwork at the facility
    b. Paperwork at CSULB
4. California state required documents must be filed with the CSULB Worker's Compensation Specialist *within 24 hours* of the event occurrence.

II Procedure:

1. The Agency will direct the student, based on the urgency of the incident, as to whether the student is to be seen by their facility or to be referred to seek care at one of the CSULB designated facilities for treatment (See step 5).
2. The CSULB instructor will report the incident to the following individuals at CSULB:
    a. The Director of the School of Nursing at (562) 985-4582 or designee and
    b. The CSULB Worker's Compensation Specialist, Cheryl Velasco, at (562) 985-2366.
        - If the incident occurs on an evening or weekend, leave a message and FAX or email forms to 562-985-7180 or Cheryl.Velasco@csulb.edu.
        - The paperwork must be filed *within 24 hours*. All clinical instructors must carry the web link to access the forms as needed.

3. If capable, the student is to accurately document and describe the events leading up to the incident with assistance from the CSULB Instructor to ensure that all pertinent data are detailed and included.

- If the student does not wish to file a Worker's Comp Claim, the faculty will complete the Accident Investigation Report.
- If the student wishes to file a Worker's Comp Claim, the student completes the Worker's Comp Claim Form DWC1 and Authorization for Medical Treatment
    1. The faculty completes the Agency Supervisor's Review form.
    2. Note that on the form the student is the employee, the employer is CSULB (do not complete this section), and the clinical instructor is the supervisor.

4. If the injury is life threatening, they must seek out treatment at the facility until they can be stabilized or transferred.
5. If the injury does not require emergency assistance but does require medical attention, the injured student can either:
    a. Seek care from their own physician or student health center (if not filing Worker's Comp Claim)
    b. Seek care from one of the following treatment facilities (if filing Worker's Comp Claim):
        - Memorial Occupational Medical Services Long Beach or Kaiser On-The-Job if during weekday hours
        - Los Alamitos Medical Center Emergency Room if during times when Memorial Occupational Services or Kaiser On-The-Job are closed.
        - If the student requests to see his/her own physician, the student must sign the form agreeing to follow the Worker's Compensation Guidelines.

6. The forms listed in #3.ii and the *Supervisors Review* form must be delivered or Faxed to the CSULB Worker's Compensation Specialist by the student and instructor. The clinical instructor will be responsible for following up to see that the official documents were delivered.
7. If the clinical agency allows, get a copy of their required documentation. Submit two copies of it and *Supervisors Review* form for placement in a confidential envelope. One envelope is to be placed in the student's School of Nursing file and one is to be given to the Director of the CSULB School of Nursing.
8. The incident reports will be reviewed by the Director of the School of Nursing, the clinical instructor, and other key nursing faculty. The report will be kept confidential. The purpose of the meeting will be to discuss whether the situation may result in risk or liability to the University or the School of Nursing, and to identify any potential patterns of at-risk behavior(s) that need to be addressed to prevent further incidents if possible.
9. If the student's injury requires missed clinical time, the student must submit a medical release from a physician prior to returning.
    a) Missed clinical hours are to be made up as determined by the clinical instructor per the policy of the School of Nursing.
    b) If the student is deemed to not be able to meet the objectives of the course, University policy will be followed as to a request for a medical withdrawal or the issuance of an incomplete or failing grade for the course

References:
University Workers' Compensation Guide for Managers and Supervisors
Workers' Compensation Forms
University Procedures for Workers' Compensation

SUBJECT: **Undergraduate Admissions**		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☒ College of Health and Human Services Policy Reference ☒ Accreditation Requirement ☒ Board of Registered Nursing Requirement	Policy Number: FH-032 SH-032 PAGE: 1 OF: 9 EFFECTIVE:
MANUAL:	**Faculty/Student**	

Purpose: To establish the process of admissions to the CSULB School of Nursing Program.

I. Policy:

1. Background: The Undergraduate Nursing Program at California State University, Long Beach is an impacted program and is governed by specific admission criteria set forth by the University. Detailed information on campus and program impaction will be available at http://www2.calstate.edu/attend/impaction-at-the-csu.
2. Admission criteria are posted on the Admissions website
    a. Substantive changes to the admissions criteria must be approved by the Chancellor's office
3. Ways in which the Admission criteria are operationalized are described in the SON Application packet, that is available on the SON website, at information sessions, and in the nursing office.
4. Pre-nursing is not a declared major, but only a student tracking system. Therefore, the SON is not held to *criteria in place* when students declare themselves as Pre-Nursing.
5. Changes in admission criteria and/or their interpretation in the Application Packet must be approved by faculty vote as described in the SON Bylaws. Any changes must also be approved by the Chancellor's Office.
    a. Responsibility for review of admission criteria and procedures shall be assigned to the Student Support and Development Committee.
    b. Applicants will be admitted twice a year.
    c. California residents are given priority over all applicants.

II. Procedure:

1. Preparatory Procedures
    a. Notification of changes in Admission Criteria or Procedures
        - Student Support and Development Admissions Coordinator will communicate such changes in writing to all required departments (University Outreach and Academic Counseling)
    b. Admission procedures are managed with the support of an Admissions database program using Access Database Software
2. Prerequisite Courses
    a. **Natural Sciences**: All natural science course must have been taken within the last five (5) years
        - **Human Physiology** (BIOL 207): lecture and lab – 4 semester units minimum
        - **Human Anatomy** (BIOL 208): lecture and lab – 4 semester units minimum
        - **Microbiology** (MICR 200 or BIOL 201): lecture and lab – 4 semester units minimum
        - **Chemistry** (CHEM 104 or an equivalent 4- to 5-unit integrated chemistry course with a lab is preferred. This course must cover general chemistry, organic chemistry and biochemistry). A 4- to 5- or 6- to 10-quarter-unit general chemistry course, with is either an inorganic, organic or biochemistry course, if an in-class lab was also taken with it. A preparatory chemistry course is not acceptable.
    b. **General Education Courses** (applicants only need one from each category. The first GE course taken which fulfills a GE category requirement will be used for the Pre-Nursing GPA calculation)
        - **Statistics**: STAT 108 or 118
        - **Oral Communication**: COMM 110, 130, 132
        - **College Composition**: AFRS 100, ASAM 100, CHLS 104, ENGL 100
        - **Critical Thinking**: ASAM/AST 190, AFRA 150, CECS 100, COMM 131, CWL 161, ETEC 171, ENGL 102, HIST 101, IS 100, JOUR 160, LST 111, LING 100, PHIL 170, IOSC 105, PSY 130, SCED 100, UHP 100.
    c. **Grades on all prerequisite course must be a B or higher** (a grade of C will not be accepted). To apply to the SON program, you must have a minimum GPA of 3.0 in the Natural Sciences and General Education prerequisite courses.
        - However, a science GPA of 3.0 is not competitive as the average science GPA of admitted students is approximately 3.95)
    d. **Repeated Courses**: if a course is repeated, the first passing grade is the one used to calculate the GPA, as stated in the University Catalog. CSULB does not allow students to repeat any courses for which they have earned a "C" or better.
    e. **Repeat/Delete**: With a grade of "D", "F" or "WU" obtained at another institution, a student may repeat a course once at CSULB. If the student has

received a grade of "D", "F" or "WU" at CSULB, the student may repeat as described below:

- Although the first grade will remain on the student's permanent record, only the grade and grade points of the repeated course on the second attempt will count toward the grade point averages and units earned, provided the second grade was A, B, C, or CR.
- If the second grade was D, F, or WU, then both grades will count toward the relevant grade point averages (i.e., grades averaged), and the attempt will count toward the limits for grades averaged.
- Repeat/Delete is not available to students seeking a second Bachelor's degree.

f. **Co-Requisite Courses**: Psychology 100 and Sociology 100 must be taken prior to taking NRSG 250.

3. Test of Essential Assessment Skills (TEAS)
   a. Student must take the TEAS prior to the application deadline.
   b. There is no limit to the number of times the TEAS can be taken, but there must be a minimum of thirty (30) days between test dates.
   c. Students must pre-register for the TEAS
      - This can be done online for any ATI-approved testing site
      - Students must pay a fee for the cost of test administration
   d. All student MUST include a test ID number, as well as a name on the test for identification purposes using the computer-based testing program.
   e. Scores will be available on the ATI website for students
      - Results are available approximately three (3) working days after the test.
      - A copy of the results is attached to the application by SON administrative staff
      - Students are responsible for monitoring their scores on the ATI website
      - Student must contact ATI (atitesting.com) to ensure results are forwarded to the CSULB SON.

4. **Course Equivalency List**
   a. Equivalency lists for courses taken at California public colleges and universities can be found at: assist.org
   b. For courses taken at private institutions
      - Equivalency lists will be updated regularly as needed by the Assistant Director of the Undergraduate Program and the SON ad hoc committee

- If prerequisite courses are changed, a new list must be generated for such courses
    1. Revised course equivalency lists must be dated, and old lists saved to prevent inaccuracy.
- Copies of the course equivalency list may not be given to prospective applicants. The applicant is responsible for ensuring that the courses they take continue to be equivalent

5. **Application Processing**
    a. Students will be requested to submit and **official** transcript with the application.
        - CSULB students with greater than 90 units must file for a waiver from the University for special permission.
    b. Applications for the Fall semester must be received or postmarked by February 10th.
    c. Applications for the Spring semester must be received or postmarked by September 10th.
    d. Late or incomplete applications will not be processed
        - Applications will be notified they are not qualified because of late submission or omission(s).
    e. Application will be processed by administrative staff
    f. The Admissions subcommittee of the Student Support and Development Committee will verify data evaluations on 10% of applications each term. This will be done through random case selection.
    g. Each applicant will be verified for the following:
        - Completion of required prerequisite courses and units, verified from required transcripts submitted with the application.
        - Age of course
            1. GEs and Natural Science courses must be from within the past five (5) years
            2. Social science courses must be from the past 10 years.
        - Equivalency of prerequisite courses
            1. See above
            2. Science courses not on the list require written verification from the Assistant Director of Undergraduate Programs. This is the responsibility of the applicant, as stated in the Application Packet.
            3. Admissions subcommittee members may verify courses by phone as necessary
    h. See International Student Admissions Policy, and descriptions in the CSULB catalog.
6. Calculated GPA in Prerequisite Courses
    a. All prerequisite courses must be a "C" or better with an overall GPA of 3.25 or better
    b. Grades are to be calculated to three (3) points and rounded to the nearest 10^{th}.

c. Is a student repeats a prerequisite course, the first passing grade will be used to calculate the GPA
d. Transcripts and letters of equivalency must be submitted with the application in order to calculate GPA
e. Application profile information shall be generated by the admissions coordinator

7. Selection Process
    a. When all data have been entered into the Admissions Database, a total score on a 10-point scale is automatically calculated
    b. A personal profile will be developed for each applicant with points earned from:
        - GPA in the Prerequisite sciences – 4 points maximum; 3.0 GPA minimum required
        - GPA in the Prerequisite GE courses – 2 points maximum
        - Overall TEAS score – 2 points maximum
        - TEAS Reading score – 2 points maximum; 70% minimum score required
        - To help meet federal back-to-work mandates for veterans, veterans are awarded and extra point upon submission of their DD214.
    c. Applicants must also participate in a Communications Exercise. This exercise is held approximately 30 days after the nursing application deadline.
        - Interviews are conducted for 100 to 120 students
        - Coordination of the interview process is done by the Student Support and Development Committee.
    d. Students are admitted each Fall and Spring, based on current program development and community needs (commonly between 80 and 90 students)
        - Students are ranked by total scores, from highest to lowest
        - In the case of a tied score, students will be ranked for selection first based on their Science GPA, then second by their Reading Score
    e. Letters of reference and testimonials are not a factor in the application process. Please do not submit these items
8. Alternate Selection
    a. After fulfilling the available slots for admission, the next twenty (20) slots are used for alternates, in order of ranking by total score. Alternates will be notified at the same time as admitted students.
    b. Alternates are admitted taking the place of admitted students who decide not to accept admission
    c. An alternate can also be admitted replacing a candidate who withdraws from the program or drops out before the end of the first week of the semester.
    d. Students reentering after failing NURS 200 are given priority for readmission if their previous total score on the admission profile exceeds that of students on the alternate list. If there is a tied score, ranking will be decided based on overall GPA.
    e. Following this period, alternates will no longer be considered for admission for that semester. Alternates may reapply for admission to the SON for the following

semester. They will receive no special consideration but must again compete with other applicants.

9. Notification of Admission Status
    a. Students will be notified by the SON of their status by email by the fourth week of April or November
10. Notification Process
    a. All applicants will be notified by email of the status of their application. Letters include
        - Admission
        - Alternates
        - Non-admission, qualified
        - Not qualified
    b. Contract letters will be sent to applicants admitted to the program with additional requirements for the background check, health documents, prerequisites and other information. The letter will include the date and information about New Student Orientation. The date of this orientation will be established in coordination with the NRSG 200 faculty lead.
        - Attendance at New Student Orientation is MANDATORY
    c. Applications of those not qualified for admission will be listed on the admission database as not qualified. Copies of the letter sent to each of these applicants will be kept with the application and filed for statistical purposes. An alphabetical list of these applicants, including the semester of application will be maintained.
    d. Applications of those qualified but not admitted will be kept on file for statistical purposes. An alphabetical list of these applicants, including the semester of application will be maintained.
    e. All applications will be saved to an assigned file cabinet for a period of at least 2 years. This will allow for generation of statistics and provide a database for research and accreditation reporting.
    f. Applicants who are rejected for a GPA less than 3.0 and those who are deficient in other required components, will receive a letter specifying reasons for rejection.
    g. Students must meet the University Admission Criteria before final acceptance into the program
11. Reapplication
    a. Students who applied previously but were not admitted to the program may reapply one time.
    b. A new application must be submitted. The initial application will be retained in the SON for one year and will be attached to the new applications
        - The student should submit any new transcripts
        - It is the student's responsibility to inform the SON that they are reapplying
12. Basic Admission Policy and Procedures Review

a. The above policy and procedures will be reviewed by the SON Admissions Coordinator and the Student Support and Development Committee annually.
b. Proposed policy and procedure changes will be presented at a SON faculty meeting for discussion and resolution
c. Approved changes will be reflected in revised and dated policies and procedures
d. Reviews and/or revisions will be signed and dated by the Student Support and Development Committee.

13. Course of Study
    a. The following chart lists the current roadmap of completion for nursing students Nine-Semester plan to complete the BS in Nursing – Basic (NRSGBS01) Revised Fall 2021 – 120 units

California State University, Long Beach School of Nursing

Nine-Semester plan to complete the BS in Nursing – Basic (NRSGBS01)Revised 120 units

Semester One		**Semester Two**	
Course	Units	Course	Units
Composition (GE, Cat. A2) Stats 108 (GE, Cat. B4) Sociology 100 (GE, Cat. D3)GE course (Cat. C1)	3 3 3 3	Oral Communication (GE, Cat. A1)Critical thinking (GE, Cat. A3) Chemistry 140 (GE, Cat. B1) Psychology 100	3 3 5 3
Total units	12	Total units	14
		Cumulative units	26

Semester Three		**Semester Four**	
Course	Units	Course	Units
Biology 207 Physiology (GE, Cat. B2)	4	Biology 201 Microbiology	4
Biology 208 Anatomy (GE, Cat. B3)	4	GE course (Cat. C3)	3
GE course (Cat. D1)	3	GE course (Cat. D2)	3
GE course (Cat. C2)	3		
Total units	14	Total units	10
		Cumulative units	50

**Students must be officially admitted to the School of Nursing before enrolling in Nursingcourses. Once admitted to the School of Nursing, students must attend full time.

Semester Five		**Semester Six**	
Course	Units	Course	Units
NRSG 200 (GE, Cat. E) NRSG 302 NRSG 305 GE, UD Cat. C	6 3 3	NRSG 250 NRSG 312 GERN 400 (GE, UD Cat. D)	6 3 3
Total units	12	Total units	12
		Cumulative units	77

Semester Seven		Semester Eight	
Course	Units	Course	Units
NRSG 331 NRSG 341 NRSG 450 (GE, UD Cat. B)	6 6 3	NRSG 351 NRSG 361 NRSG 456	6 6 3
Total units	15	Total units	15

Cumulative units 107

Semester Nine	
Course	Units
NRSG 402 (GE, Cat. D3) NRSG 454 NRSG 458	6 6 1
Total units	13

Cumulative units 120

References:

University Admission Criteria
http://www2.calstate.edu/attend/impaction-at-the-csu.
Admissions website
Assist.org
SON website
University Catalog

RN-BSN Program RoadmapSample Plan

RN-BSN Program RoadmapSample Plan		
Semester 1	**Course**	**Units**
Pathophysiology for Nurses	NRSG 305	3
Dimensions of Professional Nursing	NRSG 309	2
Health Assessment	NRSG 312	3
Semester 2	**Course**	**Units**
Community Health Nursing (**Certified GE-D)**	NRSG 402	6
Healthcare Delivery Systems and NursingLeadership	NRSG 456	3
Semester 3	**Course**	**Units**
Introduction to Nursing Research **(Certified GE-B)**	NRSG 450	3
Professional Nursing Practice Preceptorship***	NRSG454	6
Upper Division GE		3
Total Units		**29 units**

Possible CSULB Upper Division Units Awarded forPrior Learning (NCLEX). *Note: Additional GE courses may be needed to complete 50 units. The* number of units that can be awarded based on NCLEX may be adjusted down depending on the transfer pattern of ADN units.		**Up to 21**
*A grade of C or better in a Writing Intensive Course fulfils the GWAR.		
**See GWAR pathways: Https://www.csulb.edu/academic-advising-at-csulb/graduation- writing-assessment-requirement-gwar		
Units transferred from community college		70
CSULB Nursing Major Units		26
CSU Upper Division General Education Units		3
Possible CSU Units Awarded for PriorLearning (NCLEX)		Up to 21
Total Baccalaureate Degree Units:		120