

GRADUATE STUDENT HANDBOOK 2020

**California State University,  
Long Beach  
School of Nursing**

**Nursing Graduate  
Student Handbook**

Revised October 2020

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**SECTION I  
GENERAL INFORMATION**

**1. WELCOME TO CALIFORNIA STATE UNIVERSITY, LONG BEACH**

Dear Graduate Nursing Student,

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

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

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

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

Sincerely,  
Loucine Huckabay  
Director School of Nursing

**2. HISTORY OF CSULB SCHOOL OF NURSING**

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

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

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

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

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

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

The School offers a RN Pathway program. The RN Pathway program accommodates registered nurses whose basic education is the associate degree in nursing (ADN) and who are seeking the bachelor's degree in nursing. Course equivalencies for lower division

work have been established through extensive course equivalency checks, so that registered nurses with an associate degree in nursing from an accredited college, who meet all other prerequisites for admission, may enter (with a minimum of 60 semester units of lower division credit) into the junior year of the CSULB nursing program.

The masters nursing at CSULB has six nurse practitioner tracks (AGACNP, AGPCNP, FNP, WHNP, PMHNP, PNP) and MSN-in Nursing and Health System Executive Management Program. A student must have a minimum GPA of 3.0 for each of these GPAs to be eligible for admission. Refer to the current CSULB Catalog and the School of Nursing website for a complete list of prerequisites.

### 3. SCHOOL OF NURSING PHILOSOPHY

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

The faculty believes that professional registered nurses at the baccalaureate level are prepared as generalists, and the masters prepared nurses as experts in advanced nursing practice. Students are prepared at the master's level to assume one or more of the following roles: nurse practitioner, clinical nurse specialist, nurse educator, or nurse administrator. In addition, the master's prepared nurses are beginning nurse researchers, catalysts for change, independent and critical thinkers and most importantly, client/patient-care advocates. This belief supports the most fundamental belief of faculty that the focus of nursing is the patient/client as individual, family or community. The philosophy underlying the School of Nursing programs is based on a set of commonly held beliefs by the faculty. These beliefs reflect the faculty's attitudes about the individual, health, nursing, environment and learning.

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

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

See Appendix 1: Philosophy of the School of Nursing

#### **Our Vision**

To be the premier university-based professional nursing program.

#### **Our Mission**

The CSULB School of Nursing is a student-centered program whose mission is to educate undergraduate and graduate students to become quality professionals for entry into practice in diverse community settings.

**4. GRADUATE LEARNING OUTCOMES**

(Condensed version of the terminal objectives on Section 5)

Upon successful completion of the Master of Science in Nursing (MSN) degree, the graduate student will have the following competencies:

1. Integrate and apply the scientific theories from nursing, biopsychosocial fields, physical sciences, genetics, public health, quality improvement, organizational sciences for the delivery of evidence-based nursing care, as an advanced practice nurse, to diverse groups of individuals, families, communities, and populations.
2. Synthesize knowledge from the leadership, management, finance and organizational sciences in planning, implementing and evaluating the efficacy of delivery of advanced nursing care at the patient care level, inter-professional, and system-wide system level to patients, families, communities and populations.
3. Implement quality improvement and safety measures at the patient care, inter-professional and organizational levels using appropriate methods, tools, performance measures, culture of safety principles, and standards related to patient outcome quality measures.
4. Translate current evidence into practice by demonstrating competence and the knowledge base for research methodology and the research process, to design and implement evidence-based research, evaluate the merits of evidences found in the literature to guide practice, to participate in conducting original research on a multidisciplinary or nursing research team, to make decisions about the protection of human subject in a research study, and to model and teach the staff on translational research.
5. Integrate current and emerging technologies to deliver timely, accurate and coordinated patient care across all settings, including virtual settings, while maintaining communication and participation of the inter-professional healthcare team, to achieve high quality patient care outcomes.
6. Demonstrate an understanding of the relationship between legal and political determinants of delivery of health care at the local, state, national and global levels; and take an active role in promoting health, shaping health care delivery systems and advancing values such as social justice, accessibility and affordability of health care to all, through policy processes and advocacy.
7. Implement high level inter-professional collaboration, communication, and coordination to achieve health promotion, disease prevention, with the goal of improving patient and population health outcomes.
8. Implement clinical prevention and promotion of health strategies to improve the health status of the population in United States and globally, by providing culturally



competent care that takes into consideration the clients' cultural and ethnic identity, socio-economic conditions, emotional and spiritual needs literacy levels, values and preferences.

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

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

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

1. Be eligible to take the national certification examination in their own specialty as a nurse practitioner and as a nurse executive.
2. As an Advanced Practice Nurse (APN), be eligible to obtain privileges to legally furnish specific medications and treatments and obtain a furnishing license. And to practice as nurse executive.
3. Be able to practice as an APN within the parameters of the California Board of Registered Nursing's scope of practice as a nurse practitioner (NP) in any of the following selected clinical specialties and as a nurse executive
  - a. Family Nurse Practitioner (FNP)
  - b. Adult-Geriatric Primary Nurse Practitioner (AGNP)
  - c. Adult-Geriatric Acute Care Nurse Practitioner (AGACNP)
  - d. Pediatric Primary Care Nurse Practitioner (PNP)
  - e. Psychiatric/Mental Health Nurse practitioner (Psych NP)
  - f. Women's Health Nurse Practitioner (WHNP)
  - g. Nurse and Health Systems Executive Management Program

4. Be able to practice collaboratively with a physician in their own clinical specialty area in a variety of settings, such as, in doctors' offices, community clinics, and in hospital settings.
5. Those with a certificate in Nursing Education can assume positions as nurse educators in schools of nursing at college or university settings, and/or become patient educators, and as in-service education instructors and directors in a variety of health care settings.
6. Be eligible to apply to any doctoral programs in nursing or allied health field.

## 5. **TERMINAL OBJECTIVES OF THE NURSING PROGRAM**

Expanded version of the Graduate Learning Objectives

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

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

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

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

1. Synthesize relevant scientific theories from nursing and related sciences as a foundation for the delivery of advanced nursing care to diverse populations.
2. Use advanced levels of physical assessment skills, pharmacology, and pathophysiology, clinical reasoning, and ethical reasoning about genetics and genomics in making nursing diagnosis, and decisions about educational and therapeutic interventions, and evaluations to individuals, families, and communities.
3. Design, implement and evaluate delivery of advanced nursing care for a clinical or community-based population based on biopsychosocial, economic, public health and organizational sciences.
4. Apply principles and theories from technology and information sciences, health communication, pedagogic principles and literacy in providing nursing care as an advanced practice nurse (APN) to culturally diverse populations.

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

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

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

1. Apply knowledge and skills in leadership, management, and human relations in making decisions about delivery of advanced nursing care, coordination of healthcare teams, and accountability delivery of care at the micro-system level.
2. Assume leadership role within the context of the inter-professional team, the effective implementation of patient safety and quality improvement initiatives, using appropriate communication skills.
3. Demonstrate an understanding of how health care organizations are financed, allocation of resources are made, and how economic, legal and political factors influence the delivery of healthcare to patients, families, communities and populations.
4. Use systems theory in the design, delivery and evaluation of health care at the patient care and inter-professional levels.
5. Develop a business plan that includes budgeting, cost/benefit analysis and marketing using principles and practices from the field of business, economics and nursing administration.
6. Design and implement successful systems change strategies to improve quality of care at the patient care level.

**Terminal Objective III: Quality Improvement and Safety**

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

1. Promote the importance of having inter-professional health care teams and individuals who are knowledgeable about quality initiatives related to improving patient care outcomes across the continuum of care.
2. Implement evidence-based plans that are developed based on the analysis and interpretation of data to improve safety and quality.

3. Analyze errors, design systems and use appropriate quality improvement models to sustain improvements and obtain reliable outcome measures.
4. Promote a professional environment that creates a just culture of safety, where personnel feel comfortable to report errors, including their own, while maintaining accountability; where high level communication skills are implemented in peer review, and advocacy for patients and families.
5. Implement quality improvement methods to promote integration of healthcare services to reduce fragmentation of care, promote safe, timely, effective, efficient equitable and patient centered care.
6. Use data from risk management to quantify cost of “errors” and develop strategic plan to prevent the error from recurring.

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

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

1. Integrate theoretical knowledge base from all the sciences and humanities, research methodology and practice guidelines, with the goal of improving nursing care for groups of patients under his/her care.
2. Articulate to the nursing staff and to other members of the health team, the need for evidence-based decision making related to information that are being used for patient care, and the relevance of the information to the resolution of the problem.
3. Take a leadership role in retrieving, appraising, synthesizing, and applying the evidences (translational research), in collaboration with other members of the healthcare team, to guide practice and to improve patient care outcomes.
4. Integrate evidence, clinical judgment, ethical conduct regarding protection of human subjects, and inter-professional perspectives in designing, implementing evidence-based research to evaluate outcomes of care for groups of patients/aggregates.
5. Accept the ethical responsibility for safeguarding the rights and welfare of human subjects involved in research.

6. Develop a research proposal using an acceptable research format and conduct it under the supervision of an expert researcher to generate knowledge that improves practice and/or supports policy change.
7. Take a leadership role in selecting a mechanism for identifying discrepancies between identified standards and practice that may have a negative effect on patient outcomes.
8. Use appropriate information technology and research methodology to perform the following:
  - a. Collect data accurately to generate evidence for nursing practice.
  - b. Use data bases appropriately to generate meaningful evidence s for nursing practice.
  - c. Predict and analyze outcomes.
  - d. Examine data for patterns of behaviors and outcomes.
  - e. Identify gaps or deficiencies in evidence to guide practice.
9. Disseminate research findings and innovative outcomes from evidence-based practice to improve patient care and patient outcomes.

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

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

1. Analyze the current and emerging technologies to achieve optimum patient care outcomes that are safe, cost-effective and convenient.
2. Coordinate the integration of technology and information to provide seamless care across settings and among health care providers that promotes quality outcomes and safe practice environments.
3. Use information and communication technologies to improve documentation and accessibility of health care to patients who reside in remote places.
4. Use information and communication technologies to handle large quantities of data sets to analyze, identify, and predict patient risks, including failure mode effect analysis, root cause analysis, and quality improvement methodologies; additionally, to make recommendations and develop strategies to reduce risks, and improve outcomes for different cohort groups of patients.

5. Use information and communication technologies to educate patients and healthcare team members.
6. Use information technologies for lifelong learning.
7. Demonstrate professional behavior by using information and communication technologies ethically and within the legal scope of professional practice when dealing with patient care data.

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

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

1. Articulate the relationship between policies and their effect of the structure and the financing of health care, nursing practice, and health outcomes.
2. Take an active role as an advocate in the development and implementation of health care policies at the institutional, local, state, national and international levels, by interpreting research related to improving patient care outcomes and advancement of the nursing profession, for policy makers and stakeholders.
3. Participate in the development and implementation of policies that regulate nursing practice and quality control.
4. Bring to the awareness of policy makers and regulators the nursing perspective in terms of advocacy for patients, the profession, and the health-promotion.

**Terminal Objective VII: Inter-professional Collaboration for Improving Patient and Population Health Outcomes**

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

1. Articulate their understanding of other health profession's scope of practice and contributions for delivery of health care within a team approach.
2. Serve as the broker for promoting high level coordination, communication and collaboration among all the members of the health care team, across care environments, to design, implement and evaluate patient-centered care and patient outcomes.

3. Bring to the awareness of each of the inter-professional healthcare team members and one's self, the need to be knowledgeable about the following core competencies in order to work collaboratively with one another to achieve patient care outcomes:
  - a. The provision of patient-centered care
  - b. Willingness to work collaboratively in interdisciplinary teams
  - c. Employment of evidence based practice
  - d. The use of quality improvement strategies
  - e. The use of appropriate informatics
4. Take patient preferences, values and cultural values into consideration to achieve health equity, reduction of barriers, facilitation of access to care, and improvement of health outcomes, through inter-professional approaches.
5. Articulate the role, responsibilities and the contribution of the professional nurse within the inter-professional health care team towards achievement of patient care outcomes across care environments.

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

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

1. Design and implement evidence-based, culturally appropriate disease prevention and health promotion interventions and strategies to individuals, families, communities, and aggregates/populations, by taking in to consideration the socio-economic, political, environmental, global, genetic and genomics determinants of health and illness.
2. Use appropriate health information technology and data sources to evaluate the effectiveness of interventions related to population-based disease prevention and health promotion outcome measures.
3. Use linguistically and culturally appropriate educational and communication strategies to educate individuals, families, communities, and aggregates/populations, and health professionals about disease prevention and health promotion.
4. Promote effective population-based health policies that are equitable and efficient in providing preventive and health promotion services.

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

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

1. Develop and live by a personal philosophy of nursing that integrates personal values with nursing profession's code of ethics, nursing standards for moral and ethical conduct.
2. Pursue the goals for life-long learning and professional development.
3. Facilitate the growth of newer nurses in the profession and mentor them.
4. Demonstrate initiative in the work setting and take responsibility for one's own actions.
5. Articulate one's own view-points on an issue or a problem using logical, data-based, persuasive argument.
6. Create healthy work environment and healthy communities by demonstrating collegiality, cooperation, collaboration, open communication, conflict resolutions, advocacy and by upholding the dignity and the value of individuals, coworkers, communities and populations.

**Terminal Objective X: Master's-Level Nursing Practice and Clinical Expectations**

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

1. Conduct a systematic and complete history and physical assessment on patients with multiple complex problems, using diverse and culturally sensitive approaches.
2. Assess the care environment for possible risk factors for injury, patient safety, adequacy for promoting self-care, and health promotion.



3. Identify the effects of and potential or actual risk associated with such variables as age, developmental stage, culture, ethnicity, religion, socioeconomics, linguistic and lifestyle variations on the health status and responses to healthcare delivery systems, to plan, implement and evaluate evidence-based nursing care to patients, families, communities, populations from diverse backgrounds.
4. Integrate advanced level data-based knowledge from the bio-psycho-social and behavioral sciences, nursing, knowledge of illness and disease management; assessment of risks, to plan, implement and evaluate evidence based nursing practice to individuals, families, communities and populations from diverse backgrounds.
5. Use information technology and communication to provide patient education programs appropriate to the literacy levels of the patients, families, communities and populations; to facilitate accessibility of care in remote places, and to analyze practice patterns to improve patient outcomes.
6. Teach and mentor other members of the nursing staff using appropriate adult learning theories.
7. Analyze and use data from epidemiological, social and environmental sources to draw inferences about the health status of diverse patient populations and interventions used to promote health, prevent illnesses and preserve healthy lifestyles.
8. Use evidence based scientific and ethical, legal principles in identifying and resolving actual and/or potential ethical problems that arise from nursing practice, use of technology or in conducting research involving human subjects.
9. Seek consultation related to international laws, public health, culture, geopolitical and economics from appropriate sources in planning and implementing delivery of care systems at the global level.
10. Use evidence-based knowledge from economics, business, public policy and human relations in coordinating multidisciplinary/inter-professional teams in designing; implementing and evaluating delivery of health care systems at the micro, meso and macro-systems level within and across settings.
11. Work cooperatively and understand one's role and those of others within the healthcare system who are working together to manage emergencies and major disasters.
12. Take responsibility for maintaining one's self current in practice and for lifelong learning, and promote the same for peers and coworkers.

## SECTION II CSULB-CAMPUS TOPICS

### 1. CSULB CATALOG

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

#### 1a. ADVANCEMENT TO CANDIDACY

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

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

It is strongly recommended to advance to candidacy after completion of 6 units of graduate work, or no less than 1 semester before the student plans to graduate.

#### 1b. GRADUATE WRITING ASSESSMENT REQUIREMENT (GWAR)

Under the approved GWAR policy from spring 2012, all graduate students must demonstrate upper-division competency in academic writing in English by fulfilling the GWAR in order to advance to candidacy.

**1c. SEVEN YEAR RULE**

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

**1d. TRANSFER UNITS**

The graduate student must complete at least seventy percent (70%) of the required units in the degree program at CSULB in matriculated status or as approved graduate credit earned as a senior. If approved by the School of Nursing, a graduate student may use credit taken at CSULB in non-matriculated status or approved transfer credit toward up to thirty percent (30%) of the units of the program of study. Units applied towards a previous undergraduate degree cannot be transferred for credit towards a master’s degree. The academic unit granting the degree may waive units and course requirements provided the minimum thirty-unit requirement is met in accordance with Title V. Please see the SON Policy and Procedure for Requesting to Waive a Course.

**1e. EDUCATIONAL LEAVE OF ABSENCE**

Any student in good academic standing may request an Educational Leave. Students requesting an Educational Leave must complete an Educational Leave Form available at: [https://www.csulb.edu/sites/default/files/groups/student-records/forms/sredlv\\_educational\\_leave.pdf](https://www.csulb.edu/sites/default/files/groups/student-records/forms/sredlv_educational_leave.pdf). Refer to the University Catalog for university policy regarding Educational Leave. Students returning from an educational leave are placed into clinical specialty courses on a space available basis. Students considering an educational leave must consult with their specialty program coordinator first and then obtain the signature of the graduate director.

**Master of Nursing Degree Program Roadmap**

**2a. GRADUATE CURRICULUM for NURSE PRACTITIONERS**

<b><i>CORE COURSES- THESE CORE COURSES MUST BE COMPLETED BEFORE BEGINNING SPECIALTY COURSES</i></b>	<b>Units</b>
*N510 Advanced Pathophysiology for Advanced Practice Nurses	3
*N520 Advanced Pharmacology for Advanced Practice Nurses	3
*N530 Advanced Physical Assessment for Advanced Practice Nurses	3
*N530A Advanced Physical Assessment Seminar for Advanced Practice Nurses	1
*N540 Health Care Economics, Policy & Management	2
*N550 Human Diversity & Psychosocial Issues in Health Care	2
*N560 Theory and Professional Roles	2
*N596 Research for Advanced Nursing Practice	3

<b><i>SPECIALTY COURSES</i></b> <b><i>(18 – 24 Units total for these NP specialties)</i></b>	
Family Theory I and Clinical Studies I+II – N620, N620A, N620B	9
Family Theory II and Clinical Studies III+IV– N621, N621A, N621B	9
Pediatric Theory I and Clinical Studies I+II– N650, N650A, N650B	12
Pediatric Theory II and Clinical Studies III+ IV– N651, N651A, N651B	9
Adult/Gero Primary Care Theory I and Clinical Studies I+II– N630, N630A, N630B	9
Adult/Gero Primary Care Theory II and Clinical Studies III+IV – N631, N631A, N631B	9
Psychiatric Theory I and Clinical Studies I+II – N641, N641A, N641B	12
Psychiatric Theory II and Clinical Studies III+IV – N642, N642A, N642B	9
Women’s Health Theory I and Clinical Studies I+II– N610, N610A, N610B	12
Women’s Health Theory II and Clinical Studies III+IV – N611, N611A, N611B	9
Adult/Gero Acute Care Theory I and Clinical Studies I+II– N660, N660A, N660B	
Adult/Gero Acute Care Theory I and Clinical Studies I+II– N661, N661A, N661B	
<b>MUST ALSO COMPLETE A THESIS (N698), DIRECTED PROJECT (N692) OR COMPREHENSIVE EXAM (695)</b>	1-4 1-4 3
<b>TOTAL UNITS</b>	<b>40-44</b>

## **2b. GRADUATE CURRICULUM for POST-MASTERS CERTIFICATE FOR NURSE PRACTITIONERS**

<b><i>CORE COURSES-</i></b> <b><i>THESE CORE COURSES MUST BE COMPLETED BEFORE BEGINNING SPECIALTY COURSES</i></b>	Units
*N510 Advanced Pathophysiology for Advanced Practice Nurses	3
*N520 Advanced Pharmacology for Advanced Practice Nurses	3
*N530 Advanced Physical Assessment for Advanced Practice Nurses	3
*N530A Advanced Physical Assessment Seminar for Advanced Practice Nurses	1
*N540 Health Care Economics, Policy & Management	2
*N550 Human Diversity & Psychosocial Issues in Health Care	2
*N560 Theory and Professional Roles	2
<b><i>SPECIALTY COURSES</i></b> <b><i>(18 – 21 Units total for these NP specialties)</i></b>	
Family Theory I and Clinical Studies I+II – N620, N620A, N620B	9

Family Theory II and Clinical Studies III+IV– N621, N621A, N621B	9
Pediatric Theory I and Clinical Studies I+II– N650, N650A, N650B	12
Pediatric Theory II and Clinical Studies III+ IV– N651, N651A, N651B	9
Adult/Gero Theory I and Clinical Studies I+II– N630, N630A, N630B	9
Adult/Gero Theory II and Clinical Studies III+IV – N631, N631A, N631B	9
Psychiatric Theory I and Clinical Studies I+II – N640, N640A, N640B	12
Psychiatric Theory II and Clinical Studies III+IV – N641, N641A, N641B	9
Women’s Health Theory I and Clinical Studies I+II– N610, N610A, N610B	12
Women’s Health Theory II and Clinical Studies III+IV – N611, N611A, N611B	9
Adult/Gero Acute Care Theory I and Clinical Studies I+II– N660, N660A, N660B	9
Adult/Gero Acute Care Theory I and Clinical Studies I+II– N661, N661A, N661B	9

## 2c. GRADUATE CURRICULUM for POST-MASTERS CERTIFICATE FOR PRACTICING NURSE PRACTITIONERS

<b><i>SPECIALTY COURSES</i></b> <b><i>(18 – 21 Units total for these NP specialties)</i></b>	
Family Theory I and Clinical Studies I+II – N620, N620A, N620B	9
Family Theory II and Clinical Studies III+IV– N621, N621A, N621B	9
Pediatric Theory I and Clinical Studies I+II– N650, N650A, N650B	12
Pediatric Theory II and Clinical Studies III+ IV– N651, N651A, N651B	9
Adult/Gero Theory I and Clinical Studies I+II– N630, N630A, N630B	9
Adult/Gero Theory II and Clinical Studies III+IV – N631, N631A, N631B	9
Psychiatric Theory I and Clinical Studies I+II – N640, N640A, N640B	12
Psychiatric Theory II and Clinical Studies III+IV – N641, N641A, N641B	9
Women’s Health Theory I and Clinical Studies I+II– N610, N610A, N610B	12
Women’s Health Theory II and Clinical Studies III+IV – N611, N611A, N611B	9
Adult/Gero Acute Care Theory I and Clinical Studies I+II– N660, N660A, N660B	9
Adult/Gero Acute Care Theory I and Clinical Studies I+II– N661, N661A, N661B	9

## 2d. GRADUATE CURRICULUM for NURSING AND HEALTH SYSTEMS EXECUTIVE MANAGEMENT PROGRAM

<b><i>SPECIALTY COURSES</i></b> <b><i>(30 - Units total for this specialty)</i></b>	
Foundations for Nursing and Health Systems Executive Management – N559	3
Research for Advanced Nursing Practice – N596	3
Organizing and Structuring Optimal Healing Environments – N676	3
Practicum in Organizing and Structuring Optimal Healing Environments N676L	3
Management of Human Resources and Professional Relationships in Nursing and Health Systems – N677	3
Practicum in Human Resources and Professional Relationships in Nursing and Health Systems – N677L	3
Nursing and Health Systems Governance and Population-Based Care Delivery – N679	3
Continuous Quality Improvement in Nursing and Health Systems – N678	3
Practicum in Continuous Quality Improvement in Nursing and Health Systems – N678L	3
Executive Management Project – N693	3

### 3. 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.

### 4. 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, Bob Murphy Access Center and a Women's Resource Center are a few examples of the resources available to students.

Please see the following link for additional campus resources:

<https://web.csulb.edu/colleges/chhs/safe-zone/resources/>

### 5. BOB MURPHY ACCESS CENTER (BMAC)

The Bob Murphy Access Center is a student support program within the Division of Student Affairs. The mission is to assist students with disabilities as they secure their university degrees

at California State University, Long Beach. BMAC provides services to over 1,500 students each semester. Over 10,000 students with disabilities have graduated from California State University, Long Beach with support from our program. Please see the following link for more information and appointments: <http://www.csulb.edu/divisions/students2/dss>

## 6. FINANCIAL AID

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

## 7. LEARNING ASSISTANCE RESOURCE CENTER

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

## 8. GRADUATE STUDENT RESOURCE CENTER (GSRC)

The GSRC provides graduate school related resources and events for prospective and current post-bac students related to graduate studies. The GSRC is located in the University Library in room 504. Please see the following link for more information: <https://www.csulb.edu/graduate-studies-resource-center>

## 9. SCHOOL OF NURSING LEARNING CENTER

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

## 10. 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. The School of Nursing librarian is Michelle DeMars. Please find her contact information and additional resources at: [http://csulb.libguides.com/prf.php?account\\_id=76978](http://csulb.libguides.com/prf.php?account_id=76978)

#### 11. UNIVERSITY BOOK STORE

The University Bookstore stocks required textbooks, school supplies and many other items for personal use. Please see the following link for more information:

<https://www.fortyninershops.net/>

#### 12. 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 graduate nursing education. All courses taught within the program require integration of knowledge from previous semesters. Furthermore, it is beneficial for students to have these texts available for reference at the end of the program when they must prepare for the comprehensive examination and national certification.

#### 13. 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](http://www.csulb.edu/depts/enrollment/financial_aid)

Learning Assistance Center: [http://www.csulb.edu/divisions/aa/grad\\_undergrad/lac](http://www.csulb.edu/divisions/aa/grad_undergrad/lac)

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

Technology Help Desk: (562) 985-4959

[http://www.csulb.edu/divisions/aa/academic\\_technology/thd](http://www.csulb.edu/divisions/aa/academic_technology/thd)

Additional Resources: <http://www.csulb.edu/divisions/students/>

#### 14. STUDENTS IMPAIRED BY ALCOHOL AND/OR DRUG ABUSE

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



to seek diagnosis and treatment for any suspected problems related to alcohol and/or drug abuse. It is important that all students are aware that the diagnosis and treatment of these problems will be handled confidentially.

The SON 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. These include:

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

## 15. SCHOLARSHIPS: PROCEDURES

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

- A. External Scholarship sources are those offered by the minority/ethnic nursing associations i.e. American Association of Colleges of Nursing, Nurse Practitioner Healthcare Foundation Scholarships, Hispanic Nurses Association Scholarship, Korean Nurses Association Scholarships, and National Jewish Women Council of Los Angeles. These are not administered by the Scholarship Committee.
- B. Community Scholarships are generally from local health care organizations.
- C. School of Nursing specific endowments such as the Henderson or VNA scholarship, etc. These are the only scholarship awards administered by the School of Nursing Scholarship Committee.

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

Information on scholarship opportunities are posted the CHHS website:

<https://www.csulb.edu/college-of-health-human-services/students/scholarship>

## SECTION III STUDENT SECTION

### 1. STUDENT RESPONSIBILITIES

#### 1a. ADVISEMENT

Each student in the graduate program is assigned a graduate specialty program coordinator in her/his specialty area. The name of your graduate specialty program coordinator and contact information was provided to you in your letter of admission to the graduate program in the School of Nursing. You are expected to consult with your graduate specialty program coordinator each semester to plan your program of study. She/he will help keep you informed of policies and requirements and facilitate your progress throughout the program. The Graduate

Director is also available to all graduate students if there are questions or issues that need resolution.

### **1b. ELECTIVES**

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

### **1c. CLINICAL PRECEPTORSHIPS**

All graduate students will be required to do a certain number of clinical hours with a preceptor. Specialty program coordinators and faculty will assist students in finding clinical placements. Students who find a preceptor on their own will be asked to provide their specialty program coordinator with the name and address of the preceptor in order to establish a contract at least one semester before they plan to start preceptorship. Students are not to be precepting in facilities that the University does not have an established contract with. Specialty program coordinators usually meet with students in the spring semester prior to fall clinical to review clinical placements. Letters will be sent to students notifying them of the meeting times and location. Please see Policy for Clinical Preceptorships.

### **1d. MALPRACTICE INSURANCE**

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

NSO Malpractice Insurance for Nursing Professionals  
[www.nso.com](http://www.nso.com)

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

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

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

### **1e. WORKMEN’S COMPENSATION**

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

## **2. COMPREHENSIVE EXAM/THESIS/ DIRECTED PROJECT OPTIONS**

All graduate students are required to take a comprehensive examination, complete a thesis or a directed project in partial fulfillment of the requirements for a graduate degree at this University. It is highly recommended that students consult with their specialty program coordinator or graduate director regarding their decision between the thesis/directed project and comprehensive exam options.

Comprehensive examinations are taken in the last semester of the specialty coursework. In order to take the examination, the student must have advanced to candidacy and currently enrolled in N695 Professional Literature Review. Please see the Policy for the Comprehensive Examination.

If you plan to write a thesis, go to the CSULB thesis library website:

<https://www.csulb.edu/thesis-and-dissertation-office/thesis-and-dissertation-office>

In order to enroll in N698 - thesis units (4 units), the student must have taken N596 and advanced to candidacy. The student must be enrolled in N698 to receive faculty assistance with the thesis. It is important that the student spread the 4 thesis units out while working on the thesis. It is recommended that the student register for only one unit the first semester. To register for N698 units the student must have permission from their thesis chairperson or the graduate director. N698 units will be taken under the thesis chair’s name and section number. The same process applies to pursue a directed project (N692).

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

### **3. PROBATION/DISQUALIFICATION (ACADEMIC)**

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

### **4. GRADUATE STUDIES 700 (GS700)**

Graduate students who have completed all course work for their degree must register in GS700 if they require additional utilization of University facilities (e.g. faculty consultation) to complete the thesis or comprehensive exam or to remain registered at CSULB. The student must be registered at CSULB the semester of graduation. This is considered one unit for fee payment purposes, but no unit credit is earned.

### **5. POLICY ON NURSING ADMISSIONS REGARDING ESSENTIAL PERFORMANCE STANDARDS.**

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

Reasonable accommodation for students with disabilities either temporary or permanent will be considered in consultation with the Bob Murphy Access Center (BMAC), California State University Long Beach where appropriate. It is the student's responsibility to contact BMAC to request an accommodation. See Appendix 3: Essential Performance Standards Policy

### **7. TRANSPORTATION**

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

### **8. POLICIES AFFECTING STUDENT COURSEWORK**

#### **8.1. Course Syllabus**

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

## 8.2 Guidelines for Scholarly 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.

## 8.3 Academic Standards

All core courses must be taken prior to beginning clinical courses. Progress in the major requires that students maintain a 3.0 cumulative GPA on all units attempted as university policy for graduate students. A nursing course may be repeated only one time.

## 8.4. Academic or Clinical Performance Standards

Students are expected to maintain professional standards in both their academic and clinical courses. Students are also responsible for mastering and caring over essential knowledge from all previous courses. A student who violates these standards may be placed on a progressive disciplinary action plan where they can remediate, be denied progression to the following course, or may be dismissed from the program.

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

## 8.5 Academic Integrity/Plagiarism

Academic and professional integrity is highly valued in the School of Nursing. Cheating and plagiarism is not acceptable and is managed in accordance with the University guidelines. These violations can occur in the clinical setting as well as in the classroom. This includes not only for scholarly papers and examination but also patients assessments, management plans . Most courses will utilize the University plagiarism detection feature offered on BeachBoard Dropbox. See your course syllabus for any specifics that apply to that course and Appendix 9: Academic Integrity/Plagiarism Policy for SON guidelines

See the University Course Catalog

[http://www.csulb.edu/divisions/aa/catalog/current/academic\\_information/cheating\\_plagiarism.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html)

## 8.6. Health Insurance Portability and Accountability Act (HIPPA)

Patient confidentiality is taken very seriously in all clinical areas. Disclosure of patient information to any unauthorized individuals will be grounds for dismissal from the program and/or criminal action.

See Appendix 10: HIPPA Policy

### 8.7 Holiday Scheduling of Classes

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

See Appendix 11: Holiday Scheduling

### 8.8 Missed Clinical Hours Policy

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

### 8.9. Policy on Medical Clearance

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

Students with an impaired/deficient immune system or pregnancy must contact the BMAC for reasonable accommodations. If a student is absent due to medical reasons; he/she must contact the BMAC for reasonable accommodations

See Appendix 2: Policy on Essential Performance Standards and Appendix 13: Medical Clearance Policy

### 8.10 Student Health or Safety Clinical Incident Policy

Students must report all incidents to his/her clinical instructor and the clinical Agency immediately after the incident occurs. All required documentation is to be submitted within a 24 hour period and medical treatment is to be received according to the guidelines of the CSULB Worker's Compensation Department.

See Appendix 14: Student Health or Safety Clinical Incident Policy and Procedure.

### 8.11 Reportable Patient/Client Clinical Occurrence Involving a Nursing Student Policy

Any situation in clinical where there is a situation that resulted in, or had the potential to result in, a threat to the patient's health and well-being such as death, injury, loss, abuse or maltreatment, neglect, contamination, medication error, or misappropriation of property must be reported to the student's clinical instructor, the clinical agency and to the SON.

See Appendix 15: Reportable Patient/Client Clinical Occurrence Involving a Nursing Student Policy and Procedure.

### **8.12. Transfer of Graduate Nursing Students between Specialties**

Graduate students must remain in the same MSN specialty they applied and were accepted into. No transfers specialties are allowed.

## **9. POLICIES AFFECTING STUDENT CLINICAL COURSEWORK**

### **9.1 Background Check**

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

### **9.2 Required Clinical Documents:**

The immunization record, current, unrestricted California RN License, malpractice insurance, and valid CPR are required from all graduate students prior to starting the graduate program. Clinical facilities will not allow a student into the facility that has not been medically cleared and has not had the malpractice insurance coverage. All documents must be uploaded to the health tracker by the student. Failure to do so will result in not being allowed to continue in the graduate program. It is the student's responsibility to monitor the expiration dates of the following items on the tracker and to update as needed:

#### **Immunization Record:**

The record of immunization for MMR, Hepatitis B series, Varicella, Tetanus, and yearly influenza and 2-Step TB tests are required.

#### **Titers:**

MMR, Varicella, and Hepatitis titers are required. Simply having the vaccination records for these diseases is not enough – the student must provide titer lab documentation. If the results are immune, the student does not need any further titer labs. If the titer results indicate the student is not immune to any of these diseases, the student needs to consult their primary care provider and obtain a booster vaccination. After obtaining a booster(s), the student must receive a follow-up titer 6-8 weeks later. *If the student obtains a follow-up titer too soon after the booster, it will come back non-immune.* All documentation for boosters and follow-up titers must be uploaded to your online tracker account as is appropriate

### **RN License**

All graduate students must have a current, unrestricted California RN license. It is the responsibility of the student to maintain a valid RN license throughout the graduate program. If at any time, the RN license becomes restricted or expired, the student is required to inform the graduate director. If the student does not inform the graduate director of any changes to RN license, the student will be dismissed from the graduate program.

### **Malpractice Insurance**

All graduate students must obtain malpractice insurance prior to entering the graduate program. Only the actual malpractice certificate indicating proof of coverage as a “NP student will be accepted. While in the graduate program, it is imperative that the student carry valid and current malpractice insurance with no lapse in its coverage. If continual malpractice insurance is not on file in the tracker account, the student will be removed from clinical.

### **CPR and ACLS Certifications**

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

## **10. POLICIES AFFECTING STUDENT GRADES**

### **10.1 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.

### **10.2 Credit by Exam**

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

### **10.3 Course Waiver or Substitution**

Students who believe that a course they have taken (or intend to take) may be appropriate to their program and that this course could substitute for a specified course requirement may request a substitution for the course. Students who believe that previous training has sufficiently prepared them in a certain area may request a waiver



of a specific course requirement for subject credit only. See Appendix 17: Policy and Procedure on Requesting to Waive a Course.

#### 10.4 Student Grievance

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

#### 10.5 Student Grade Appeal

The student grade appeal policy and procedure must follow the University policy (CSULB Policy Statement 99-16 and any policies that supersede it).

<https://www.csulb.edu/academic-senate/policy-statement-11-09-grade-appeals-procedure>

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

### 11. STUDENT EVALUATIONS

#### 11.1 Course and Instructor Evaluation

Student Perception of Teaching (SPOT) evaluations are conducted in accordance with university policies. Course evaluations are conducted online toward the end of the course. The results of these evaluations are used by the School of Nursing to maintain its reputation of high academic standards in teaching. See Appendix 19: Example of Student Evaluation of Instructor

#### 11.2 Agency and Preceptor Evaluation Survey

All CSULB MSN students are required to complete the School of Nursing's Agency and Preceptor Satisfaction Survey as part of the MSN clinical course evaluation requirements. Completion of this survey is considered a professional role responsibility in which the student provides faculty with a personal assessment of the clinical practicum experience. Students are to respond to the questions asked in the agency and preceptor survey located in the survey section of BeachBoard. Failure to complete the survey will result in an incomplete grade for the class. See Appendix 20: Agency and Preceptor Satisfaction Survey Policy

#### 11.3 MSN Exit Survey

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

## 12. STUDENT GRADUATION INSTRUCTIONS

### 12.1 Advisement

The specialty program coordinator is the student's program advisor. Students are expected to consult with the specialty program coordinator for assistance in program planning and scheduling.

### 12.2 Graduation Instructions

Students planning to graduate at the end of any semester or summer session must complete the Request to Graduate Form the semester prior to expected graduation date. More information can be accessed on the University website:  
<https://www.csulb.edu/student-records/apply-to-graduate-graduate-students>

### 17.3 National Certification

Students are expected to apply for national certification from their respective specialty nurse practitioner program after graduation or receiving certification. Program course verifications page should be submitted to the graduate administrative assistant for completion before submission to the respective certification organization. Refer to the respective national certification website for additional information.

### 17.4 State Licensure for Board of Registered Nursing in California

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

## SECTION IV STUDENT ACTIVITIES AND RESOURCES

1. STUDENT PARTICIPATION IN SCHOOL OF NURSING COMMITTEES

Student representation on the Student Support and Development and the Faculty Affairs committees are 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.

2. STUDENT AWARDS

Awards are presented to graduate students once a year, which coincides with graduation. Award criteria available on BeachBoard. Recognition is given to graduates in the following categories.

*I. Outstanding Graduate Project Award*

*II. The Outstanding Graduate Thesis Award*

*III. Dean's List*

*IV. Student Honors*

**SECTION V  
SIGMA THETA TAU**

**LETTER TO STUDENTS**

**Sigma Theta Tau International, Inc.**

**HONOR SOCIETY OF NURSING**

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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 improving the health of people worldwide through increasing the scientific base of nursing practice. The **purposes** of Sigma Theta Tau International are to:

**Recognize superior achievement and scholarship**

**Recognize the development of leadership qualities**

**Foster high professional standards**

**Encourage creative work**

**Strengthen commitment to the ideals and purposes of the profession**

Sigma Theta Tau International, founded in 1922 by six nursing students at Indiana University, is now the **second largest** nursing organization in the United States and **one of the five largest in the world**. Membership in this Honor Society is through one of its local chapters located on selected college and university campuses around the world. In May of 1986 the Iota Eta Chapter was chartered at CSULB, Department of Nursing, as the 221<sup>st</sup> chapter of Sigma Theta Tau International.

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

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

**In one of the last two semesters of the graduate nursing program**

**In the upper 35% of your class in scholarship**

**Have a minimum cumulative grade point average of 3.5**

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

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

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

**Benefits of membership** include:

- \* **Professional recognition of your scholarly achievement in nursing**
- \* **Local, regional, national, and international programs and conferences**
- \* **Networking opportunities through your local chapter, regional assemblies, and international meetings**
- \* **Subscriptions to Image: Journal of Nursing Scholarship, one of nursing's most widely read research journals; and Reflections, the Society's quarterly magazine.**
- \* **Access to research grants at the local and international levels**
- \* **Electronic information access through the Society's Virginia Henderson International Nursing Library located at the Sigma Theta Tau Center for Nursing Scholarship.**

Subscribers can access databases, research abstracts, and The Online Journal of Knowledge Synthesis for Nursing

- \* Professional awards in the areas of research, education, practice, leadership, informatics, multimedia, and writing
- \* Governance and leadership opportunities at the local, regional, and international levels, by election or appointment
- \* Lifetime membership that can be transferred to any of over 300 Chapters around the world

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

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

Appendix 1:  
Philosophy of the School of Nursing

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

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

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

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

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

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

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

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

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

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

## **Appendix 2:**

### **Policy on Essential Performance Standards**

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

#### 1. Policy:

##### 1. Background

1. 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.

2. 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.

2. Technical standards for participation in School of Nursing clinical training activities.

##### 1. General Abilities

- For the safety and well-being of patients and others in the nearby work environment, 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 to assure the safety and well-being of patients being served.

- Hearing should be sufficient to accurately hear on the telephone; hear through the stethoscope to discriminate sounds, to hear patient requests or pain indicators; to hear alarms on equipment and emergency signals, and to hear various overhead pages.

- A student must possess the functional ability to perceive pain, pressure, temperature, position, vibration, and movement which are important to the student's ability to gather significant

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.



## 2. Observational Ability

- For the safety and well-being of patients and others in the nearby work environment, the student must have sufficient and functional capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities.
- Because the healthcare record is utilized as a communication tool by the entire healthcare team; the student must also be able to document these observations and maintain accurate records in order to provide safe patient care.
- The student must possess sufficient color vision and visual acuity to make accurate and safe assessments of patients, medications, and equipment.

## 3. Communication Ability

- A cornerstone of safe patient care involves the ability to communicate effectively both verbally and non-verbally to elicit information and translate that information to others within the healthcare team.
- 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.
- For the safety and well-being of patients and others in the nearby work environment, the 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.

## 4. Motor Ability

- For the safety and wellbeing of patients and others in the nearby work environment, 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.

- a. Must be able to stand for at least one hour at a time for a total of 5 or more hours

- b. Must be able to lift at least 20 pounds and may occasionally be required to lift up to 50 pounds

- c. Must be able to walk, stand, turn, twist, bend, stoop, pull, push, and reach for extended periods.

- d. Must be able to reach above shoulder level.

- e. Must be able to lift, transfer, ambulate, and position patients.

- f. Must possess the ability of manual dexterity that would be required for certain medication activities, such as drawing solutions in a syringe.

## 5. 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.

## 6. Behavioral and Social Attributes

- Reasonable 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.

### 7. 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.

### 3. Reasonable Accommodations

1. 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).

- Students must be able to perform the essential job duties required to ensure the safety and well-being of patients served as well as maintaining the safety and well-being of others in the work environment.

2. 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, as soon as possible.

- 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.

a. These accommodations will be aligned with the clinical policies and procedures of the assigned clinical facility of the student.

#### 2. Procedure:

##### 1. Documentation

1. Maintain written documentation (anecdotal notes) related to performance concerns related to the essential performance standards.

2. Contacting Office of Equity and Diversity 1. Contact the Office of Equity and Diversity @ OED@csulb.edu or 562-985-8256, and the Bob Murphy Access Center (BMAC) using email whenever the student is requesting accommodations for a medical condition or restriction for clinical placement.

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- Attach the student request
- School of Nursing Essential Performance Guidelines
- Appropriate Clinical Facility policies

2. Receive written guidelines from both areas as to how to proceed to ensure both federal and state legal compliance for students in an educational setting.

References:

[Office of Equity and Diversity](#)

[Bob Murphy Access Center](#)

[American Nurses Association \(ANA\) Code of Ethics](#)

[California Nurse Practice Act](#)

[Title 16: Standards of Competent Performance](#)

**Appendix 3:  
Matriculation Policy:  
Course Sequencing and Withdrawal of Nursing Courses**

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

**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 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 repeal 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 may 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. 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:

1. A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
2. 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.

**Appendix 4:  
Readmission Into The Graduate Nursing Program**

Purpose: To provide guidelines for readmitting students who have an approved leave of absence, have withdrawn from a course with a passing grade, or who failed a course and desire to repeat it a second time after completing their disciplinary performance plan. Please refer to policies for readmission: <http://www.csulb.edu/divisions/aa/catalog/>



**Appendix 5:  
Progressive Disciplinary Action for Violations of  
Academic or Clinical Performance Standards**

**Purpose:** To establish guidelines for faculty to identify students who have 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.

**Policy:**

1. Expected Performance Standards

**1.1.1 Grade standards**

1.1.1.1 Students must perform at a grade standard of a level of a 2.0 (C) for undergraduate students and 3.0 (B) for graduate students in *all nursing academic and clinical courses*.

1.1.1.2 Due to impacted status of the undergraduate nursing program, all students must maintain a cumulative university GPA of 2.0 as stated in the University Catalog.

1.1.2 **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.

1.1.3 **Essential Performance Standards:** Must be met by all students for safe nursing practice. See [Essential Performance Standards Policy](#)

1.1.4 **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](#)

1.1.5 **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](#)

1.1.5.1 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](#)

- 1.1.5.2 Faculty must inform the student that they have the right to submit a request to the **University Academic Integrity Committee** for a written opinion on whether the accusation of plagiarism is supported by the evidence. See [Academic Integrity Committee Information \(Catalog 2018-2019\)](#)
- 1.1.5.3 Documentation of this event using University Academic Integrity report form will be completed and submitted according to University policy. [University Academic Integrity Report Form](#)
- 1.1.5.4 The student may be placed on administrative or departmental probation.

**Procedure:**

**2. 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.

<b>Minor Violations</b>	
<b>Violations of Clinical Performance Standards</b>	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.
<b>Violations of Essential Performance Standards</b>	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
<b>Violations of Professional and Academic Standards</b>	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

<b>MODERATE VIOLATIONS</b>	
<b>Violations of Clinical Performance Behaviors</b>	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
<b>Violations of Essential Performance Standards</b>	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
<b>Violations of Academic and Professional Integrity</b>	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*.
  - o Faculty
  - o Course lead faculty
  - o Program Coordinator if applicable
  - o Undergraduate or Graduate Director of School of Nursing as appropriate
  - o 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

<b>MAJOR VIOLATIONS</b>	
<b>Violations of Clinical Performance Behaviors</b>	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
<b>Violations of Essential Performance Standards</b>	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
<b>Violations of Academic and Professional Integrity</b>	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](#)

**Appendix 6:  
Academic Integrity/ Plagiarism Module for  
Disciplinary Action**

**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. 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 faculty 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. The instructor shall arrange a formal conference with the student, during which the student will be notified of the charge and the supporting evidence.
2. During the meeting, the faculty member shall describe the learning activities assign to the student. Activities can include:
  - a. Rewriting the assignment with proper citation and paraphrasing
  - b. Written paper on plagiarism, including the following information:
  - c. A plagiarism tutorials and test

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3. 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
4. The student or the faculty member has the right to submit a request to the [Academic Integrity Committee](#).

### References:

Understanding & preventing plagiarism: Strategies & resources for students and teachers:

<https://www.accreditedschoolsonline.org/resources/preventing-plagiarism/>

[Academic Senate Cheating and Plagiarism Policy](#)

[University Catalog: Cheating and Plagiarism](#)

[Academic Integrity Committee](#)

**Appendix 7:  
Policy on the Health Insurance Portability  
and Accountability Act (HIPAA)**

**1.**

**Purpose: To clarify purpose and uses of HIPAA policy in the CSULB School of Nursing Program.**

**Policy:**

**1. Background:**

- a. The Health Insurance Portability and Accountability Act (HIPAA) of 1996 was instituted by Congress to amend the internal Revenue Code of 1986 to improve portability and continuity of health insurance coverage in the group and individual markets, to combat waste, fraud, and abuse in health insurance and health care delivery, to promote the use of medical savings accounts, to improve access to long-term care services and coverage to simplify the administration of health insurance and for other purposes.
  - b. Section 1177 (a) OFFENSE A person who knowingly and in violation of this part uses or causes to be used a unique health identifier;
  - c. Obtains individually identifiable health information relating to an individual
  - d. Discloses individually identifiable health information to another person is subject to punishment under the law.
2. Under the requirements of HIPAA and the need to maintain patient confidentiality, the HIPAA policy statement is to be included in each syllabus.
  3. One incident of a nursing student breaching patient confidentiality under this law can be means for dismissal from the CSU, Long Beach nursing program
  4. An additional uses of HIPAA compliance in the SON is the use of student identifiable health information to coordinate student learning with hospital and community care sites, and within the University.
    - a. These agencies require that the SON validate to them that each clinical student has completed the health screenings that they independently require.
    - b. The SON may disclose medical information about students without prior authorization for several reasons including:
      - Public Health –to public health departments or legal authorities charged with preventing or controlling disease, injury, disability, child abuse or neglect, etc. as required by law.
      - Clinical Associations – To verify certain information regarding student health screening be verified prior to your beginning your clinical experiences.
    - c. To protect your health information the SON requires all clinical associations to appropriately safeguard student information.

**Procedure:**

1. Each syllabus will include the following HIPAA privacy statement:

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- a. HIPAA is in place to prevent wrongful disclosure of individually identifiable health information.” This includes but is not limited to the following areas:
    - Uses or causes to be used as a unique health identifier
    - Obtains individually identifiable health information relating to an individual
    - Discloses individually identifiable health information to another person
  - b. One incident of a nursing student breaching patient confidentiality under this law can be means for dismissal from the CSU, Long Beach nursing program
2. Students will be asked to sign the Student HIPAA Disclosure Form (see below) at New Student Orientation.

### References:

[CHHS HIPAA Privacy Form](#)

[US Department of Health and Human Services](#)

### Student HIPAA Disclosure Form

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

1. Disclosure Policy Background
  - 1.1 HIPAA is the acronym for the federal law known as the Health Insurance Portability and Accountability Act of 1996. HIPAA is a large and complex regulation that includes several components including administrative simplification. This component contains standards or rules applicable to privacy and security. Under HIPAA the School of Nursing, California State University, Long Beach (CSULB) must comply with these regulations, which are enforced by the Office of Civil Rights, Department of Health and Human Services (DHHS). These standards required implementation by April 14, 2003.
2. Under the privacy rules, all medical information and any other individually identifiable health information in any form, whether electronic, on paper, or oral is considered protected health information (PHI). This includes any information that related to the past, present, or future physical or mental health or condition of an individual. Individually identifiable health information is that which might identify someone such as, but not limited to:
  - 2.1 Address
  - 2.2 Phone number
  - 2.3 Email address
  - 2.4 Social Security Number
3. Under the Privacy Rule, the student must be provided with a clear written explanation of how the School of Nursing may use and disclose their health information. Students have the right upon request to review your student file; request amendments; and obtain an accounting of disclosures as to their health information. The student also has the right to file a formal complaint with the School of Nursing, California State University, Long Beach or the Department of Health and Human Services about violations of the provisions of the Privacy Rule or this department's policies and procedures. The student must authorize the use and disclosure of their health information in writing.
4. The security standards under HIPAA require that covered entities establish and maintain administrative, technical, and physical safeguards to ensure that protected personal information is secured. This includes administrative and physical safeguards including policies and procedures, staff training, access controls, and any other measure undertaken to secure protected personal information.
5. Applicability of Notice Disclosure

The School of Nursing, California State University, Long Beach educates nursing students to be providers of health care in association with other professionals and organizations. The privacy practices in this notice will be followed by:

  - 5.1 All faculty and staff of the School of Nursing, California State University, Long Beach.
  - 5.2 Any clinical agency with which we share health information.
- 6. Our responsibility to the students regarding their medical information**
  - 6.1 We understand that medical information about the student is personal. We are committed to protecting the privacy of medical information about each student. In

an effort to provide the highest quality medical care and to comply with certain legal requirements, we will and are required to:

- a. Keep your medical information private.
- b. Provide you with a copy of this notice.
- c. Follow the terms of the notice.
- d. Notify you if we are unable to agree to a restriction that you have requested.
- e. Accommodate reasonable requests by you for us to communicate health information by alternative means or at alternative locations.

7. How we may use and disclose medical information about students

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

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

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

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

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

- a. Public Health – We may disclose your health information to public health or legal authorities charged with preventing or controlling disease, injury, disability, child abuse or neglect, etc. as required by law.
- b. Clinical Associations – The professional associations between the School of Nursing, California State University, Long Beach and the clinical agencies to which students are assigned throughout their clinical training necessitates that certain information regarding your health screening be verified prior to your beginning your clinical experiences. To protect your health information we require all our clinical associations to appropriately safeguard your information.

I, \_\_\_\_\_ hereby authorize the release  
**(PRINT your complete name)**

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

\_\_\_\_\_  
Today's Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Witness

Reviewed 3/2012

**Appendix 8:  
Holiday Scheduling of Courses**

1.

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

**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](#)

**Appendix 9:  
Policy on Medical Clearance**

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

1. Policy:

1. Healthcare documentation

1. 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.

2. 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

1. 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.

2. 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 9-2019
- Productive cough
- Open wound or other drainage



3. 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

1. 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.

- Reasonable accommodation will also rely on the policies and procedures of the Clinical Agency.

### 4. Missed Clinical Hours

1. 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.

References:

[University Attendance Policy](#)

[Office of Equity and Diversity](#)

SON Missed Clinical Hours Policy

SON Essential Performance Guidelines

**Appendix 10:  
Student Health or Safety Clinical Incident  
Policy and Procedure**

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

**Policy:**

3. 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.
4. The student must report all such incidents immediately after the occurrence to his/her clinical instructor and the clinical Agency.
5. 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
6. California state required documents must be filed with the CSULB Worker's Compensation Specialist *within 24 hours* of the event occurrence.

**Procedure:**

5. 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).
6. 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.
    - Complete [Worker's Comp Claim Form DWC1](#) and [Authorization for Medical Treatment](#).
    - If the incident occurs on an evening or weekend, leave a message and FAX forms to 562-985-7180
    - The paperwork must be filed *within 24 hours*. All clinical instructors must carry the web link to access the forms as needed.
7. If capable, the student is to accurately document and describe the events leading up to the incident with assistance from the CSULB Instructor to insure that all pertinent data are detailed and included.
  - a. Utilize the Agency Supervisor's Review form.
    - This form should be faxed to The [CSULB Worker's Compensation](#) Specialist, Cheryl Velasco, at (562) 985-7180.

- 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.
8. The student has the following options:
    - a) If the student is injured and wishes to seek out treatment for now or other long-term needs, they must complete the *Worker's Compensation Form* (DWC 1) and the *Supervisor's Review* form.
    - b) If the injury is life threatening, they must seek out treatment at the facility until they can be stabilized or transferred.
    - c) If the injury is not life threatening, they should seek out care at one of the two treatment facilities:
      - a. Los Alamitos Medical Center Emergency Department if during times when Memorial Occupational Medical Services are closed.
      - b. Memorial Occupational Medical Services Unit at Long Beach Community Hospital if during weekday hours of operation.
      - i. Clinical instructor is to sign the form to authorize treatment.
    - d) If the student requests to see his/her own physician, the student must sign the form agreeing to follow the Worker's Compensation Guidelines.
    - e) If the student **does not wish** to seek medical treatment or file a claim with for Worker's Compensation, the student only has to complete the *Supervisors Review* form and the *Accident Investigation Report* form.
    - f) Completion of the *Privacy Log* Form is optional.
  9. The forms listed in # 6 and the *Supervisors Review* form must be delivered or Faxed to the CSULB Worker's Compensation Specialist by the student and instructor. The clinical instructor will be responsible for following up to see that the official documents were delivered.
  10. 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.
  11. 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.
  12. 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](#)

**Appendix 11:  
Reportable Patient/Client Clinical Occurrence Involving a Nursing Student  
Policy and Procedure**

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

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

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.
  - i) 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.

Procedure:

13. 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.

14. 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.

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

**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

**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 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 repeal 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 may 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. 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:
    1. A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
    2. 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.

References:



### **Appendix 13: Grade Appeal Procedure**

**Purpose: To establish the process for grade appeals**

**Policy:**

7. Background

- a. 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.
  - b. 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.
  - c. The burden of proof rests upon the student submitting the appeal.
8. 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.
  9. 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.
  10. 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.
  11. 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.
  12. All grade appeal information, whether written or oral, is confidential.
  13. 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.
  14. Grades may be changed only through the grade appeal process.
  15. Grade Appeals Committees

- a. 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.
- b. 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.
- c. 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

**Procedure:**

13. 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.
- 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.

- 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.

**14. 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 student may terminate the appeal at any point by submitting a written request to withdraw the appeal.
- c. 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).
- d. 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, at which point the grade appeal process is over.
- e. If the SON grade appeals committee rejects the appeal, the chair of the committee shall send copies of the statement to all parties involved.
  - 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, either the instructor or the student files in writing an appeal of the SON committee's finding, the committee chair shall forward the file (including the committee's decision and rationale) to the college grade appeals committee.

**15. Second Level of the Formal Appeals Process (Appeal to the College Grade Appeals Committee)**

- a. An appeal of the SON grade appeals committee decision 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. 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>

**16. 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 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. If a grade change is recommended by the committee and the change is not appealed by either the instructor or the student, the CHHS dean will authorize the grade change as determined by the committee.
- c. The student then has ten (10) instructional days following notification of the CHHS committee's decision to communicate in writing her/his wish to continue the appeal process.

**17. 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 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. The University Grade Appeals Committee shall either confirm or disagree with the decision of the college grade appeals committee.
  - 1. 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 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.
- c. 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>

### Grade Appeal Procedure Record Keeping

**Directions:**

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

Student Name \_\_\_\_\_ ID Number \_\_\_\_\_

Course Name/ Number \_\_\_\_\_ Semester/Year \_\_\_\_\_

Date of Formal Appeal \_\_\_\_\_ Faculty Name \_\_\_\_\_

Preliminary phase: Student consults with nursing faculty to resolve grading issue.

Date of meeting: \_\_\_\_\_

Brief description and outcome: \_\_\_\_\_

\_\_\_\_\_

Step 1: Initiation of formal grade appeal by the student if the issue was not resolved with the faculty. The student must submit to the SON Director, a grade appeal file that includes the following:

- a). A statement describing the basis for the appeal and recommendation for a new grade.
- b). A completed College of Health and Human Services Grade Appeal Request and Route Form (obtained from the nursing office or college).
- c). Any supporting documentation such as course syllabus, assignments, etc.

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

Date of grade appeal file submission: \_\_\_\_\_

Step 2: The SON Director consults with the student and instructor to resolve the appeal.

Date consulted with student: \_\_\_\_\_

Date consulted with instructor (s): \_\_\_\_\_

Brief description of discussion and outcome of meetings: \_\_\_\_\_

\_\_\_\_\_

If it is resolved the faculty/or approved designee will change the student's grade within ten (10) instructional days.

Date grade changed: \_\_\_\_\_

By whom \_\_\_\_\_

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

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

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

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

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

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

Date information sent to student: \_\_\_\_\_  
 Date additional comments received from faculty (10 instructional days allowed) and forwarded to student: \_\_\_\_\_  
 Date additional comments received from student (10 instructional days allowed) and forwarded to faculty: \_\_\_\_\_

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Step 6: S.G.A.C makes decision and within 10 instructional days it is sent to involved faculty, student, and the SON Director.

Date sent to student: \_\_\_\_\_  
(via certified mail)  
Date sent to faculty: \_\_\_\_\_  
Date sent to SON Director: \_\_\_\_\_

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

Date grade changed: \_\_\_\_\_  
By whom: \_\_\_\_\_

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

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

Approved 4/2011

**Appendix 14:**  
**Student Evaluation of Instructor Form**

**Purpose:** To establish guidelines for the evaluation of instruction

**Policy:**

16. Background: 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. A summary of the evaluations from all the students in a class will be read by your instructor only after the semester grades have been submitted. Please be candid in your responses. These evaluations are used to assess the quality of teaching by this instructor as perceived by the students. Responses may be used in making personnel decisions regarding your instructor.

**Procedure:**

18. Students will be given the opportunity to evaluate instruction each semester. This information is used to give feedback to instructors to improve teaching.
19. Student instructions
- a. Find the online evaluation link in the BeachBoard menu as "My CSULB Surveys"
  - b. If the evaluation link does not appear in the BeachBoard menu, you may have already completed it.
  - c. Confirm by checking for a notification in your email account 'Junk' folder.
  - d. Contact [ats-survey@csulb.edu](mailto:ats-survey@csulb.edu) if you need assistance.
  - e. Check out our Student Section of [the Online SPOT FAQs](#).

References:

[Policy on Evaluation of Teaching](#)



**Appendix 15:  
Agency and Preceptor Satisfaction Survey Policy**

**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:**

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 Beachboard. 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.

References:

[Board of Registered Nursing Standards of Competent Performance](#)  
[CCNE Standard IV](#)

## **Appendix 16: Credit by Examination Policy**

**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 by examination according to the University's Credit by Examination Policy (See [Policy 87-04](#)).
3. Credit by 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.

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References:

[University Catalog](#)

[University Policy Statement 87-04](#)

**Appendix 17:  
Academic Warning Policy**

**Purpose:**

- 1. To ensure graduate nursing students' academic competency as they advance in the graduate program.**
- 2. To provide guidance and focused remediation to ensure academic success in graduate school.**
- 3. To promote academic excellence among nursing graduate students. The School of Nursing believes that an 80% on all academic coursework will ensure academic excellence.**

**Policy:**

1. If a graduate student fails to earn 80% on any assessment in a graduate course, the following shall happen:
  - a. The professor for the course will schedule a meeting with the student to discuss a plan to improve future assessments.
  - b. The student will be asked to draft a plan for improvement to discuss with the Graduate Director.
  - c. The Graduate Director will meet with the student to discuss the expectations of graduate study in the School of Nursing and review the student's plan for improvement.
  - d. The CSULB Graduate Policy on [Academic Probation](#) will be discussed with the student.
2. Every graduate student who has been advanced to candidacy must maintain a cumulative grade-point average of 3.0 and a grade-point average of 3.0 in all courses applicable to the degree.
3. Candidacy for an advanced degree may be revoked if a student's cumulative grade-point average falls below 3.0 at any time.
  - a. Students who become subject to dismissal from an advanced degree program will be notified of the action taken by the College Associate Dean for Graduate Studies or the Vice Provost for Academic Affairs and Dean of Graduate Studies or his/her designee.
4. Graduate and post-baccalaureate students are subject to disqualification if while on probation they fail to earn grades of sufficient quality to remove themselves from probationary status.
  - a. Disqualification will bar such students from any further enrollment at CSULB.

**References:**

[University Policy: Probation and Disqualification](#)

**Appendix 18:  
Policy on Competency Assessments**

**Purpose:**

1. To assess graduate nurse practitioner students' academic competency as they advance in the graduate program.
2. To prepare graduate nurse practitioner students to take the national certification examination in their program specialty.

**Policy:**

**Individualized Pharmacology, Pathophysiology, and Physical Assessment Competency Assessment:**

- a. Prior to entering the specialty courses, graduate nurse practitioner students must demonstrate competency in advanced pathophysiology, pharmacology, and physical assessment.
  - i. This competency is foundational for advanced practice nursing
5. Competencies in these subjects are assessed with individual Barkley (or its equivalent) pathophysiology, pharmacology, and physical assessment examinations.
  - a. These examinations are given at the beginning of the course and as the final exam/post-test.
6. The end of the semester DRT examination will count for 20% of the final grade.

Proficiency Level	Points assigned for exam	%
>80	100	20%
70 - 79	80	16%
60 - 69	70	14%
50 - 59	60	12%
<49	% correct (individual) score	

**Diagnostic Readiness Testing Competency Assessment:**

7. In preparation for successful national certification in a specialty, the Barkley (or its equivalent) Diagnostic Readiness Test (DRT) is incorporated into the last theory course examinations.
8. The examinations will be given at the beginning of the course and as a post-semester and as a final exam.
9. The end of the semester DRT examination will count for 20% of the final grade.

Proficiency Level	Points assigned for exam	%
>80	100	20%
70 - 79	80	16%
60 - 69	70	14%

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50 - 59	60	12%
<49	% correct (individual) score	

10. Every graduate student who has advanced to candidacy must maintain a cumulative grade-point average of 3.0 and receive a grade-point average of 3.0 in all courses applicable to the degree.
11. Candidacy for an advanced degree may be revoked if a student's cumulative grade-point average falls below 3.0 at any time.
  - a. Students who are subject to dismissal from an advanced degree program will be notified of the action taken by the College Associate Dean for Graduate Studies or the Vice Provost for Academic Affairs and Dean of Graduate Studies or his/her designee.
12. Graduate and post-baccalaureate students are subject to disqualification if while on probation they fail to earn grades of sufficient quality to remove themselves from probationary status.
  - a. Disqualification will bar such students from any further enrollment at CSULB.

References:

[University Policy: Probation and Disqualification](#)

**Appendix 19:  
Policy on Graduate Clinical Preceptorships**

**Purpose: To define the role of faculty related to clinical preceptorships**

**Policy:**

1. The assignments of Faculty are ultimately responsible for setting up clinical preceptorships for the students according to the Board of Registered Nursing Standards for NP Programs Title 16, CCR Section 1484.
  - a. It is the faculty's responsibility to ensure that each preceptor is academically and experientially qualified to precept students and that the facility is appropriate for the student learning outcomes according to the CCNE Standards for Accreditation-Key Elements II-G.
2. Students are highly encouraged to network with nursing and medical colleagues and nursing organizations in an attempt to identify potential clinical preceptors.
  - a. Students should provide the names and contact information of these potential clinical preceptors to their clinical faculty for follow-up.
  - b. Students are NOT permitted to contact potential clinical sites. This is the responsibility of the faculty.
3. Students will be assigned to a preceptor/preceptors by the School of Nursing.
  - a. Because of the difficulty associated with finding appropriate clinical sites, it is the student's responsibility to maintain the preceptor that was assigned to them.
  - b. The School of Nursing will not find the student a replacement site.
4. Students are not allowed to precept with a relative/family member.
  - a. This type of preceptorship would not allow for an objective evaluation of the student's performance in clinical.
5. Students are allowed to precept at their place of employment with program coordinator approval.
  - a. However, the preceptor must work in a different setting within the organization/facility than the student.
6. Graduate administrative assistants will ensure that every preceptor has a valid registered nurse/nurse practitioner license/medical license (MD or DO) and is in good standing with the Board of Registered Nursing/Medical Board prior to the student's arrival in clinical placement.
7. Once a preceptor and facility have agreed to precept a student, the faculty and student must ensure that an Affiliation Agreement is in place with the University, facility, and preceptor.
  - a. If an Affiliation Agreement needs to be developed, the faculty and student will work with the administrative assistant to initiate the Agreement.
  - b. Once the Affiliation Agreement has been fully executed, the student is responsible for completing any required documents or modules for the facility or practice site by the designated time frame.
8. Preceptors will be provided a "Preceptor Handbook" before the preceptorship commences and if needed meet with the designated clinical faculty before the preceptorship commences.

9. Students are not to change clinical sites/preceptors without prior approval of the clinical faculty or Graduate Director, so as to assure that the preceptor/site are properly vetted.
  - a. Failure to obtain prior approval for site/preceptor change will result in course failure.
10. At the completion of the clinical experience each semester, every student is required to complete an evaluation of the preceptor and clinical site according to the SON Agency and Preceptor Satisfaction Survey Policy.
  - a. Completion of the evaluation is an academic and professional expectation of the student.

References:

[Commission on Collegiate Nursing Education Standards for Accreditation, Key Elements II-F 2018](#)  
[Title 16 Board of Registered Nursing CR 1484: Nurse Practitioner Education](#)  
SON Agency and Preceptor Satisfaction Survey Policy



## Appendix 20:

### Comprehensive Exam Policy

All graduate students are required to take a comprehensive examination in partial fulfillment of the requirements for a graduate degree at this University.

Comprehensive examinations are usually taken in the third semester of your clinical specialty or in the third semester for two semester specialties after completion of clinical. In order to take the examination, you must have advanced to candidacy, completed or be enrolled in N695 Professional Literature Review. The Graduate Comprehensive Exam procedures are outlined below and can be found in the Graduate Comprehensive Exam Policy

**Purpose: To provide guidelines regarding the Graduate Program Comprehensive Examination.**

Policy:

1. The comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter.

a. The result of the examination evidences independent thinking, appropriate organization, critical analysis, and accuracy of documentation.

2. Each department or college requiring a final, comprehensive examination determines the content of the examination.

a. Such examinations may be written or oral or both.

b. A faculty committee shall represent the department in preparing the questions, administering the examination, and scoring the results.

i. Through the comprehensive examination, the faculty provides an opportunity for the master's degree candidate to demonstrate analytic ability and knowledge of the discipline.

c. Students may not enroll for courses in preparation for the comprehensive examination or take the comprehensive examination unless they have been advanced to candidacy for the master's degree.

3. Once a student has completed a semester of enrollment towards fulfillment of either the comprehensive examination or thesis option, the student may not change from one option to the other without the approval of the faculty concerned, of the department chairperson, and of the appropriate dean or designee.

4. Failure of the comprehensive examination or thesis requirement is failure of both options. In other words, a student failing the comprehensive examination may not proceed to the thesis option or vice versa.

a. A department may allow a candidate who has failed the final, comprehensive examination to take it a second time, and the student should contact the departmental graduate advisor for specific procedures for the second attempt.

b. For CSULB to award a candidate the master's degree for a particular semester, the department must report the results of the comprehensive examination to Enrollment Services prior to the end of that semester.

**Procedure:**

**Student Procedures for Taking for the Comprehensive Examination**

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**A. Eligibility to Take the Comprehensive Examination**

1. Students are eligible to take the comprehensive examination after advancement to candidacy and enrolled in their final semester of study.
2. Students must be enrolled in or completed Nursing 695 to sit for the comprehensive examination. If currently enrolled in Nursing 695 when sitting for the comprehensive exam, the student must be in good standing with a grade of a “B” or higher at the time of the comprehensive examination. If a student has completed all the required coursework for the specialty program, the student must be enrolled in a graduate level course.
3. The student must be in good standing with a cumulative GPA of 3.0.

**B. Requirements for the Comprehensive Examination**

1. The student must file a “Request for Comprehensive Exam” form by the deadline.

Semester	Deadline to file a “Request for Comprehensive Exam” Form	Schedule of Comprehensive Exam
Fall	September 15	Week 14 of the semester in Nursing 695 class
Spring	February 15	Week 14 of the semester in Nursing 695 class

### C. Student Preparation

1. Students will prepare for the examination by doing the following
  - a. Enroll and participate in N695.
  - b. Review appropriate research, state of the art clinical reviews, and evidence-based practice resources in their specialty fields.
  - c. Review current and appropriate books, chapters, reports, articles and monographs.
  - d. Individual study.

### D. Method of Examination

1. The comprehensive examination will consist of 100 multiple choice examination questions. The examination will be taken via computer. See the schedule for the day it is offered each semester.
2. Twenty-five questions will assess content from the core coursework while 75 questions will assess content from the specialty coursework.
3. Results of the comprehensive examination will be emailed to the student within one week after the examination is taken. Students must receive a grade of 80% to pass the comprehensive examination. A student who does not receive a passing grade (80%) may retake the examination one time only. This must be done within the year (two semesters) following the first effort.
4. Students who fail the exam will be advised to see the specialty program coordinator for counselling. These counselling sessions will focus on remediation and developing a study plan. A written report of such counselling sessions is to be prepared and placed in the student's folder.

## **Faculty Procedures for Administering the Comprehensive Examination**

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### **A. Preparation of the Comprehensive Examination**

1. The graduate specialty coordinators and a faculty representative from the “core” courses (Comprehensive Examination Committee) will meet in September and again in February to develop the questions for the comprehensive examination to be offered that term. Questions must include the correct answer, rationale and references. A require reference list from which the questions were developed will be on submitted by faculty.
2. The Comprehensive Examination Committee will work with Academic Technology to ensure each question has been analyzed and considered a valid question to assess a student’s understanding of the content.
3. Based on the number of applications filed by students planning on taking the Comprehensive Examination that term, classroom with computers will be scheduled.
4. Faculty teaching N695 that term will serve as proctors for the Comprehensive Examination.

**Appendix 21:**

**Policy on Background Check**

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

**Policy:**

1. Background checks for all students will be done no later 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. Positive Background Check Procedures
  - 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](#)