California State University San Marcos
College of Education, Health and Human Services
School of Nursing

TBSN/ABSN
Student Handbook

AY 2015-2016
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SECTION I
INTRODUCTION

Purpose of the Student Handbook:

The information in this handbook supplements the University's General Catalog and is provided to facilitate students’ progress through the nursing program. This handbook is available on the School of Nursing web page at www.csusm.edu/nursing, under the ‘Current Students’ link. This handbook may be printed if desired.

School of Nursing Approval/Accreditation:

The nursing program is approved by the California Board of Registered Nursing (BRN). The program received national accreditation in 2009 through CCNE, national accreditation agency of the American Association of Colleges of Nursing (AACN). This is a 5-year accreditation.

Nursing Programs Offered:

The University offers the following Baccalaureate of Science in Nursing (BSN) Programs:

1. Traditional BSN for the traditional student
2. RN - BSN for the returning RN student
3. RN – MSN
4. LVN - BSN for the LVN transfer student
5. LVN – RN 30 unit option (under development)
6. Accelerated BSN (ABSN) for students with a Bachelor’s degree in a different discipline

CSUSM Mission Statement

California State University San Marcos (CSUSM) focuses on the student as an active participant in the learning process. Students work closely with a faculty of active scholars and artists, whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning. The university offers rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies. CSUSM provides a range of services that respond to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education. As a public university, California State University San Marcos grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.

College of Education, Health and Human Services

Vision Statement
The College of Education, Health and Human Services is committed to transformation, ethical behavior, diversity and innovation through teaching, service and scholarship focused on the education and health of students, our region, the state and global community.

Mission Statement
The mission of the College of Education, Health and Human Services (CEHHS) is to collaboratively engage with community, regional and global partners to prepare highly skilled and ethical educators, researchers, health
care, human services, and movement specialists to transform their work and community environments. The students, staff, and faculty of CEHHS demonstrate commitment to diversity and equity through curriculum and program development, instructional and assessment strategies, and recruitment and retention practices. We promote student-centered learning, support innovative research/scholarship, and engage in service to improve the quality of life, inclusive of physical, emotional, intellectual, social, and spiritual health. The CEHHS is committed to and supports teaching and learning environments that are accessible and technologically progressive.

**School of Nursing Mission Statement**

The mission of faculty and the staff of the School of Nursing (SON) is to prepare students for a career in professional nursing that focuses on assisting patients/clients to achieve health or health-related goals and to transition from a disease-oriented to a health-oriented system of health care. Faculty assists students who acquire general knowledge from sciences and arts and specific knowledge and skills from nursing practice and theories and to assume nursing leadership roles. These professional nursing roles are practiced as a provider of care, teacher, advocate, coordinator of care, and member of the profession. Faculty articulate a philosophy of nursing in which nurses provide health care for culturally and ethnically diverse individuals, groups, families, and communities in hospitals, homes, and community-based settings. (SON Mission Statement, Adopted May 2006)

**School of Nursing Philosophy**

The School of Nursing’s philosophy is congruent with the mission of the University and Orem’s conceptual model (Orem, D.E., 1995 Nursing: Concepts of practice, 5th Ed., St. Louis: Mosby), upon which the nursing curriculum is broadly based but utilizes an eclectic theoretical approach to link to practice. The philosophical statements about the person, environment, health, nursing, and nursing education are as follows:

**Philosophy of Person**

The person may be defined as an individual, group, family or community and is the client recipient of health care. The focus of nursing is the client who possesses a set of self-care requirements related to health. This client either has the capability to initiate and perform self-care or needs the availability or access to assistance (dependent care) if the developmental stage or a disability interferes with maintenance of life, health, and/or well being. Individuals are bio-psycho-social-spiritual beings that are constantly interacting with a changing environment. They perceive and respond to actual or potential health problems in unique ways that are influenced by their age, gender, education, occupation, socialization, religion, health status, and cultural background. To make the best use of their capabilities and potentialities while fulfilling their role responsibilities, individuals strive for self-direction and relative independence. Only in a dependent state or an extreme state of helplessness is there justification for health care providers to make a decision for, rather than with, a client.

Aggregate clients are groups, families, and communities and they are sociological units, composed of interacting, interdependent parts or sub-units. A family is defined as an interacting system which is composed of two or more members who identify themselves as being a family based on a social relationship. Groups and communities are defined as aggregates of individuals who share some important feature of their lives. Aggregates also strive for growth and are influenced by many factors, most notably, regional, developmental/historic, political, economic, and cultural factors. Moreover, they have potential and actual health problems.
Philosophy of Environment

The concept of the environment is a central theme to the discipline and is reflected in its conceptual frameworks. The environment has physical, spatial, social and cultural aspects with intermingling boundaries in constant interaction with the person. The environment encompasses all external conditions and provides stimuli that influence life, development, and adaptation of the human organism. The constant interaction between the environment and the person yield, over time, specific individual patterns that affect a person's health. Nursing can influence the person's health through recognition and restructuring of harmful patterns.

Philosophy of Health

Persons experience varying degrees of health and/or illness. Health and well being is conceptualized as a dynamic state of being with flexible parameters, modified by individual perception, choice and ability. Optimal health and well being is defined as a state in which self-care and dependent-care capabilities, actions, and role responsibilities are realized to the fullest extent possible. The maintenance of health is first and foremost an individual’s responsibility through self-care actions. When the individual is unable to perform adequate self-care activities because of lack of knowledge, physical or cognitive condition, or dependent care status, a health care deviation exists. Nursing serves to restore or support self care abilities, thereby assisting the client to maintain, regain or restore health. Opportunity for growth and change is every person’s right regardless of social or economic status, personal attributes, or the nature of the health problem.

Philosophy of Nursing

Nursing has as a central focus the diagnosis and treatment of a client’s responses to actual or potential health problems. Nursing diagnoses are actual or potential health problems within the scope of nursing practice for which the nurse can intervene. Actual health problems are existing health care deficits that produce specific and identifiable physical, experiential, and/or biochemical changes that are confirmed by medical diagnosis. Potential problems are situations, behaviors or conditions that predispose clients to health threats. Nursing is a health care profession which systematically assists clients to achieve health or health-related goals through the development and maintenance of self-care practices. Nursing utilizes evidence-based practice to guide clinical decisions and interventions. As an applied science, nursing utilizes theories from its own discipline as well as other sciences to explain phenomena encountered in client care and to provide rationale for and to explicate appropriate nursing interventions in particular situations. Theory and research are essential components in the advancement of nursing as a professional discipline.

A baccalaureate program in Nursing prepares generalists, who by utilizing a comprehensive approach to health care, can assist individuals, families, groups, and communities in meeting health related self-care needs. Generalists practice in a variety of health care settings, including the hospital or acute care settings, long term care settings such as rehabilitation and hospice and in assisted living environments. Nurses also practice in the community including community clinics, public health service sites, and home health and respite care settings. The essential roles of professional nursing are as a client advocate, teacher, provider of care, researcher, and as a practitioner who coordinates care and/or collaborates with other health professionals. In these roles and as a member of the profession, nurses engage in making clinical judgments, in forming policy, and in the design and implementation of plans for the improvement of health care services. Members of the profession are expected to act responsibly, always mindful of the public trust. Self-regulation to assure quality in performance is at the heart of Nursing’s relationship with society.
Philosophy of Nursing Education

The School of Nursing is part of a university that resides in a community populated by people from multiple ethnic and cultural backgrounds. A goal of the nursing program will be to recruit a student population which is representative of the ethnic and cultural diversity in the local community and to prepare its students to serve the nursing needs of this culturally diverse society. Students, endowed with the capacity for self-direction, are ultimately responsible for their own learning and self-development. It is anticipated that students will vary in aptitude, learning style, motivation, cultural orientation and other individual differences. Assessment of these factors provides the faculty member a basis for the selection of the most appropriate teaching-learning strategies and for referral to the multiple campus resources and services available should the student have academic or personal issues needing support and/or assistance.

The foundation for understanding the self and others will be provided through a balanced program of arts and humanities, social and biological sciences and professional courses. Critical thinking will be developed through application of problem-solving methods in clinical practice where analysis includes the weighing of alternatives in selecting a course of action most likely to achieve the desired outcome. Essential to the preparation of the professional nurse is the development of communication skills, cultural competency, professional values, ethical principles, and the technical expertise in assessment and clinical intervention. Effective social interaction, therapeutic communication and mastery of the technical skills are among the fundamental aptitudes needed by the professional nurse. An essential component of comprehensive nursing care is a concentration on health promotion and disease prevention.

The role of the faculty member will be to serve as an instructor, role model, preceptor, resource person, motivator and facilitator. Faculty members will be expected to combine teaching with other professional activities such as ongoing clinical practice, scholarly publications and presentations and research. Establishment of partnerships with local health care agencies will promote the development of faculty practice opportunities, collaborative research projects and joint appointments. Through these joint appointments and other part-time faculty positions, expert nurse clinicians/practitioners will participate as faculty.
SECTION II
UNIVERSITY INFORMATION

A. Academic Honesty

Each student shall maintain academic honesty in the conduct of his or her studies and other learning activities at CSUSM. The integrity of this academic institution, and the quality of the education provided in its degree programs, are based on the principle of academic honesty. Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and erodes those who depend upon the integrity of the campus program. Such dishonesty includes:

- Cheating -- using are attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Fabrication -- falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty -- intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism -- intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

A full discussion of academic honesty may be found in the University catalog or on the website at http://www.csusm.edu/policies/active/documents/academic_honesty.html

University Catalog and Schedule of Classes

Information about admission requirements, registration, student activities and academic policies is available in the University Catalog and via the University web site http://www.csusm.edu

General Catalog

The General Catalog contains official policies and regulation about: admission, fees, refund policies, financial aid and scholarships, student services, the library, academic regulations and catalog rights, leave of absence, grading, academic honesty, FERPA, and policies and procedures for graduation. The requirements for undergraduate programs, and descriptions of all university courses with their pre- and co-requisites are included. Familiarity with university rules and regulations published in the catalog is the responsibility of the student. Students should retain a copy of the catalog under which they were admitted for future reference. A copy of the general catalog will be provided to the student at the University new-student orientation. The current catalog is also available on the University web site. At the time of graduation each student has the choice of following the catalog/major requirements in effect at the time they graduate or following the catalog/major requirements in effect at the time of entering the Nursing Program.
General Academic Information

The University functions on the semester system with two 15 week semester sessions with a finals week in the fall and spring of each year. The summer sessions run 11 weeks. In order to maintain matriculation, students may miss one semester without having to inform the Office of Registration and Records. If the student misses one semester, they must register for the next semester to avoid missing two consecutive semesters unless they have applied for and received approval for a Leave of Absence (LOA) prior to the start of the semester in which they will not attend. If the student is absent for two consecutive semesters without a LOA, this will be considered a break in matriculation that would necessitate reapplying for admission, paying another application fee, and lead to a new catalog date and, potentially, further academic requirements. It should be noted that for all students taking pre-licensure nursing courses (RN – BSN, RN-MSN, MSN students are exempt) the courses are sequential, and students who require a break in the sequence must apply to re-enter the program on a space available basis.

Communication

All University students are given a CSU Email Account to activate upon entry to the University. All University offices, faculty and staff advisors will communicate with students through this University email account. It is a student’s responsibility to continually check your email messages. If your personal computer should break down for any reason, computer labs are available throughout the campus for your communication needs. The School of Nursing will only be communicating with students through their CSU email account.

Financial Aid and Scholarships

The Financial Aid and Scholarships Office (Web site: http://www.csusm.edu/finaid/) administers several programs which are designed to assist students whose financial resources are insufficient to meet their educational costs, including fees, books, transportation, and living expenses. Financial assistance programs consist of gift aid (grants and scholarships), loans, and employment opportunities. The funds for these programs come from the State of California, the federal government, and private sources. To be eligible for any form of financial aid, students must complete and submit the FASFA every year by the stated deadline.

Scholarships are available to students attending CSUSM. Some scholarships do not require financial need. CSUSM has a general scholarship application which is available from the Financial Aid and Scholarship Office. This application must be completed and submitted by the deadline each year in order to be eligible to receive any scholarships. Students who complete this application, which includes an essay, will automatically be considered for several of the Nursing scholarships. Students are also urged to regularly check with the Financial Aid and Scholarship Office at Cougar Center and check their scholarship notebook. Additionally, a free scholarship search service is available in the financial aid section of the CSUSM Web site. The site is free of charge and contains information on national scholarships.

Course Registration

Students register for courses each term in their Student Center via my.csusm.edu. The University announces the publishing of the online class schedule and course reservation period via email to each student.
**Graduation Check Procedure**

The Nursing Advisors will complete the Graduation Evaluations for all Nursing Students. Students must apply to graduate by the published graduation application deadlines (see link above for each semester’s Registration Calendar). Currently students can apply online for graduation, when the time approaches, via their Student Center within my.csusm.edu.

**Additional Support Services**

The University provides a wide array of services and activities for students. Click on the following websites: “Resources and Services” and “Student Essentials” to view available resources.

Please visit the [CSUSM Library](#) or online link to learn more about the School of Nursing’s required APA Writing Manual guidelines.
SECTION III

SCHOOL OF NURSING

Goals of the Baccalaureate Program

The primary goals of the baccalaureate nursing program are to prepare professional nurse generalists who collaborate with other members of the health care team, take leadership roles in providing care to individuals, families and groups in institutional and community settings, and establish the foundation for graduate education in nursing. The curriculum is designed to stimulate self-directed study, creative expression and understanding of self and others. Critical thinking, synthesis and application of concepts drawn from the arts and humanities, natural, social, and medical sciences, and personal and professional ethics and accountability will be stressed in the nursing program.

Program Goals and Outcomes of the Baccalaureate in Nursing Degree

The overall objective of the Bachelor of Science in Nursing will be to prepare students to become successful practicing nurses. This will be accomplished by assisting them to meet the following:

1. Apply theoretical and empirical knowledge from the science of nursing, the humanities, and the social, natural, and medical sciences, applicable to the practice of professional nursing at the generalist level.

2. Develop social, interpersonal, and technological skills which are essential to the profession of nursing for assessing the needs of an individual, family or group related to health care actions needed to promote and maintain health and well being.

3. Apply the nursing process through critical thinking and professional nursing judgment to provide and evaluate nursing care needed to sustain life, to recover from disease or injury, and cope with long-term effects in acute and long term care institutional and community settings.

4. Apply knowledge about the research process, its application to the discipline of nursing and the essential relationship of evidence-based nursing practice to clinical decision making and interventions.

5. Function within the specific nursing roles as a provider of care, a coordinator of care, a health educator, an advocate for individuals, families, groups, and communities, and as a member of the nursing profession.

6. Collaborate and consult as a member or as a leader of a health care team in the planning, implementation and improvement of health care services consistent with the health needs of an increasingly diverse and multicultural society.

7. Perform a self assessment of personal values, ethics, capabilities and limitations and accept responsibility for one's own professional nursing actions.

8. Develop a foundation for continuing personal and professional self-growth, development and lifelong learning and the necessary educational background to enable the pursuit of a higher degree in advanced nursing practice.

9. The ability to perform a self assessment of personal sociocultural values, ethics, and religious beliefs and evaluate how these factors correspond to those of one's own clients and professional nursing actions.
10. The ability to perform a cultural assessment for the purpose of operationalizing a culturally sensitive plan of nursing care for clients who differ from the nurse by virtue of race, culture and/or ethnicity.

Program Student Learning Outcomes

1. Apply the nursing process through critical thinking and professional nursing judgment to provide and evaluate nursing care needed to sustain life, to recover from disease or injury, and cope with their effects in acute and long term care, institutional and community settings.

2. Utilize the research process, its application to the discipline of nursing and its essential relationship to evidence-based nursing practice.

3. Function within the specific nursing roles as a provider of care, a designer/manager/coordinator of care, a health educator, an advocate for individuals, families, groups, and communities, and as a member of the nursing profession.

3.1 As a provider of care the student will demonstrate the knowledge and skills to holistically assess and evaluate client needs across the lifespan and develop, implement and evaluate a plan of care in collaboration with the client and other health care providers which promotes maximum health and well-being.

3.2 As a teacher the student will develop, implement and evaluate a comprehensive health education plan for a specific client that includes strategies for health promotion, risk reduction, and disease prevention that incorporate sociocultural variables across the life span.

3.3 As an advocate the student will develop a plan of care in partnership with the client and their families and respect the right of the client to make decisions about health care but provide information so clients can exercise their rights and make informed decisions regarding their health care.

3.4 As a designer/manager/coordinator of care the student will design, direct, organize and evaluate outcomes of care by other health care providers and secure appropriate community resources to provide cost-effective services to maximize the client’s independence and quality of life.

3.5 As a member of the nursing profession the student will incorporate practice standards and accountability within the legal and ethical standards of the profession of nursing and advocate for the role of the professional nurse as a member of the interdisciplinary health care team.

Outcome Criteria of the Baccalaureate Program

The program outcome criteria for the baccalaureate program have been developed to establish the parameters of measurable indicators of student success. The program outcome criteria include acquisition of content and clinical practice standards that are operationalized into five specific nursing roles suggested by the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (January 1998). These nursing roles are provider of care, teacher, advocate, coordinator of care, and member of the nursing profession. Two levels of program outcome criteria have been developed based on these roles. Traditional students are expected to meet the Basic Practice Level (BPL) outcome criteria after successful completion of sophomore and junior level year traditional nursing courses. Since these BPL outcome criteria represent a basic minimum level of competencies, RN transfer students are admitted to the program with the expectation that they are able to meet these, and in some cases, exceed these outcome criteria. This expectation is based on their prior educational experience and maturation as a result of their clinical practice.

The Summative Professional Level (SPL) outcome criteria reflect a level of competencies beyond the minimum level of competencies and represent a level of performance expected by a baccalaureate graduate nurse. These outcome criteria are consistent with the competencies of the baccalaureate nurse suggested by the AACN.
Both traditional and transfer RN students are expected to meet the SPL outcome criteria at the successful completion of specific senior nursing courses in the baccalaureate program.

- For the Traditional student, the first evaluation will occur at the successful conclusion of the last medical-surgical course NURS 320/321. At this point in the curriculum, the traditional student will have completed all required BRN pre-license content except for leadership, management and delegation found in NURS 450/451. It is at this point that the Level I outcome criteria will be measured by faculty teaching these courses. The next evaluation point will occur for both the traditional and the RN-BSN student after the completion of NURS 445 (Level II provider of care, teacher, and advocate).

- For the ABSN the first evaluation, Level I, will occur at the successful conclusion of the last medical-surgical course NURS 324/325 and after completion of NURS 447, the second evaluation, Level II is completed (Level II coordinator of care and member of the profession).

**Level I: Basic Practice Level Outcome Criteria**

Given an individual or family with a common, well defined health care situation and limitation(s) in self-care ability, the student will:

**As a Provider of Care**

1. Demonstrate skills in physical assessment and obtaining a health history,
2. Utilize written and verbal communication in planning and documenting patient care, and the provision of standard direct and indirect therapeutic nursing interventions.
3. Utilize the nursing process and research based knowledge to develop, implement and evaluate a plan of care, in cooperation with other members of the health care team, within structured health care delivery situations.
4. Perform nursing interventions that reflect critical thinking ability based on the ability to integrate concepts from biological, behavioral, natural, and nursing science to correctly identify client health deviations.

**As a Teacher**

1. Demonstrate knowledge of basic principles of the teaching-learning process.
2. Identify client’s learning needs, capabilities and limitations, select appropriate information, materials and strategies based on standardized teaching protocols, and evaluate and document outcomes relative to client education.
3. Demonstrate an understanding of how human behavior is influenced by culture, race, religion, gender, lifestyle and age and how these factors shape health care practices.

**As an Advocate**

1. Provide culturally competent and sensitive care that is respectful of the client's privacy and preserves the client's confidentiality.
2. Identify rights and responsibilities of the client as health care consumer and supports fairness and non-discrimination in the delivery of care.
3. Participate in client care conferences communicating the client’s needs and preferences to other health care providers.

**As a Coordinator of Care**
1. Articulate one's own scope of practice as it relates to coordination of patient care.
2. Identify the roles of other health care providers and communicate appropriately with them to facilitate optimum care.
3. Describe the relationship between standards of nursing care outcomes, quality assurance monitoring, and the provision of cost-effective services to clients.

As a Member of the Profession
1. Demonstrate knowledge of the standards and scope of professional nursing practice and the role of major nursing organizations and regulatory bodies.
2. Develop personal goals for professional development and assess own capabilities and limitations, and accept accountability for one's own actions.
3. Demonstrate understanding of the limits of one's own scope of practice and adhere to practice regulations.

Level II: Summative Professional Level Outcome Criteria

Given a client (individual, family, group, aggregate or community) with a complex health care situation(s), at varying points on the health-illness disability continuum, across multiple settings, the student will:

As a Provider of Care
1. Demonstrate the knowledge and skills to holistically evaluate client needs across the lifespan including a spiritual, cultural, social, cognitive and psychological assessment and a comprehensive physical examination.
2. Determine client capabilities for self-care and interpret and utilize quantitative data via a scientific process for problem solving to develop, implement and evaluate a plan of care in collaboration with the client and other health care providers which promotes maximum health and well-being.
3. Demonstrate the ability to use professional communication within the client-nurse relationship and mastery of core clinical skills and techniques required for the delivery of safe and competent nursing care.

As a Teacher
1. Demonstrate the ability to comprehensively assess the predictive risk factors and the adequacy of an individual's health information that may influence the health and well being of a client.
2. Develop, implement and evaluate a comprehensive health education plan for a specific client that includes strategies for health promotion, risk reduction, and disease prevention across the life span.
3. Incorporate client strategies to recognize and manage the key physical and psychological symptoms related to disease states and/or the therapeutic regimen in the teaching plan.

As an Advocate
1. Develop a plan of care in partnership with the client and their families and respect the right of the client to make decisions about health care but provide information so clients can make informed choices.
2. Inform clients of their rights and responsibilities as health care consumers continuously monitor their ability to exercise their rights and make decisions, and act as their spokesperson if needed.
3. Assume a leadership role by working with other health care professionals brokering and negotiating for client needs and preferences in keeping with the provision and delivery of the plan of care.

As a Coordinator of Care
1. Design, coordinate, manage and evaluate the outcomes of nursing care for clients from vulnerable
populations to maximize independence and quality of life.
2. Direct, organize and evaluate outcomes of care by other health care providers and secure appropriate community resources to provide cost-effective services.
3. Delegate and supervise the nursing care given to the client by others while retaining accountability for the quality of care within one's own scope of practice.

As a Member of the Profession
1. Incorporate practice standards and accountability within the legal and ethical standards of the profession of nursing.
2. Negotiate and advocate for the role of the professional nurse as a member of the interdisciplinary health care team.
3. Participate in professional organizations to continue personal development and for the advancement of the profession.
# Level I: Basic Practice Level Outcome Criteria

**California State University San Marcos**  
**School of Nursing**

## Clinical Rotation Assessment Tool

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Semester</th>
<th>Date</th>
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<tbody>
<tr>
<td>Student Name</td>
<td>Faculty</td>
<td>Cohort</td>
</tr>
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</table>

### Level I Outcomes

#### As a *Provider of Care*, the student:
1. Demonstrates basic skills in assessment, critically thinking, communication and provision of standard therapeutic interventions incorporating culturally needs.
2. Utilizes nursing process to develop, implement, and evaluate a plan of care in cooperation with other members of the health care team, within structured health delivery situations.

#### As a *Teacher*, the student:
1. Demonstrates knowledge of basic principles of teaching-learning process.
2. Develops, implements and evaluates a comprehensive health education plan for diverse clients.

#### As an *Advocate*, the student:
1. States clients’ rights and responsibilities as health care consumers.
2. Describes the role of the duty of the nurse to act as client advocates and identifies congruence/incongruence between client and provider’s perception of healthcare needs.
3. Participates in client care conferences communicating client needs and preferences to other health care providers.

#### As a *Coordinator of Care*, the student:
1. Describes the nursing role in the coordination of care for clients and families in maintaining standards of nursing care outcomes.
2. Identify the roles of other health care providers in the provision of multidisciplinary client care.

#### As a *Member of the Profession*, the student:
1. Demonstrates knowledge of the standards and scope of practice and the role of major nursing organizations and regulatory bodies; assesses own capabilities and limitations and accepts accountability for his/her actions.
2. Reflects on conflicts between personal and professional values, establishes goals and plans for achieving professional growth.

### Student Achievement*

| Not Applicable | Unsafe | Needs Improvement | Adequate | Very Good | Excellent |

* Key to evaluation terminology:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Unsafe</td>
<td>Less than the expected level of performance. Does not have basic knowledge.</td>
</tr>
<tr>
<td></td>
<td>Unsafe, unaware, inaccurate or incomplete performance. Does not benefit from</td>
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<tr>
<td></td>
<td>guidance.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Inconsistent performance. Basic knowledge and skills need strengthening.</td>
</tr>
<tr>
<td>Adequate</td>
<td>That which is expected at this level of preparation. Safe.</td>
</tr>
<tr>
<td>Very Good</td>
<td>That which is better than most at this level of preparation</td>
</tr>
<tr>
<td>Excellent</td>
<td>Superior performance; consistently exceed expectations at this level of preparation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pass/Fail:</th>
<th>Comments:</th>
</tr>
</thead>
</table>

**Faculty Signature / Date**  
**Student Signature / Date**
Level II: Summative Professional Level Outcome Criteria

California State University San Marcos
School of Nursing

Clinical Rotation Assessment Tool

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Semester</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Name</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Cohort</td>
<td>Program</td>
<td></td>
</tr>
</tbody>
</table>

Level II Outcomes

<table>
<thead>
<tr>
<th>Student Achievement*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

As a Provider of Care, the student:

3. Demonstrates knowledge and skills in critical thinking to holistically assess client needs and capabilities for self-care and provides culturally competent comprehensive care.

4. Develops, implements, and evaluates a plan of care in which collaboration with client(s) and other health care providers promotes maximum health and well being.

As a Teacher, the student:

1. Demonstrates the necessary knowledge and skills related to the teaching-learning process.

2. Develops, implements, and evaluates a comprehensive health education plan for diverse clients.

As an Advocate, the student:

1. Informs clients of their rights and responsibilities as health care consumers, continuously monitoring their ability to exercise their rights and make decisions and acts as their spokesperson as needed.

2. Assumes a leadership role by working with other health care professionals by brokering and negotiating for client needs and preferences for the provision and delivery of the plan of care.

As a Coordinator of Care, the student:

1. Utilizes healthcare providers and community resources for providing cost-effective services to individual clients, families and aggregates within the constraints of the health care delivery system.

2. Plans, implements, analyzes and evaluates outcomes of coordination of clients’ care.
As a Member of the Profession, the student:
1. Accepts accountability within the legal and ethical standards of the profession of nursing.
2. Maintains currency in professional nursing practice by analyzing trends in professional practice, health care, and incorporates research and theory into practice.

* Key to evaluation terminology:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe</td>
<td>Less than the expected level of performance. Does not have basic knowledge. Unsafe, unaware, inaccurate or incomplete performance. Does not benefit from guidance.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Inconsistent performance. Basic knowledge and skills need strengthening.</td>
</tr>
<tr>
<td>Adequate</td>
<td>That which is expected at this level of preparation. Safe.</td>
</tr>
<tr>
<td>Very Good</td>
<td>That which is better than most at this level of preparation</td>
</tr>
<tr>
<td>Excellent</td>
<td>Superior performance; consistently exceed expectations at this level of preparation.</td>
</tr>
</tbody>
</table>

Pass/Fail:  

Comments:

Faculty Signature / Date

Student Signature / Date
Learning Outcome Codes:

Level I—Care Provider (I.CP)  
Level I--Teacher (I.T)  
Level I—Advocate (I.A)  
Level I—Member of Profession (I.P)  
Level I—Care Coordinator (I.CC)

Level II—Care Provider (II.CP)  
Level II--Teacher (II.T)  
Level II—Advocate (II.A)  
Level II—Member of Profession (II.P)  
Level II—Care Coordinator (II.CC)

Student Information

Additional Requirements for all Nursing Programs

1. Students in the nursing program must carry their own health insurance, malpractice insurance, pass a physical health examination and submit required updated TB, flu vaccine and any other immunizations to the School of Nursing prior to start of clinical labs.

2. To be admitted to the nursing major, students will be expected to perform or with reasonable accommodations, demonstrate proficiency in specific core performance standards in the following five categories:

   a. Critical thinking ability sufficient for clinical judgment.
   b. Interpersonal abilities sufficient to interact with individuals, families and groups.
   c. Communication abilities sufficient for verbal and written interaction.
   d. Physical ability to move from place to place and demonstrate manual dexterity and eye-hand coordination.
   e. Demonstrated auditory, visual, tactile, and olfactory ability sufficient to assess and monitor patients safely.

The Advising Coordinator for the School of Nursing, working with the Office of Disabled Student Services, will assist students in determining what accommodations will be needed to enable students to meet these standards.
Background Check and Drug Screen Policy
Pre-Licensure Programs

1. All students are required to complete a background check upon conditional admission to the School of Nursing.\textsuperscript{1,2} Students who have a flagged background check will not be admitted to the nursing program. Students will be able to join a later cohort pending Space Available when their background check is unflagged.

2. All students are required to complete a Nursing Consortium background check and drug screen prior to their first nursing clinical course. An additional background check and drug screen may be required by the School of Nursing at a later time during the program. Students are required to have a negative urine drug screening and background check which includes a state, county, and federal screening. This background check is accessed by the clinical agencies for approval for clinical placement. If a student receives a dilute reading on his/her drug screen results, then the student is required to go back and re-test within a twenty-four hour time period. Failure to comply with this requirement will result in dismissal from the program.

3. Applicants for Licensure by Examination in the state of California must take the National Council Licensure Examination (NCLEX-RN). The California Board of Registered Nursing requires a Live Scan fingerprint application as part of the application process. The Live Scan includes a State (DOJ) and Federal (FBI) level criminal history record check. Please access http://www.rn.ca.gov/pdfs/enforcement/appdocs.pdf for additional information.

4. Some clinical sites will require students to complete a Live Scan clearance. If the student does not clear the Live Scan clearance then s/he may not be permitted to attend the clinical rotation. The student risks dismissal from the program should this occur.

\textsuperscript{1} The Office of Extended Learning will mail each student in the Accelerated BSN cohort a letter of conditional admission. Soon after, students will receive a letter with instructions on how to place an order for one’s background check. Students will have approximately two weeks to order their background check online. If this deadline is not met, the student will not be guaranteed a seat in the cohort.

\textsuperscript{2} “Upon conditional admission to the School of Nursing” is defined as the date that a student in the Traditional BSN program states that s/he accepts a seat in the cohort. An email confirmation from the student to the advisor ensures that the student’s seat is secured in the Traditional BSN program.

Approved: November 26, 2012 Faculty Meeting

Criteria for program continuance

The criteria for continuance as a nursing major in any of the programs are as follows:

Students in the nursing major must attain grades of C (2.0) or better in all required nursing and preparatory to the major courses. Nursing courses and prerequisite/preparatory courses for which the student earns less than a grade of C (2.0) may be repeated once with consent of instructor, but only on a space-available basis. Students in the nursing major must maintain good academic standing. Students on academic probation are not permitted to enroll in a nursing course until the probation has been removed. The same core performance standards required for admission to the nursing major will be required for continuation.
Required Curriculum

Curriculum Sequence

The Nursing course curriculum and course sequences for the Traditional BSN, LVN to BSN, RN to BSN and Accelerated BSN are located on the SON website. Please note that these sequences may be subject to change based on clinical and/or instructor availability. Should any NURS course sequences change, you will be notified prior to registering for the first term in which a change occurs. The Nursing programs require summer term attendance.

The School of Nursing currently offers:

- Traditional BSN program
- LVN to BSN program

The following Nursing programs in the School of Nursing are currently available through the University Extended Learning:

- RN to BSN program
- Accelerated BSN program

Board of Registered Nursing/University Required Non-NURS Courses

The following very specific non-NURS courses are required to graduate with a Bachelor of Science in Nursing. If a student has not already fulfilled lower- and/or upper-division GE in these areas, the table below shows what GE requirements will be met by these required non-NURS courses.
Pre-Nursing Core:

The following Pre-Nursing Core courses must be completed prior to entry into any of the University Nursing Programs. The required Core GPA varies by program and is available online via the School of Nursing Web site (www.csusm.edu/nursing/) or Extended Learning Web site (www.csusm.edu/el/).

<table>
<thead>
<tr>
<th>CSU San Marcos Course</th>
<th>Course Requirement</th>
<th>GE Area Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 102</td>
<td>Oral Communication</td>
<td>Area A1</td>
</tr>
<tr>
<td>GEW 101</td>
<td>Written Communication</td>
<td>Area A2</td>
</tr>
<tr>
<td>Any Area A3 Critical Thinking Course</td>
<td>Critical Thinking</td>
<td>Area A3</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Intro to Inorganic, Organic &amp; Biochemistry</td>
<td>Area B1</td>
</tr>
<tr>
<td>CHEM 105L</td>
<td>Intro to Inorg., Org., Biochem Lab</td>
<td>Area B3</td>
</tr>
<tr>
<td>BIOL 160</td>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIOL 175</td>
<td>Anatomy &amp; Physiology I</td>
<td>Area B2</td>
</tr>
<tr>
<td>BIOL 176</td>
<td>Anatomy &amp; Physiology II</td>
<td></td>
</tr>
<tr>
<td>MATH 200</td>
<td>Nursing Statistics</td>
<td>Area B4</td>
</tr>
</tbody>
</table>

Additional Required Courses Needed to Graduate. Where specific courses are listed, these courses are also required for additional Bachelor degree students, except where noted below:

<table>
<thead>
<tr>
<th>CSU San Marcos Course</th>
<th>Course Requirement</th>
<th>GE Area Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 100*</td>
<td>Intro to Psychology</td>
<td>Area D</td>
</tr>
<tr>
<td>ANTH 200* ^</td>
<td>Cultural Anthropology</td>
<td>Area D7</td>
</tr>
<tr>
<td>HD 101</td>
<td>Growth &amp; Development</td>
<td></td>
</tr>
<tr>
<td>BIOL 323</td>
<td>Science of Nutrition</td>
<td>Area BB</td>
</tr>
<tr>
<td>HIST 130 or HIST 131V</td>
<td>American Institutions – U. S. History</td>
<td>Area Dh</td>
</tr>
<tr>
<td>PSCI 100V</td>
<td>American Institutions – U.S. and CA Govt.</td>
<td>Area Dg/Dc</td>
</tr>
<tr>
<td>SOC 303V</td>
<td>Family Structure/Dynamics Across Cultures</td>
<td>Area E</td>
</tr>
<tr>
<td>Any Area C1 Course V</td>
<td>Arts</td>
<td>Area C1</td>
</tr>
<tr>
<td>Any Area C2 Course V</td>
<td>Humanities</td>
<td>Area C 2</td>
</tr>
<tr>
<td>Any Area C3 Course V</td>
<td>Arts or Humanities or Language Other than English</td>
<td>Area C3</td>
</tr>
<tr>
<td>PHIL 345</td>
<td>Bio and Medical Ethics</td>
<td>Area CC</td>
</tr>
<tr>
<td>ANTH 301</td>
<td>Medicine &amp; Healing Across Cultures</td>
<td>Area DD</td>
</tr>
</tbody>
</table>

* These courses are required for admission to the RN to BSN program.
^ RN to BSN and Accelerated BSN students may substitute SOC 101 (Intro to Sociology).
▼ These requirements will be waived for additional Bachelor Degree students.

The Accelerated BSN program requires that all of the Pre-Nursing Core and Additional Required Courses Needed to Graduate be completed prior to beginning the actual NURS accelerated course sequence.
Additional Graduation Requirements:

Every student graduating with a Bachelor’s degree from CSU San Marcos, as their first Baccalaureate Degree, must meet the University Language Other Than English Requirement. Ways to meet this requirement are explained on the University Language Learning Center Web site:  http://www.csusm.edu/loter.

**Traditional Bachelor of Science in Nursing Program**

The total number of units required for the traditional nursing student is **130** semester units including **54** units of general education (lower and upper-division GE) **11** units of required additional preparation for the major courses, including University graduation requirements, and **65** nursing units.

**Required Nursing Courses:**

The remaining courses in the curriculum are nursing courses. These are divided into lower-division (**37** units) and upper-division courses (**28** units). In the pre-licensure content there are 21 units of didactic and 15 units of clinical in lower-division courses and an additional 2 units of didactic and 2 units of clinical at the upper-division level (NURS 320/321). This pre-licensure content is regulated by the BRN.

**Lower-Division Nursing Courses: 37 Units**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 200</td>
<td>Introduction to Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 201</td>
<td>Introduction to Nursing Practice Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 202</td>
<td>Intro to Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 210</td>
<td>Nursing Communication and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>NURS 211</td>
<td>Nursing Communications and Assessment Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>NURS 212A</td>
<td>Pathophysiology and Pharmacology of Nursing Practice I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 212B</td>
<td>Pathophysiology and Pharmacology of Nursing Practice II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 220</td>
<td>Nursing Care of Adults I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 221</td>
<td>Nursing Care of Adults Laboratory I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 222</td>
<td>Nursing Care of Adults II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 223</td>
<td>Nursing Care of Adults Laboratory II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 230</td>
<td>Nursing Care of Childrearing Families</td>
<td>2</td>
</tr>
<tr>
<td>NURS 231</td>
<td>Nursing Care of Childrearing Families Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 232</td>
<td>Nursing Care of Children</td>
<td>2</td>
</tr>
<tr>
<td>NURS 233</td>
<td>Nursing Care of Children Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 260</td>
<td>Psychiatric and Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 261</td>
<td>Psychiatric and Mental Health Nursing Laboratory</td>
<td>2</td>
</tr>
</tbody>
</table>

The upper-division courses are designed to build on the lower-division content and provide the foundation for the nursing care of high-acuity patients in diverse clinical settings. As the practice site for health care delivery shifts
progressively from the acute care arena to the community, nurses are functioning more autonomously in less structured clinical settings and are required to make clinical decisions formulated from a broadening knowledge base. The BSN educated nurse is prepared to practice in all health care settings. Nursing courses with 300-level and 400-level course numbers contain content that is considered baccalaureate level content and which is not regulated by or subject to approval by BRN. This upper-division content is consistent with the CCNE standards and adds **31** units to the major. Throughout the curriculum students will be using Assessment Technologies Institute (ATI) assessment materials. These are required materials which are purchased each semester along with required textbooks. ATI materials support preparation and success for the NCLEX exam.

<table>
<thead>
<tr>
<th>Upper-Division Nursing:  <strong>28 Units</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
</tr>
<tr>
<td>NURS 320</td>
</tr>
<tr>
<td>NURS 321</td>
</tr>
<tr>
<td>NURS 352</td>
</tr>
<tr>
<td>NURS 370</td>
</tr>
<tr>
<td>NURS 440</td>
</tr>
<tr>
<td>NURS 442</td>
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<tr>
<td>NURS 445</td>
</tr>
<tr>
<td>NURS 450</td>
</tr>
<tr>
<td>NURS 451</td>
</tr>
<tr>
<td>NURS 490</td>
</tr>
<tr>
<td>NURS 491</td>
</tr>
</tbody>
</table>

*Although these courses carry upper division numbers, they are a part of the pre-licensure content and subject to BRN approval and review.*

**One of the companion clinical laboratory experiences will be taken concurrently with NURS 442.**

**Advanced Standing Students and the LVN - BSN Nursing Program**

Advanced standing students are either students who are transferring from another nursing program prior to completion or LVN transfer students. It is anticipated that if a student transfers to CSUSM prior to completion of a nursing program from another university or community college, the nursing course equivalents will be determined by a SON faculty member who has familiarity with the content area. Students will submit a request for transfer course credit substitution and supporting documents such as course syllabi, class notes, and other related materials to Academic Advisor who will forward the materials to the SON Director, who in turn will consult with the appropriate faculty members. That faculty member will recommend course equivalency credit and seek approval for course substitution by submitting these requests to the SON Curriculum Committee for approval. The forms are then returned to the Academic Advisor who notifies the student and the personnel in the records office the decision. These petitions are placed in the student's nursing file. These students will be admitted and given access to nursing clinical laboratory courses on a space available basis to assure priority for students who are progressing as scheduled. These students will be held to the same curriculum requirements as the Traditional students.
The LVN - BSN student will be held to the same 54 units of general education and 11 units of required additional preparation for the major courses the Traditional student. The LVN transfer student, who meets the admission requirements, graduated from an accredited program and elects to complete the baccalaureate program, will be granted 17 units of lower division nursing credit and are exempt from the following courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 200 Introduction to Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 201 Introduction to Nursing Practice Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 221 Nursing Care of Adults I Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 230 Nursing Care of Childrearing Families</td>
<td>2</td>
</tr>
<tr>
<td>NURS 231 Nursing Care of Childrearing Families Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 232 Nursing Care of Children</td>
<td>2</td>
</tr>
<tr>
<td>NURS 233 Nursing Care of Children Laboratory</td>
<td>2</td>
</tr>
</tbody>
</table>

Credit by Examination: LVN's may receive additional challenge credit through university approved credit by examination procedures for the following courses by successful completion of a national examination designed to assess specific nursing content. Students may elect to complete this program requirement via credit by examination or may enroll and successfully complete the course:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 220 Nursing Care of Adults I</td>
<td>2</td>
</tr>
</tbody>
</table>

LVN's are required to complete the remaining traditional nursing lower division courses and maybe seated in these courses on a space available basis:

**Pre-Licensure Nursing Courses for LVN Students**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 202 Intro to Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 210 Nursing Communication and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>NURS 211 Nursing Communication and Assessment Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>NURS 212A Pathophysiology and Pharmacology of Nursing Practice I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 212B Pathophysiology and Pharmacology of Nursing Practice II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 222 Care of Adults II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 223 Care of Adults II Lab</td>
<td>3</td>
</tr>
<tr>
<td>NURS 260 Psychiatric and Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 261 Psychiatric and Mental Health Nursing Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 320 Nursing Care of Adults III</td>
<td>3</td>
</tr>
<tr>
<td>NURS 321 Nursing Care of Adults Laboratory III</td>
<td>3</td>
</tr>
<tr>
<td>NURS 490 Transition to Nursing Practice Seminar</td>
<td>1</td>
</tr>
<tr>
<td>NURS 491 Transition to Nursing Practice Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

26
LVN students seeking a BSN will also complete all following required upper division nursing courses:

<table>
<thead>
<tr>
<th>Upper Division Nursing Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 352  Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 370  Health Promotion and Patient Education Strategies</td>
<td>3</td>
</tr>
<tr>
<td>NURS 440  Community Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 442  Nursing Case Management of Vulnerable Populations</td>
<td>2</td>
</tr>
<tr>
<td>NURS 445  Nursing Case Management of Vulnerable Populations Laboratory: Community Based</td>
<td>3</td>
</tr>
<tr>
<td>NURS 450  Nursing Leadership and Professional   Issues</td>
<td>3</td>
</tr>
<tr>
<td>NURS 451  Nursing Leadership Laboratory</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>
RN (Registered Nurse) to BSN (Bachelor of Science in Nursing) Program

The RN-BSN student will be held to the same 51 units of general education and the same prerequisite core courses and required additional preparation for the major courses the Traditional student. For the returning RN student, it is anticipated that many of the required general education courses may have been completed at a community college. These students will be required to meet the same mandatory standards either by transferable course work, certification of general education requirements by previous academic institutions, or by completion of general education requirements at CSUSM.

A maximum of 70 units can be transferred from the previous nursing program and includes general education, preparation for major courses, and 33 units of lower-division nursing. The number of units needed to be completed may vary depending on units previously completed in a community college. RN-BSN students must complete 9 units of upper-division electives and complete the second language requirement.

Required RN-BSN Courses

These students will complete courses that provide a transition to the same level of educational preparation in the areas of physical assessment and pathophysiologic rationale as will be required of traditional students. These courses introduce the Orem Self-Care nursing conceptual framework that is the CSUSM unifying theme for the nursing curriculum as these students may have been exposed to different unifying themes at their previous educational institutions.

Upper-Division Nursing Requirements for the RN-to-BSN Student (38 units)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 310</td>
<td>Nursing Assessment for the RN</td>
<td>2</td>
</tr>
<tr>
<td>NURS 311</td>
<td>Nursing Assessment for the RN Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>NURS 312</td>
<td>Pathophysiology and Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>NURS 350</td>
<td>Role Transition for the RN</td>
<td>2</td>
</tr>
<tr>
<td>NURS 351</td>
<td>Role Transition Seminar for the RN</td>
<td>1</td>
</tr>
<tr>
<td>NURS 352</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 370</td>
<td>Health Promotion and Patient Education Strategies</td>
<td>3</td>
</tr>
<tr>
<td>NURS 440</td>
<td>Community Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 441</td>
<td>Community Health Nursing Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 442</td>
<td>Nursing Case Management of Vulnerable Populations</td>
<td>2</td>
</tr>
<tr>
<td>NURS 450</td>
<td>Nursing Leadership and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>NURS 451</td>
<td>Nursing Leadership and Management Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 480</td>
<td>Family Nursing: Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 499</td>
<td>Independent Study in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 445</td>
<td>Nursing Case Management of Vulnerable Populations Laboratory:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Acute/Community</td>
<td>38</td>
</tr>
</tbody>
</table>
The total number of units for the RN - BSN nursing student is 122 semester units. Most RN-to-BSN students will need additional units to complete the number of units required for the major. The number of units is dependent on the language proficiency method employed and previous courses completed at a community college. These elective courses are to be selected from the following recommended list according to the student’s interest or clinical focus.

**LVN 30-Unit Option (under development)**

The LVN 30 unit option does not lead to a degree in nursing and students are not required to complete the lower division general education pattern, pre-requisites nursing core courses or the additional preparatory courses to the major. At the completion of this program of study, students will be eligible to take the NCLEX examination for registered nurses.

**Exempt Lower Division Courses**

The required courses in the 30 unit option for the LVN student are beyond the traditional first year courses. LVN students in the 30 unit option will be exempt from the following nursing courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Title</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 200/201</td>
<td>Introduction to Nursing Practice and Lab</td>
<td>6</td>
</tr>
<tr>
<td>NURS 220/221</td>
<td>Nursing Care of the Adult I &amp; Clinical Lab</td>
<td>5</td>
</tr>
<tr>
<td>NURS 222/223</td>
<td>Nursing Care of the Adult II &amp; Clinical Lab</td>
<td>5</td>
</tr>
<tr>
<td>NURS 230/231</td>
<td>Nursing Care of Childrearing Families and Lab</td>
<td>4</td>
</tr>
<tr>
<td>NURS 232/233</td>
<td>Nursing Care of Children and Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Courses and Content for the LVN 30-Unit Option**

<table>
<thead>
<tr>
<th>Nursing Courses</th>
<th>Units</th>
<th>Required Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 210/211</td>
<td>2/1</td>
<td>Professional role development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural diversity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Therapeutic communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health assessment</td>
</tr>
<tr>
<td>NURS 212A/B</td>
<td>2/2</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>Pathophysiology and</td>
<td></td>
<td>Pathophysiology of system dysfunction and intervention rationale</td>
</tr>
<tr>
<td>Pharmacology of Nursing</td>
<td></td>
<td>Nutrition</td>
</tr>
<tr>
<td>Practice I &amp; II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 260/261</td>
<td>2/2</td>
<td>Psychiatric nursing</td>
</tr>
<tr>
<td>Psychiatric and Mental</td>
<td></td>
<td>Client abuse</td>
</tr>
<tr>
<td>Health Nursing &amp;</td>
<td></td>
<td>Cultural diversity</td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td>Supportive interventions</td>
</tr>
<tr>
<td>NURS 320/321</td>
<td>2/2</td>
<td>Advanced medical/surgical nursing</td>
</tr>
<tr>
<td>Nursing Care of the</td>
<td></td>
<td>Geriatrics, Nutrition, Acute, remedial, and rehabilitative interventions</td>
</tr>
<tr>
<td>Adult III and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 350</td>
<td>2</td>
<td>Professional Nursing Roles</td>
</tr>
<tr>
<td>Role Transition for the</td>
<td></td>
<td>Orem Model</td>
</tr>
<tr>
<td>RN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Courses</td>
<td>Units</td>
<td>Required Content</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>BIOL 175</td>
<td>4</td>
<td>Anatomy and Physiology</td>
</tr>
<tr>
<td>Introduction to Anatomy and Physiology I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 160</td>
<td>4</td>
<td>Microbiology</td>
</tr>
<tr>
<td>Microbiology for Health Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>30</strong></td>
<td></td>
</tr>
</tbody>
</table>
Accelerated BSN Program (ABSN)

The ABSN option is offered through Extended Learning and students are admitted to the self-support special sessions. Students will pay extended education fees for this option.

Admission requirements for the ABSN program are:

- Bachelor's degree (from a regionally accredited institution, or U.S. equivalent for degree coursework completed outside of the U.S.)
- Minimum 2.5 G.P.A. in the last 60 units completed.
- Completion of the Pre-Nursing Core [link](http://www.csusm.edu/el/degreeprograms/absn/prenursingcore.html)
- Minimum of 2.75 G.P.A. in Pre-Nursing Core ("C" grades or higher, "C-" grades are not acceptable).
- Completion of additional CSUSM lower-division GE BRN-required courses, and other CSUSM graduation requirements.
- Passage of the T.E.A.S. exam with a minimum 71.0% composite score.

<table>
<thead>
<tr>
<th>CSUSM Course</th>
<th>CSUSM Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 300</td>
<td>Fundamentals of Nursing Communication and Skills</td>
<td>4</td>
</tr>
<tr>
<td>NURS 301</td>
<td>Practicum: Fundamentals of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 302</td>
<td>Introduction to Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>NURS 314</td>
<td>Health Assessment, Teaching, &amp; Health Promotion</td>
<td>4</td>
</tr>
<tr>
<td>NURS 315</td>
<td>Practicum: Health Assessment and Teaching</td>
<td>2</td>
</tr>
<tr>
<td>NURS 316A</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 316B</td>
<td>Pathophysiology</td>
<td>2</td>
</tr>
<tr>
<td>NURS 322</td>
<td>Nursing of Adults in the Acute Care Setting</td>
<td>4</td>
</tr>
<tr>
<td>NURS 323</td>
<td>Practicum: Nursing of Adults in the Acute Care Setting I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 324</td>
<td>Nursing of Adults in the Acute Care Setting II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 325</td>
<td>Practicum: Nursing of Adults in the Acute Care Setting II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 330</td>
<td>Nursing Care of Women, Childrearing Families, and Children</td>
<td>2</td>
</tr>
<tr>
<td>NURS 331</td>
<td>Practicum: Nursing Care of Women, Childrearing Families, and Infants</td>
<td>2</td>
</tr>
<tr>
<td>NURS 332</td>
<td>Theory Pediatrics</td>
<td>2</td>
</tr>
<tr>
<td>NURS 333</td>
<td>Practicum: Pediatrics</td>
<td>2</td>
</tr>
<tr>
<td>NURS 352</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 360</td>
<td>Psychiatric-Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 361</td>
<td>Practicum: Psychiatric-Mental Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>NURS 440</td>
<td>Community Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 442</td>
<td>Nursing Case Management</td>
<td>2</td>
</tr>
<tr>
<td>NURS 447</td>
<td>Practicum: Community Health Nursing and Nursing Case Management</td>
<td>4</td>
</tr>
<tr>
<td>NURS 450</td>
<td>Nursing Leadership and Health Care Issues</td>
<td>3</td>
</tr>
<tr>
<td>NURS 451</td>
<td>Practicum: Nursing Leadership and Advanced Medical/Surgical Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 480</td>
<td>Family Nursing: Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 490</td>
<td>Transition to Nursing Practice Seminar</td>
<td>1</td>
</tr>
<tr>
<td>NURS 495</td>
<td>Internship for Accelerated Students</td>
<td>2</td>
</tr>
</tbody>
</table>
Student Services

Initial Advisement for State-Support Nursing Majors (Traditional BSN and LVN to BSN)

All newly-admitted students are required to attend a University Orientation Session. For students who declare Pre-Health Science, Pre-Nursing or Nursing as their intended major at the time of entrance to the University, such students will attend a break-out session as part of Orientation, specific to Nursing. As part of the University Orientation Session, the Nursing Advisors will provide newly-admitted students with information on requirements for the major, any supplemental program admission criteria if applicable, general education requirements, other requirements needed to graduate, and the advisors will assist students with registering for their first semester of courses here. Newly-admitted transfer students will all receive an evaluation at the time of attending the University Orientation, with a thorough review of prior coursework and what courses will be accepted here at CSU San Marcos towards the BSN degree. For students who change their major to Pre-Nursing, after entering the University, these students can schedule a one-on-one advising appointment with a Nursing Advisor to learn about the major and requirements. For prospective Nursing students, the Nursing Advisors offer regularly-scheduled Nursing Information Sessions on campus each month. For students who live outside the area, information is provided by the School of Nursing Web site for the Traditional BSN and LVN to BSN programs (http://www.csusm.edu/nursing/) and the Extended Learning Web site for the RN to BSN and Accelerated BSN programs (http://www.csusm.edu/el). For prospective students who are attending a California Community College, students are also encouraged to seek help from a Counselor at that community college.

The School of Nursing Advisors have their offices on the second floor in the Palomar-Health Building, (PPH) located at the corner of Craven Road and Twin Oaks Valley Road. The Extended Learning Nursing Advisors have their offices located in the Foundations Classroom Building (FCB). To contact the appropriate Nursing Advisors please use the following email addresses:

Traditional BSN and LVN to BSN Student Advisors:

   Gwen Hansen         ghansen@csusm.edu
   Nancy Kingsley      kingsley@csusm.edu

Accelerated BSN and RN to BSN Student Advisors:

   Donna San Miguel    dsanmigu@csusm.edu
   Natalie Fresca      n fresca@csusm.edu
   Trevor Walker       twalker@csusm.edu

Accelerated BSN and RN to BSN Temecula Student Advisor:

   Elizabeth Eriksen   e eriksen@csusm.edu

Ongoing Advisement

The Nursing Advisors are available on a year-round basis for advising assistance to current students.

State-Support School of Nursing Advising (Traditional BSN and LVN-BSN): Advising appointments must be scheduled online via the ‘Advising Scheduler’ (https://lynx.csusm.edu/web_scheduler_advising). Details on how to schedule an advising appointment for current students are provided in writing at the time each student attends a University Orientation. Drop-In advising is available to students for the first two weeks of each term (fall and
spring). Nursing Advisors are available to assist students with: Course selection and sequencing of courses; course equivalencies for courses completed elsewhere; any academic problems being encountered, and the evaluation of graduation requirements. The Nursing Advisors periodically provide updates, via email, about any changes in University policies or provide information which may be of interest to nursing students, such as volunteer opportunities, etc.

For the Accelerated BSN and RN to BSN programs: Please see above for contact information. Advising is provided at both the main campus in San Marcos and at the CSUSM Temecula campus.

Course Registration

Students register for courses each term via the ‘my.csusm.edu’ course registration system. This system is explained in full at the time each newly-admitted student attends a University Orientation Session. The University Class Schedule is viewable within each student’s Student Center (my.csusm.edu) prior to the start of the registration period for each term.

Adding/Dropping Courses

Students may add and drop course during the published add/drop period for each term. These dates are published for each academic term on the “Registration Calendar” via the following link on the University Web site: http://csusm.edu/dates. For the fall and spring semesters, the add/drop period extends through the first two weeks of the semester. The summer sessions have different add/drop period and students must check these dates prior on the University Web site prior to the start of the summer term.

During the Add/Drop period, students may drop a course without needing any signature via their Student Center in my.csusm.edu and without having a “W” appear on their record. To add a course for a non-NURS course, students must obtain a permission number, during the add/drop period, from the instructor. They can then add the course by typing in the permission number, via Add a Class in my.csusm.edu. For a more thorough explanation of the Add/Drop and withdrawal policies, please visit the Web site for the Office of Registration and Records (http://www.csusm.edu/enroll/index.html).

Students can add or drop a course after the Add/Drop period only by means of petition; however, the conditions for approval of such petitions are established by the University according to established policy. Students wanting to add or drop a course after the Add/Drop period need to consult with a Nursing Advisor. The currently-approved Petition for Course Withdrawal, for use after the end of the Add/Drop period, is always available on the School of Nursing Web site, under Current Students, as follows: (http://www.csusm.edu/nursing).

Proficiency in a Language Other Than English

All CSUSM students who are completing their first Bachelor’s degree are required to demonstrate proficiency in a language other than English. The University’s Language Learning Center Web site provides information of the ways that this requirement can be met (http://www.csusm.edu/loter). All first-degree undergraduate students must meet this requirement prior to graduating. For the Traditional BSN students, meeting this requirement prior to entry into the Traditional BSN program will provide students with supplemental admission criteria points. For specific deadlines for meeting this requirement, to earn points for the Traditional BSN applicants, please refer to the Nursing Web site.
Graduation Check Procedure

The Nursing Advisors (School of Nursing and Extended Learning) will complete Graduation Evaluations, via the student’s Academic Requirement Report (ARR), for all Nursing Students. ‘Advisor Notes’ will be posted on the ARR when evaluation is completed. Students must apply to graduate by the published graduation application deadlines (see link above for each semester’s Registration Calendar). Students apply for graduation via a submittal button within their Student Center (my.csusm.edu).

Grading Practices
Rationale

In order to standardize grading across courses, Faculty has adopted the following grading practices:

1. Definition of Terms
   1.1 Critical Behaviors
   Critical Behaviors are defined as those student behaviors (cognitive, attitudinal and psychomotor skills) that must be demonstrated in order to allow successful course completion.

   1.2 Higher-Order Behaviors
   Higher-Order Behaviors are those behaviors that demonstrate the presence of critical behaviors but go beyond this level of performance by reflecting more complex cognitive, attitudinal and psychomotor skills. In comparison to a behavior indicative only of knowledge input, the student manifesting higher-order behavior demonstrates the integration of various elements of content within the course or level.

   Knowledge – Learning the information
   Comprehension – Understanding the information
   Application – Using previously learned information in a new situation to solve problems that have single or best answers.
   Analysis – Examining specific parts of information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations
   Synthesis – Creatively or divergently applying prior knowledge and skill to produce something new or original

Academic Standards and Expectations

The School of Nursing faculty created these guidelines to specify and explain our shared standards and expectations that will be consistent throughout the nursing courses. These are intended to facilitate learning and help to guide your professional development.

1. Guidelines

Learning
Learning is a collaborative process between teachers and students with mutual responsibilities to fulfill.
In order to benefit fully from a course, students must set aside adequate time to complete all of the reading and assignments and to prepare for quizzes and exams. The University recommends that you allocate approximately 9 hours per week of out-of-class time for each 3-unit course.

Faculty set aside time each week to meet with students during office hours. If you wish to meet with your professor but are unable to attend scheduled office hours, contact your professor to schedule an alternative appointment. Because faculty have other courses and scheduled activities, you may also need to adjust your schedule in order to arrange a meeting. With advance notice, faculty will be better able to schedule meetings at a time convenient for both professor and student.

Faculty will respond to your emails and phone messages in a timely manner during work hours. Check your course syllabus for faculty’s preferred means of out-of-class communication. Most faculty include a phone number as well.

Nursing students must be self-directed learners to succeed. It is not possible for faculty to include every concept you need to know in the time allotted to class lecture. This is true of most disciplines; however, it is especially true of nursing since you will take a licensure exam soon after graduation. For example, in a two unit theory course with 30 hours of lecture, it is not possible for the instructor to discuss every concept you may need to know for licensure or the course’s exam. Lecture time is designed to give you the key concepts, define a direction for your study and clarify the more difficult or confusing concepts. Your use of your texts and supplemental materials (ATI books for example) outside of the classroom is essential to success in the nursing program.

**Preparation, Attendance, Participation**

Regular preparation, attendance, and participation are prerequisites to effective learning.

- Should you miss class, you remain responsible for learning course material presented during your absence. The faculty members believe that attendance in all nursing courses is conducive to the learning of each student. The learning that results from the interaction and sharing with other students is an important and integrative aspect of the learning process. For selected courses, group interaction is an integral part of the course. The participatory nature of nursing courses mandates careful preparation for class sessions. You should be prepared to contribute your ideas and ask relevant questions.

- Class lectures and discussions require that all students are respectful of their peers and faculty.
  - Cell phones, pagers, or other noise-producing electronics must be silenced and put away prior to class.
  - No lecture may be recorded on any electronic device (especially handheld devices such as smart phones and tablets) without the written consent of the professor (See Social Media Guideline Policy).
  - Questions, conversation, and other discussion should be respectful at all times.
  - Arriving late to class and/or leaving early reduce your ability to learn and disrupt the learning of your classmates.
  - Laptops are permissible in class, unless otherwise indicated by the instructor, as long as they are used exclusively for class related activities. Checking email, websites and doing other work reduces your ability to learn and distracts other students.
  - Disruptive behavior will not be tolerated, and disruptive students may be asked to leave the class.

- Participation in clinical skills labs is mandatory and requires 100% attendance. This includes all labs set in the community and campus settings.
  - All clinical hours must be completed. No day can be missed without making up the experience. If you are ill or have an emergency and must miss a clinical day, contact your instructor directly or via voice mail as soon as possible. Your instructor will discuss with you the options for the required make up activities. (Time in the simulation lab may be an option for up to 5% of the lost time.)
**Written and Group Work**

The faculty believes that the ability to communicate both orally and in written form is an essential component of the professional nursing role. There is an expectation that students will meet acceptable criteria, standards, and format in the preparation of all written/formal papers. All assignments must be your own work or, in the case of group assignments, the work of you and your partners and is to be professional in both content and format. Academic honesty is of the utmost importance as an ethical standard in the academic setting and honesty is an integral component in the Nurses’ Code of Ethics in professional nursing practice.

The faculty members assume work bearing a student's name is the product of that student's creative ability and writing skills. Documentation of sources with appropriate referencing is expected according to APA style. While the student in this program is self-directed, the faculty find participation in group work to be growth producing. The faculty members assume that there is an honor system by and between each student participant so that the product of the group is the result of the combined efforts of the group and demonstrates the work of those students only.

2. **Evaluation of Nursing Theory Courses**

In nursing theory courses, students are evaluated for comprehension of knowledge acquired, i.e., critical knowledge and higher-order cognitive skills

   a. The grading of theoretical comprehension may be accomplished by using percentage/letter grade system to arrive at a final grade and will be based on the grade earned on course examinations, individual/group presentations, case studies, and other course specific written assignments.
   b. Credit by Examination for theory courses will, when feasible, utilize the same system(s) as those used for students taking the course.
   c. Item analysis is done on all examinations. The results of the item analysis and examinations are available for student review upon individual or group request.

Students who are encountering difficulties in mastering theory content as demonstrated in course examinations or other classroom required assignments are highly encouraged to contact the faculty member to arrange for an appointment for the purpose of assisting the student to identify areas of difficulty and facilitate identification of resources to develop a plan for academic success.

3. **Evaluation of Nursing Laboratory Courses**

There are two areas in which the student is evaluated in nursing laboratory courses: Clinical application and theoretical-clinical synthesis.

3.1 Clinical Application:

Clinical application involves only the evaluation of critical behaviors. This evaluation verifies that the student has displayed all critical behaviors identified in the course. A grade of pass/fail is given.

Critical behaviors (those behaviors having emphasis on safety, professional growth and improvement that are specific to content in each course) are passing if the student is able to accomplish them competently. Evaluation is based upon observation of student performance, i.e., return demonstration in a clinical or comparable setting. Students may feel free to contact the instructor for clinical evaluation of critical behaviors whenever they feel competent enough to carry out these new skills. Evaluation may take place in simulated clinical surroundings, when
appropriate, as well as the clinical laboratory itself. Critical behaviors are evaluated by specific evaluation criteria that are made available to students at the beginning of the experience.

To keep a student informed of their performance, faculty will provide weekly feedback evaluation forms. These forms outline critical behaviors and grade the student’s weekly performance on a pass, marginal or fail rating. If a student is marginal for the same behavior for two consecutive weeks, this is the equivalent of a failing mark. A student who earns a failing mark or consistently earns marginal marks in the critical behavior categories will be required to devise a performance plan with the instructor. The performance plan outlines the deficient critical behaviors, the behavioral change(s) required to correct the behavior, the plan of action to help the student succeed in making those changes and method of evaluation.

Students are held accountable for all critical behaviors required in nursing courses prerequisite to a succeeding course. Students should be made aware of specific critical behaviors learned in previous nursing courses that are applicable to the present course. Failure to perform a critical behavior from a prior course that is necessary for a more advanced skill should be deemed unsatisfactory in that skill at that time. e.g., a student who fails to observe sterile technique (lower division level) while performing deep naso-tracheal suctioning (upper division level) is performing unsatisfactorily.

Math Clinical Competency Exam

Students are required to pass the math clinical competency exam in all clinical courses. Students are provided two attempts. If a student fails the second attempt then the student fails the clinical course.

3.2 Theoretical-Clinical Synthesis
The theoretical-clinical synthesis involves synthesizing and utilizing theory in both the assessment of patients and families and in the planning and implementing of nursing care. Various methodologies can be used for evaluation of this ability, e.g., assessment tools, teaching plans, independent projects, nursing care plans, case studies, tape recordings, tutorials, videotapes, case narratives, recording on agency records, role playing, and examinations. Letter grades are assigned to this evaluation component.

- Assignments
  - An Assignment is any assigned learning activity undertaken by the student to achieve course objectives, other than formal examination.
  - All assignments must be turned in by the due date and time to satisfy course requirements. Work turned in past the due date and time will lose a designated number of points for each day the work is late. The number of points and any exceptions to this policy are at the faculty member’s discretion.

4. Assessment Technologies Institute (ATI)

ATI is used by the CSUSM nursing program to assist students in preparing for the national licensure exam (NCLEX-RN) and to assist faculty in evaluating the school’s curriculum. ATI offers web-based exams in eight major content areas tested on the NCLEX-RN. Examples of content areas tested include fundamental nursing skills, pediatric nursing and mental health nursing. Students must register for the ATI program on-line. Throughout the curriculum you will take practice tests as directed by faculty. It is important to take the courses at
the time faculty assigns them. Taking them too soon may result in a low score as you may not have studied all the content for that test yet. Your scores on these practice tests are used to identify the strengths and weaknesses in your nursing knowledge and critical thinking. This will help you define the areas you need to spend extra time studying before taking the NCLEX-RN when you graduate. The ATI program is used by several schools of nursing throughout the CSU system. Students and faculty have been very pleased with the program and the opportunity it provides students to prepare for the NCLEX-RN with faculty guidance. ATI is designed for success throughout the program.

**ATI Comprehensive Predictor Policy for NURS 490:**

Effective summer 2012, students taking NURS 490 have 3 attempts to meet ATI benchmark for the comprehensive predictor (77.3%). If unsuccessful on 3rd attempt, the student will receive NC for the course. A student will be permitted to repeat NURS 490 only one additional time in the immediate subsequent semester regardless of past course failures. This course is an exception to the SON course failure policy (2 course failure limit) pending space availability.

**Grading Scales**

If the Faculty chooses the standard percentage letter grade system, the following scale should be used:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>71* – 79</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>60 – 70*</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>59 &amp; below</td>
</tr>
</tbody>
</table>

* Because on a +/- grading scale C- 70 to 70.9 is not considered passing, the bottom of the C scale is set at 71.

**Theory Courses – 71% Policy**

For all undergraduate theory courses, the student must earn an overall course average (based on the total points possible) of at least 71%. Additionally, a 71% average on all exams and quizzes (excluding Proctored ATI Assessment i.e. exams) is required to successfully pass the course separate from the total number of points earned in the course. When the total points achieved in the course merits a grade of C or higher, a grade of D will be assigned to students not meeting the 71% average on all exams and quizzes. For all coursework assigned Pass/No Pass, the student must achieve a passing grade. Exceptions to this policy include Leadership, Research, and Health Promotion courses. As per the School of Nursing policy, an average of 71% of total points possible applies to these courses.

**Minimum Passing Grades in Courses**

Students must earn a minimum of a “C” (2.0) grade in all required nursing natural and social science courses. Students who fail a required natural science course may repeat the course only once with the consent of the
instructor. Students may be able to repeat a science course more than once, but usually will not be considered for the nursing major.

Students who earn less than a C grade in any required nursing course must submit a justification statement for permission to repeat the course. The student must meet with the course faculty and write a petition that identifies a remediation plan and conditions to be placed upon the student repeating the course. This petition will be reviewed and approved by the SON Curriculum and Evaluation Committee. Repeating a course is always on a space available basis. If one repeats a nursing theory course only, the next clinical lab will be on a “space available basis.” This assures priority for students who are progressing as scheduled. Student who failed a nursing course may repeat that course only once. If the course failure occurs in one course where two nursing courses are taken within the same semester, the student may complete the second course. However, the student may not continue to the next course in sequence until the failed course is successfully completed. Students with two nursing course failures may not continue in the nursing program. Students may not enroll in 400-level nursing courses until they have completed all lower division nursing and 300-level nursing classes with a “C” grade or better.

SON Academic Standards and Expectations

Preparation, Attendance, Participation

Regular preparation, attendance, and participation are prerequisites to effective learning.

 Should you miss theory-based classes (even numbered courses), you remain responsible for learning course material presented during your absence. The faculty members believe that attendance in all nursing courses is conducive to the learning of each student. The learning that results from the interaction and sharing with other students is an important and integrative aspect of the learning process.

 The participatory nature of nursing courses mandates careful preparation for class sessions. You should be prepared to contribute your ideas and ask relevant questions. Many courses include participation as a class requirement and points are awarded according to participation.

 Class lectures and discussions require that all students are respectful of their peers and faculty.
   Cell phones, pagers, or other noise-producing electronics must be silenced and put away prior to class.
   No lecture may be recorded on any electronic device without the written consent of the professor.
   Questions, conversation, and other discussion should be respectful at all times.
   Arriving late to class and/or leaving early reduce your ability to learn and disrupt the learning of your classmates.
   Laptops are permissible in class, unless otherwise indicated by the instructor, as long as they are used exclusively for class related activities. Checking email, websites and doing other work reduces your ability to learn and distracts other students.
   Disruptive behavior will not be tolerated, and disruptive students may be asked to leave the class.

With all clinical lab experiences, you are expected to be professional and maintain confidentiality on all personal and sensitive information obtained in this course. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information and removing patient names from course papers/class assignments. To discuss patient information in a student forum, you may use initials or a name that is not the patients. Failure to protect the privacy of others may have serious repercussions and is a violation of the Health Information Protection and Privacy Act (HIPAA). There is more discussion on this subject in the handbook section entitled “Professional Standards in Clinical Practice”
Professional Standards in Clinical Practice

Professional standards are to be maintained. A student who demonstrates unprofessional behavior or behavior which indicates unsafe practice or improper classroom behavior (online and in person) may be denied progression or may be dismissed from the program. See Appendix A for the Code of Ethics for Nurses. Criteria are:

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

Personal/Professional Accountability
1. Consistently takes initiative in seeking faculty consultation and supervision.
2. Seeks assistance in aspects of patient assessment in which student lacks confidence or skills.
3. Communicates online and in person, in a manner which maintains and promotes professional relationships with co-workers, patients, staff faculty and adjunct educators.
4. Communicates important patient problems identified during the clinical experience to the appropriate persons accurately and without delay.
5. Performs all clinical assignments or informs the instructor of inability to do so in adequate time or with the required level of competence.
6. Recognizes and assumes responsibility for the consequences of own actions.
7. Demonstrates organizational skills and priority setting appropriate to the clinical setting.
8. Assumes responsibility for attempting to identify and organize data for problem-solving.
9. Exhibits decision-making and leadership skills appropriate for an independently functioning professional.
10. Demonstrates judgment appropriate for an independently functioning professional.
11. Demonstrates professional conduct at all times while performing clinical assignment (non-professional conduct includes use of abusive language, substance abuse — alcohol and drugs, and other behavior indicating loss of emotional control).
12. Demonstrates honesty at all times.
13. Reports to the agency prepared for assignment on time and dressed appropriately (hair and clothes clean and appropriate for the assignment).
14. Notifies appropriate persons of absences or when late in arriving for clinical experience.
16. Provides services with respect for human dignity and the uniqueness of the client, unrestricted by consideration of social or economic status, personal attributes, or the nature of the health problem.
17. Safeguards the client’s right to privacy by judiciously protecting information of a confidential nature.
18. Acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical or illegal practice of any person.
19. Students are not allowed to bring cell phones to the clinical sites due to hospital regulations.
20. Students are expected to bring to clinical the required School of Nursing Touch Handheld device and software as their clinical resource, unless prohibited by the facility.

The student is expected to meet all clinical assignments and to arrive on time. The instructor, who becomes aware of a student failing to meet one or more clinical objectives, will notify the student immediately.
CALIFORNIA STATE UNIVERSITY SAN MARCOS

CIVILITY DEFINITION

“Conducting oneself with care, respect, and empathy while acknowledging the culture and humanity of others.”

CIVILITY AND CSUSM COMMUNITY VALUES

- CSUSM strives to be a community demonstrating respect, for oneself, and for others
- Treatment of others with dignity, and behaviors which promote a physically and psychologically safe, secure, and supportive climate
- Enabling all community members to engage as full and active participants where the free flow of ideas are encouraged and affirmed

SPECIFIC REQUIREMENTS FOR NURSING COURSES

Use of APA Guidelines: Formal papers in nursing classes will be written, unless otherwise instructed, following the guidelines in the most current edition of the Publication Manual of the American Psychological Association. The book should be purchased and kept as a reference. Concise guidelines are also available through links on the CSUSM Library web site: http://lib2.csusm.edu/subject-guide/9-Nursing-Research-Guide?tab=40

Admission to Clinical Labs

Prior to the admission to the clinical laboratory experience the following items must be on file with the School of Nursing who will verify the currency and completeness of the record to the clinical agencies.

- Currently the CSU Chancellor’s Office provides General Liability and Professional Liability for students enrolled in a Health Profession Practicum. This coverage is referred to as SPLIP (Student Professional Liability Insurance Program) and is available on the CSU website for viewing. Proof of current health insurance

- Annual negative TB skin test and if positive, follow CDC guidelines for x-ray with completion of symptom free documentation

- Evidence of required immunity to tetanus/diphtheria/acellular pertussis by vaccination, evidence of required immunity through titers for: and mumps, measles, rubella, rubella varicella zoster, & hepatitis B. Proof of annual flu immunization or signed declination form with documentation from healthcare provider describing the allergy or medical condition which prevents a student from receiving the influenza vaccine. Immunizations and vaccinations are available for minimal fees at the Student Health Center or they may be completed through the student’s personal health care provider.

- Clinical lab experiences will be assigned each semester by the School of Nursing. Students are not permitted to switch or alternate assigned clinical placements. Only extenuating circumstances, or conflicting courses with assigned permission numbers for GE, can be petitioned to the Director of the School of Nursing for consideration of reassignment. Clinical Placement Policy (Appendix X) and
Special Consideration Policy (Appendix Y). The day(s) and time(s) of clinical lab experiences will vary and are subject to change or cancellation per the agency. Clinical hours may be scheduled by the agencies 24/7. The School of Nursing and its students and faculty are considered guests of the agency and will follow all policies and procedures as outlined in student’s orientation to each agency.

- Current CPR certification for the healthcare provider from American Heart Association BLS with AED must be on file with the SON at all times.

- All students must complete HIPAA training. This must be done prior to admission to the clinical setting. Information concerning access to the HIPAA module and other agency specific requirements will be provided during the first day of orientation.

- With all clinical lab experiences, you are expected to be professional and maintain confidentiality on all personal and sensitive information obtained in this course. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information and removing patient names from course papers/class assignments. To discuss patient information in a student forum, you may use initials or a name that is not the patients. Failure to protect the privacy of others may have serious repercussions and is a violation of the Health Information Protection and Privacy Act (HIPAA). There is more discussion on this subject in the handbook section entitled “Professional Standards in Clinical Practice”.

- All prospective nursing students must have a criminal background check and urine drug screen completed prior to entering the program. Positive findings will result in denial of entry into the program. Several agencies require an additional background /drug screen test be completed within their designated timeframe.

- Additional content on infection control and universal precautions, abuse reporting, and waste disposal may be required.

**Policy on Clinical Practice Absences**

All clinical hours must be completed. No day can be missed without making up the experience. If you are ill, pregnant, or have a family/personal emergency and must miss a clinical day, contact your instructor directly or via voice mail as soon as possible.

More than one clinical absence may result in course failure in some courses. If you are unable to complete the required number of clinical hours and/or experiences, you will be required to wait until space is available in the next offering of the class. This means you may have to wait one or more semesters to continue in the nursing program as successful completion of the current clinical courses is usually a pre-requisite for enrolling in the next semester’s clinical coursework. All changes or modifications in a student’s curriculum sequence and/or continuation in the SON will require approval by the faculty and Director.
Skills Testing Policy for “No-Pass” Score on Pass/No-Pass Clinical Skills Activities

Purpose: To clarify procedure for No-Pass (or Fail) score on all clinical skills activities graded as Pass/No-Pass (or Pass/Fail) examples include (but not limited to) skills competency testing.

1. Clinical skills competency tests are graded Pass/No-Pass. All No-Pass grades result in course failure unless the conditions listed below are met to remove the No Pass grade.
2. Clinical Instructors will skills test only one student at a time.
3. Students will perform the skill without prompting from the instructor.
4. All skills will be peer tested prior to skills testing.
5. If a student fails a skills test for the first time, a Student Skills Lab Performance Plan will be initiated. (See attached form) The student will re-mediate with Skills Lab personnel. The student must re-test within 5 school days. The student will be tested by a different faculty member or the Skills Lab personnel.
6. If a student fails a skills test for the second time, a Student Clinical Performance Plan will be initiated. The student will re-mediate with Skills Lab personnel. The student will re-test within 5 school days. The student will be tested by a different faculty member or the Skills Lab personnel.
7. If the student fails after the third attempt, the student fails the clinical portion of the course.
8. If there is more than one skill set for that semester the student must pass first set before testing on subsequent skills set(s).
9. Students may not perform a skill in clinical until successfully passing all skills competency tests in the campus skills lab. Students must pass all skills competency tests taught in the skills lab portion of the course prior to performing them with patients/clients in the clinical agency.
10. Re-scheduling of skills competency testing will be coordinated between the clinical instructor and skill lab personnel.
11. The student must pass all skills within allowed time and no later than the end of orientation to clinical site. This insures the student advances to the clinical setting with all required (new) skills for the semesters completed with a passing grade.
12. Students are expected to notify instructor prior to the beginning of skills testing if they are unable to complete the test due to illness or any other extenuating circumstance.
Other Clinical Course Requirements

Name Badges:

Students are required to obtain an Official School of Nursing Picture I.D. badge directly from the Library Media Center on the second floor of Kellogg Library or at the Temecula site. Please mention that you are a nursing student when you request this additional ID as School of Nursing Font is larger. This special nursing ID must be worn at all times in clinical agencies and other field assignments. No pins, stickers, or other decoration may be worn on the name tag.

Health Tote:

The Health Tote must be purchased from the bookstore as it contains skills lab equipment, supplies and assessment tools that will be used throughout the program. This is a one-time purchase and students are expected to bring and use these materials. Totes are not for resale and must be purchased “new” at the beginning of the nursing program.

Handheld Device Policy

Students are required to purchase software to be used for clinical resource data as assigned per cohort. Students may choose device platform. Students are responsible to read and determine from their clinical faculty individual facility polices for device use on their assigned hospital units and facility. Students are to use their devices in clinical units for data resourcing only. Students using devices for other functions may be sent home and immediately put on an action plan to promote responsible individual and professional behavior. Undergraduate chair to maintain the list of facility policies related to hand held devices; course coordinators and clinical faculty are responsible for checking with undergraduate chair regarding policies each semester. Course coordinators are responsible for notifying students in the class intro of facility tech policies and ensuring the policy is in the clinical syllabus. Clinical faculty are responsible for notifying students of facility tech policies on the first day of class verbally then in a Cougar Course announcement to their individual clinical group.

ATI books and resources purchase instructions are provided at the SON Orientation and students are expected to purchase their ATI materials prior to starting at the SON.

Nursing Skills Laboratory

The Skills Lab is located in the School of Nursing at -San Marcos and Temecula. In addition to its use for practice in several courses in the curriculum, the skills lab provides an opportunity for additional supervised practice for students who need extra time to master technical skills or wish to review procedures. Please inquire as to the open laboratory hours.

Simulation

Simulation at Cal State University San Marcos School of Nursing and at the Temecula site is embedded into all courses. Simulation typically runs once or twice per course and is an active learning tool that allows the student learner to function in an environment that is as close as possible to a real-life. Simulation also provides the student an opportunity to make mistakes without patient harm and an opportunity to improve psychomotor skills. Instructors do not use simulation for grading purposes or to judge the student’s performance. Simulation is utilized at CSUSM as an enriching learning tool for both students and faculty.
Student Dress Code

Uniforms/clinical wear: Students should dress in the approved School of Nursing uniform manufactured by approved vendor. These uniforms should be clean and appropriately wrinkle-free at all times. They should fit well (not too tight or too short) and reflect a professional appearance. Professional attire includes CSUSM School of Nursing Polo shirt, khaki, black or dark navy blue slacks with closed toed shoes are to be worn to the clinical area when doing patient workups (pre-lab). This attire is to be worn under the approved white lab coat. Name badges should be visible on outer lab coat and uniform at all times. **Sport and play clothes are not acceptable; this includes jeans, visible midriffs, Bermuda shorts, sleeveless dresses or tops, sweat shirts, leg warmers and T-shirts. No low necklines. No sagging pants will be permitted.** Appropriate undergarments of white or natural color, must be worn.

Footwear: Shoes should be white, clean, closed-toe and closed- heel, with non-skid soles and of non-porous material. Shoelaces must be white. **Clogs are not acceptable.** Heels are to be no greater than 1 inch in height.

Hair: Hair must be clean and neatly combed. **Any extreme style, cut, and/or color is not permitted.** Hair at shoulder length or below should be combed away from the face so that it will not fall forward over the face while performing normal nursing duties. Long hair must be tied back. Plain barrettes or combs are allowed. Neatly trimmed mustaches and beards are acceptable when the style is not extreme.

Make-up: Make-up should appear fresh and natural. **Excessive make-up is not acceptable.**

Nails: Nails should be kept clean and smooth. If polish is used, it should be colorless, natural finish. Nail polish should be unchipped and without adornment. Fingernail length should not exceed beyond the tip of the finger. **Acrylic or other types of artificial nails are not permitted.**

Perfume: Because of close contact with staff, patients, and visitors, the use of perfume and after-shave lotion is not permitted.

Sunglasses: Sunglasses are a block to interpersonal communication and should not be worn. Transition lenses or those with a transparent tint are acceptable.

Jewelry: Only one small ring, class ring, or wedding band/set is acceptable. A small ring is defined as the same size or smaller than a class ring. **Necklaces and neck chains may not be worn. Very large or long dangling earrings are not appropriate.** Watches and nursing school class pins may be worn.

Hygiene: Personal hygiene plays a major role in professional appearance. All students should pay particular attention to bathing regularly, ensuring absence of body and mouth odor and a neat and clean appearance. **Gum chewing is not allowed.**

Medical Exception: Any request for exception(s) to the appearance code for medical reasons must be signed by your personal physician or appropriate specialist. It is then given to the Director of the School of Nursing, and must be updated annually.
**Body Piercing/Body Art:** Students may have no more than one visible piercing in each ear and those must conform to the clinical agency’s dress code. No jewelry/hardware may be evident other than one small, stud earring per ear. Body art and tattoos must be covered at all times.

**Other Policies**

**Electronics:** Cell phone and pagers must be turned off while in class.

**Classroom Visitors:** Children and other uninvited guests are not permitted in the classroom at any time.

**Email Addresses:** Students must use their university email address for all email university communication.

**Policy for Substance Abuse &/or Emotional Illness:** CSUSM is a drug-free campus. This extends to the clinical facilities used for clinical placements. Faculty may remove from the clinical area any student who appears to be functioning inappropriately because of suspected substance abuse or mental illness impairing judgment. Dependent upon the degree and type of behavior, the faculty may refer the student to the University Student Health Center or the emergency department at the clinical setting. The faculty member may then notify the Director of the Nursing program and the Dean of Students.

Students who are found to be functioning in a clinical agency under the influence of drugs, alcohol, or other chemicals may be expelled, suspended, placed on probation, or given a lesser sanction for violating University policies or campus regulations. Furthermore, the abuse of drugs, alcoholic beverages or other chemicals can prevent one from receiving licensure as a registered nurse, or result in loss of licensure, in addition to criminal and civil censure. Students are required to have a negative urine drug screening and background check which includes a state, county, and federal screening prior to admission to the nursing program. This background check is accessed by the clinical agencies for approval for clinical placement. Furthermore, if an issue arises concerning a student’s drug screen that results in a student being allowed to continue with training, the CSUSM School of Nursing reserves the right to request random drug screening for that individual student.

In the case of emotional or mental impairment, the University offers Counseling and Psychological Services (CAPS) described below under support services.

Students may review the Board of Registered Nurse’s policy on impaired nursing students. This policy can be accessed on their website at [www.rn.ca.gov](http://www.rn.ca.gov). In summary, the policy states that the Board of Registered Nursing believes schools of nursing should offer impaired students assistance either directly or by referral. The Board also expects faculty to take immediate corrective action if a student’s conduct and performance in the clinical setting is potentially impaired. While the Board doesn’t endorse or recommend a particular course of therapy, it does “wish to inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed (or lose their license)-to practice in the State of California.” (Board of Registered Nursing Statement regarding students impaired by alcoholism, drug abuse and emotional illness).
Policies and Procedures for Student Complaints/Grievances

SON Grievance Procedure Policy

The University’s Grievance policy can be found in the CSUSM Catalog and at the following website: http://www.csusm.edu/policies/active/documents/student_grievance_policy.html. Students are expected to use informal channels to resolve grievances, beginning with a faculty-student meeting. If no resolution occurs the student is advised to meet with the course coordinator (unless the conflict is with the course coordinator). If no resolution occurs then the student is directed to meet with the Director of the School of Nursing and the concerned party. After all SON channels have been exhausted without successful resolution, the student will be directed to the Dean of Students who then directs the student to the appropriate committee for redress.

Informal SON Grievance Process:

A. Student meets with instructor(s) with whom student is in conflict
B. Student meeting with course coordinator
C. Students meets with SON Director
D. SON Director meets with instructor and student

Filing a Complaint

If an individual chooses to file a formal complaint he or she shall complete the university complaint form obtained from Human Resources and Equal Opportunity which:

1. States the applicable federal/state law/regulation or the term(s) of the California State University (CSU) system-wide policy, and, when applicable, the appropriate collective bargaining agreement provision that has been violated;

2. Contains a detailed description, including the date(s) and time(s) of the factual events giving rise to the complaint, including all identified witnesses and other evidence for consideration in connection with an investigation. The complainant shall include all issues and evidence known, or which could reasonably have been known, related to the complaint;

3. The name of an employee representative (representative of the appropriate collective bargaining unit) or another individual (not an attorney) who may serve as a representative at the complainant’s request to be present during interviews with the complainant; and,

4. The name and classification of the complainant, his/her signature, and date of the complaint submission.

The completed complaint form shall be submitted to Academic Resources, Student Development Services and Dean of Students, or to Human Resources and Equal Opportunity. The office receiving the complaint shall immediately, but no later than five (5) working days from receipt, forward it to the Human Resources Official Policy and Procedures for Student Grievances

The official policy for student grievances can be found in on the University website is linked above. The Student Grievance Committee shall hear and seek redress of student grievances, other than a grade appeal, concerning members of the faculty, administration, or staff, and shall recommend corrective action/s.
II. MEMBERSHIP

The voting members of the Student Grievance Committee shall be (alternate members only vote if they are in a membership position):

1. Three students named by the Associated Students, Inc. Undergraduate students serving on this committee shall be a student in good standing. Graduate students shall have been admitted to an authorized advanced degree or credential program.
2. Three full-time tenure line faculty members named by the Academic Senate.
3. One full-time staff member from the Division of Academic and Student Affairs named by the President.
4. A committee chair will be selected from among the faculty members on the committee.
5. Alternates will include the following individuals:
   a. Two alternate students named by the Associated Students, Inc. Undergraduate students serving on this committee shall be a student in good standing. Graduate students shall have been admitted to an authorized advanced degree or credential program.
   b. Two alternate faculty named by the Academic Senate.
   c. One alternate full-time staff member from the Division of Academic and Student Affairs named by the President.

The voting members of the Student Grievance Committee shall be (alternate members only vote if they are in a membership position):

Three students named by the Associated Students, Inc. Undergraduate students serving on this committee shall be a student in good standing. Graduate students shall have been admitted to an authorized advanced degree or credential program.

III. COMMITTEE STRUCTURE AND RESPONSIBILITY

Four voting members shall constitute a quorum. Decisions shall be reached by a majority of those present and voting, except where otherwise indicated (see Section IV – Judgment, #3). Each student member shall be appointed for two years on staggered terms. Non-student members shall be appointed for three years on staggered terms. No member shall serve more than two terms consecutively. A Chair (who cannot be a student) shall be appointed for two years by the President of the University. A Vice Chair shall be selected from among the committee members. No member shall serve as Chair more than two consecutive terms.

A. The Chair shall be the Committee's administrative officer whose duties shall include the following:
   a. Arranging for appropriate times and places for meetings and hearings, informing members of the times and places of meetings and hearings, informing in writing all interested parties of the times and places of meetings or hearings that they are requested to attend and supplying them with a statement of alleged grievances, and informing all other interested parties that a grievance is pending and of the final disposition of the grievance. Securing and distributing written material appropriate for its consideration.
   b. Maintaining records and informing in writing the immediate supervisor, department chair, or college dean of the Committee's recommendations.

B. Responsibilities of Committee Members
   1. Should any member of the Committee be unable to complete an appointed term, a replacement shall be appointed to fill the balance of the term by the original appointing officer or agency. Resignations shall be submitted in writing to the Chair of the Committee.
2. The Chair shall inform in writing the appropriate officer or agency of the vacancy and shall request the prompt appointment of a replacement. Should a Committee member be unable to hear a case, an alternate shall be appointed for the course of the grievance. If a member of the Committee is granted an official leave for less time than remaining in a term, or if because of illness or other reasons a member is judged unwilling or unable to participate in the work of the Committee, the Chair shall inform the administrator or agency of the appointee and shall request the prompt appointment of a temporary replacement.

3. When the services of a temporary appointee are no longer required, the Chair shall promptly inform the temporary appointee and the appointing administrator or agency.

4. Should the Committee be involved in a specific case when an absent member returns, the replacement member shall continue as a member of the committee in all sessions dealing with that specific case until it is concluded. The returning member shall resume membership on the Committee for subsequent cases.

5. When a member of the Committee has more than three consecutive absences, the Committee may vote to remove that member and may request a replacement from the appointing administrator or agency.

6. A member of the Committee may be reappointed upon the expiration of term if duly recommended by the designated persons, but the member may be appointed for a third term only after a break in service of not less than two years.

7. If the Committee is involved in a case when a member's term expires, the member shall continue on the Committee only in its consideration of the case. A newly appointed member shall not be considered a member of the Committee for a prior continuing case. The new Committee member shall, however, serve for all other matters.

8. A member of the Committee may choose to resign from the Committee, in which event a replacement for the balance of the term shall be appointed by the original appointing officer or agency.

9. A member of the Committee may choose to be disqualified from consideration of any case for which there may be a conflict of interest, in which event a replacement shall be appointed by the Chair of the Committee from the list of alternates of the member's constituency.

10. If a member is a principal in a preliminary investigation or hearing by the Committee, the member shall be excluded from considering that case and an alternate appointed.

11. Upon the conclusion of a hearing in which a Committee member was a principal, the Committee shall determine the member's fitness to continue on the Committee. The decision shall be conveyed by the Chair to the appointing officer or agency, either informing of the continuation of membership or requesting a replacement.

12. Either party to a hearing may request of the Chair that a Committee member(s) be excluded from considering the case. The request shall be for cause and shall be brought to the Chair's attention as the first item in the hearing. If a member is disqualified by the Chair from consideration, a replacement shall be appointed by the Chair from the list of alternates of the member's constituency.

IV. STEPS FOR SEEKING REDRESS

Steps toward redress should begin with the Dean of Students who will then direct the student to the appropriate committee for redress. If the matter is one that pertains to the Student Grievance Committee, all attempts should be made to resolve the matter at the lowest level possible. If a satisfactory solution is not reached, the grievance should then be taken to the Student Grievance Committee for hearing and appropriate action.

A. Informal Discussion
   a. Informal discussion between persons directly involved in a grievance shall be essential in the early stages of the dispute and should be encouraged at all stages. An equitable solution to a problem should be sought before the persons directly involved in the case have assumed official or public positions that might polarize the dispute and render a solution more difficult. Neither persons directly involved in a case nor any other persons shall use the informal discussion, the
filing of a grievance, or the character of the informal discussions to strengthen the case for or against persons directly involved in the dispute or for a purpose other than to resolve the grievance.

b. A grievance can be brought as a result of an unauthorized or unjustified act or decision by a member of the faculty or staff or an administrative officer, which in any way adversely affects the status, rights or privileges of a student. The student should consult with the counseling staff, the Dean of Students, the appropriate College Dean, or the Dean of Graduate Studies to evaluate the situation and to determine which of the following steps might best apply:
   i. The student should bring the complaint to the attention of one or more of the proper college committees where such grievance provision exists or to the chair, dean, administrator, or staff supervisor; or
   ii. The student should bring a complaint against an administrator or staff member to that person’s supervisor.

c. When informal recourse fails, the student may file in writing to the Committee an appeal accompanied by available documentary evidence. The documentation will include
   i. what alleged transgression transpired,
   ii. when the transgression took place,
   iii. what redress the student is seeking. Simultaneously a copy of the complaint shall be given to the respondent.

B. Procedures for the Formal Hearing

a. A student grievance must be filed with the Committee no later than the last day of the semester (excluding summer session) after the semester during which the student was allegedly aggrieved.

b. The Committee shall establish and publish its own procedures in accordance with provisions for academic due process and in accordance with the stipulations below. Present at these meetings shall be only Committee members, parties to the action and their representatives, and testifying witnesses. The burden of proof rests with the complainant.

c. The Committee, before sitting as a whole to arrive at judgment, shall arrange for an expeditious and comprehensive investigation of the matter. From written statements presented by the complainant and from preliminary discussions with the aggrieved it shall decide whether there are sufficient grounds to hear a case and whether it will accept written statements in lieu of personal appearances by witnesses. The committee shall review and consider documentary records of department, or college grievance organizations relating to the case. If the Committee closes the case, having decided that there are not sufficient grounds for a hearing, it shall notify in writing the complainant and respondent as to the reasons for its actions.

d. If the Committee determines that the case merits further consideration, the parties involved
   i. shall be informed in writing,
   ii. shall be consulted as to the possibility of correcting the situation, and (c) if a hearing is still required, shall be advised in writing of the scheduled time, place, and alleged grievance.

e. At the hearing the complainant, persons directly involved, and witnesses may testify and be questioned by the opposite party and Committee members. Written evidence presented by either party may be subject to refutation and consideration by the opposite party and Committee members. Only evidence presented in the hearings shall be considered in the final judgment.

f. Proceedings shall be conducted in accordance with the American Association of University Professors’ Joint Statement on Rights and Freedoms of Students (1967).
C. Confidentiality

a. To protect all parties involved, all participants shall maintain confidentiality to the maximum extent possible at every level of the grievance process. A breach of confidentiality is a breach of ethics and/or code of conduct and The Family and Educational Right to Privacy Act (FERPA).

b. No member of the committee shall discuss personal and/or pertinent information relating to a specific grievance with any persons who are non-committee members except at the request of the committee or as part of the hearing processes defined in this document. This shall not preclude notification of proper authorities by the Student Grievance Committee in the event that the committee perceives the safety of any person or property to be in jeopardy.

c. No member of the committee shall discuss personal and/or pertinent information relating to a specific grievance with any of the principals throughout the course of the investigation and following the recommendation of the committee except at the request of the committee or at a hearing.

d. Communication Guidelines: All written documentation and recommendations relating to individual grievances shall be marked and handled "confidential," and is only available to those directly involved in the grievance (interested parties). All documents relative to an individual grievance shall be appropriately maintained for three years in locked file drawers located in the Academic Senate Office and shredded at that time. No members of the committee will discuss the facts of any grievance through electronic mail.

D. Judgment

1. Committee members shall arrive at a judgment and or recommendations in consultation among themselves. Only those entitled to vote on the case, their alternates, the chair, and a clerk secretary shall be present during consultation and voting. Only members of the Committee who have heard all testimony during the hearing relating to the alleged grievance shall vote on the case.

2. The Committee shall transmit its recommendation in each case to a person or agency whom the Committee judges appropriate to effect the decision regarding the grievance. A copy of recommendations shall be forwarded to the President and to other appropriate parties. If the person or agency involved decides not to carry out the recommendation of the Committee, that decision shall be submitted promptly to the Committee. If within a reasonable time remedial action has not been taken, the Student Grievance Committee may request the President or the appropriate administrator to expedite resolution of the situation.

3. When in the opinion of the Committee disciplinary action may be appropriate, the Committee may recommend further action to the President.

4. The decisions reached by this Committee shall take precedence over decisions reached by student grievance committees within departments, schools, or colleges.

5. If redress requires a policy change or if a policy change appears advisable or necessary, the Committee shall refer its recommendations to the Senate Executive Committee or to the President as appropriate.

6. Should any person, whether or not directly involved in a complaint, allegedly suffer some disadvantage, discrimination, or reprisal as the result of a complaint, testimony, or statement in connection with Committee action, the Student Grievance Committee shall, upon request or upon its own motion, exercise original jurisdiction and take the necessary steps to verify the facts and remedy the injustice.
Organization of the School of Nursing

The organizational structure of the School of Nursing is discussed below. The Nursing School's standing committees include Curriculum/Evaluation and Student Affairs Committees and the faculty meets once a month. School committees function as fact-finding, advisory, and coordinating bodies consistent with university and college policies. The Director appoints faculty members to the Committees.

The Undergraduate Curriculum and Evaluation Committee provides the structure for the governance of the School of Nursing. The faculty members review and revise school academic policies, develop and revise curriculum, develop and approve policies relative to grading and evaluation of student clinical performance. Students who attend these committee meetings are not voting members, but are valued for their ability to articulate the views of the student body and to enhance two-way communication between the faculty and students. Student representation may include a student and alternate for each program (TBSN, ABSN, RN-BSN, MSN). Elections will be held each academic year.

The Student Affairs Committee is responsible for coordination of student group functions and activities, maintaining channels of communication between faculty and students, coordination of student recruitment activities, coordination of scholarships and awards, the Director appoints faculty members to the Committee. Student representation will include a student and alternate for each program (TBSN, ABSN, RN-BSN, MSN). Elections will be held each Fall Semester and the term will be for one year.

Ad Hoc Committees: Faculty and students are also needed to be available to serve on grievance committees and other ad hoc committees at the School, College and University levels as the need may arise.

Election for Student Representation on SON School Committees

Students must be registered for a minimum of four units during their term on the committee and be in good scholastic standing prior to and during their term on the committee. Student representation will be on the Curriculum and Evaluation Committee and the Student Affairs Committee.

a. Students from each of the Baccalaureate program options (TBSN, LVN-BSN, RN-BSN, and ABSN) are represented on these committees. The ABSN program will have a representative from Temecula and one from San Marcos.

b. The CEC and SAC in conjunction with the Student Nurses Association conducts an election among the student body every fall. There will be one representative per program option. The ABSN program will have a representative from Temecula and one from San Marcos.

c. Students must be in good academic standing prior to and during membership on the committee.

d. Student members have voting privileges except when individual student petitions are presented. Student's members are excused from these discussions.

STUDENT ACTIVITIES AND RESOURCES

STTI, International Nursing Honor Society

Phi Theta is the CSUSM chapter of Sigma Theta Tau International (STTI) which was established at CSUSM SON in April 2011. Its purposes are to: 1) recognize superior achievement, 2) recognize the development of
leadership qualities, 3) foster high professional standards, 4) encourage creative work, and 5) strengthen commitment to the ideal and purposes of the profession. STTI officers may be students, alumni and/or community members. Several academic events will be held each year (for continuing education credits); all students are encouraged to participate in these events.

STTI has over 120,000 active members and is the second largest nursing organization in the world. Members are active in more than 90 countries and territories, and the 423 chapters are located on 523 college and university campuses in the US and countries including Canada, Hong Kong, Pakistan, South Korea, Australia, The Netherlands, and Brazil. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing. Sixty percent of members hold Master’s and/or Doctoral degrees. More than 60 percent are clinicians, 23 percent are administrators or supervisors and 17 percent are educators or researchers. The overall vision of STTI is to create a global community of nurses who lead in using scholarship, knowledge and technology to improve the health of the world’s people. To learn more about STTI, consult the website at: http://www.nursingsociety.org/

Student Nurses Association SNA/NSNA

National Student Nurses Association

With a membership of approximately 50,000 nationwide, the National Student Nurses' Association mentors the professional development of future nurses and facilitates their entrance into the profession by providing educational resources, leadership opportunities, and career guidance. NSNA members have an opportunity to maximize their leadership potential and thus enhance their career development. Self governance opportunities are available at the school, state and national levels.

The mission of NSNA is to:

- Bring together and mentor students preparing for initial licensure as registered nurses.
- Convey the standards and ethics of the nursing profession.
- Promote development of the skills that students will need as responsible and accountable members of the nursing profession.
- Advocate for high quality, evidence based, affordable and accessible health care.
- Advocate for and contribute to advances in nursing education.
- Develop nursing students who are prepared to lead the profession in the future.

Top ten reasons to join:

- To Have A Voice
- Passion for the Profession
- Leadership Opportunities
- Broadening Knowledge
- Career Building
- The NSNA Convention
- Benefits
- Access to Professional Role Models
- Community Outreach
- Share the experience
Please see SNA bulletin board and Web site, as linked within our School of Nursing Web site, for list of current SNA members and additional contact information
APPENDIX A

The Code of Ethics for Nurses

On June 30, 2001, the House of Delegates of the American Nurses' Association adopted a new Code of Ethics. The provisions as follow are for immediate use in teaching and practice. Refer to American Nurses Association Code of Ethics mentioned earlier for additional information on these standards.

Provisions:

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

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

3. The nurse promotes, advocates for and strives to protect the health, safety and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

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

6. The nurse participates in establishing, maintaining and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice and for shaping social policy.
APPENDIX B

Nursing Program Curriculum Sequence

Links for Curriculum Sequences:

Nursing sequences:  http://www.csusm.edu/nursing/current/cohortstudents/sequences.html
APPENDIX C
CSUSM-School of Nursing

Space Available Policy

1. This policy applies to the following students:
   - Students who have received an unsatisfactory grade in a nursing course: unsatisfactory grades include all grades of C minus or below (71% or below), or “withdraw” with unsatisfactory grades.
   - Students who have withdrawn from a course with a passing grade and are attempting to re-enter.
   - Students who are on a University approved or unapproved leave of absence.
   - Nurses prepared in a country outside the U.S. who has received a letter from the California Board of Registered nursing, indicating that Psychiatric mental health nursing theory and clinical courses need to be completed.
     (Please note: this is the only course we offer for this category).

2. Deadline for submission of all space available petitions for all undergraduate programs is the first day of the previous semester (Example: first day of previous fall semester if petitioning for reentry for the following spring semester).

3. The Student Advising Coordinators for the School of Nursing/Extended Learning will pass on copies of any Space Available petitions received to the Undergraduate or Graduate Coordinator and to the Chair of the SoN Curriculum Committee. The Space Available subcommittee will meet and assign students to any available space(s) based on the following order of priorities:
   a. Students on a approved University Leave of Absence.
   b. Students who have received an approved University withdrawal petition and successfully passed prior term nursing courses with grades of C or better.
   c. Students who waited out a semester due to lack of space in a course and had received prior approval for their space available petition.
   d. Students who have applied to return to a specific course due to a non-passing grade in the course.

4. In addition to the above priorities, the Committee will take into account the student's previous course performance, the reason for their request and the content of their Space Available petition.

5. All students who are entering space available will be required to take a 2 unit refresher clinical course for a minimum of 90 hours.

6. Course Coordinators will be informed by Undergraduate Coordinator, should students be granted approval of a Space Available petition of the theory course and placement in refresher clinical course.
7. Once a decision is reached, the appropriate SoN/Extended Learning Advising Coordinator will contact those students regarding the status of their space available petition. Petitioners will not be able to register in any nursing courses until notified of the Committee’s decision.

8. **IMPORTANT**: Students must have current CPR, malpractice insurance and updated background check on file with SoN, including immunizations to be readmitted and attend clinical.
APPENDIX D

CSUSM-School of Nursing
Policy for Clinical Assignments

Policy for Clinical Assignments

All student clinical placement assignments will be made by a clinical placement team. The process for assigning clinical placements will be randomized upon entry into the nursing program. Students will be kept in the same clinical group, if possible, for the duration of the program. Sometimes clinical groups are made up of eight students based on the clinical rotation and/or what the site approves. At other sites, eleven students are approved. Each clinical rotation may vary as to the size of the group. Therefore, the clinical groups may not remain the same from one semester to the next. The clinical placement team does not take into account the city in which a student lives when determining clinical groups.

The clinical assignment will be emailed to each student in advance of the semester start and will include the date, time and location of the clinical placement. All students are expected to be able to organize their personal life, commitments and travel arrangements to meet the requirements of their clinical assignment. If a clinical agency cancels the placement after assignments are made, the Clinical Placement Coordinator will find an alternate site and the administrative staff for students will email students the new site.

Additional clarifications:
- Temecula cohorts will stay with clinical assignments reserved for Temecula students.
- San Marcos cohorts will stay with clinical assignments reserved for San Marcos students.
- Students will be assigned to a variety of faculty over the course of the program so that evaluation of both academics and clinical performance is rated by several instructors.

Qualifying Special Considerations and Process

The following three ‘categories’ are the only permissible reasons to be considered for special consideration regarding clinical assignments in a particular term.

1. Medical Reasons

2. University Athletes, students in ROTC, or students serving on a University Committee

3. Students with reserved seats in BIOL 323, PHIL 345 or other required upper division course, according to the approved Curriculum Sequence. Students in this category do not need to submit a formal request for Special Consideration. The Nursing Advisors will submit a list of such students to the Clinical Placement team.

If you are requesting special consideration due to either of the top two categories listed above (medical or athlete/ROTC/Committee) a completed “SON Request for Special Consideration” form must be submitted prior to the clinical assignments each term, along with supporting documentation. The form is available on Undergraduate Student Central. Forms and supporting documentation should be submitted to the School of Nursing at schoolofnursing@csusm.edu. The form must be completed each term, within the first week that the University Class Schedule is posted online. (The University sends out an email to all students once the class schedule is posted and viewable online.) A new form and documentation must be submitted for each term for which special consideration is requested.
1. If students have a medical reason for not being assigned a certain clinical placement, they must provide the School of Nursing with documentation of the health issue described in a letter and signed by their health care provider. The letter must be written on agency letterhead and must specifically state what restrictions are necessary in terms of locations/days, times, which are specifically due to the medical condition(s). If applicable, please be aware that you may be submitting such documentation before knowing the actual clinical placement options.

The Nursing program is stressful for all students. Stress is not a reason for special consideration unless it is debilitating and can be specifically demonstrated by your health care provider as being restrictive in terms of your clinical placement(s). Students are reminded to see a health care provider that has the best knowledge of their health issue (example: primary care physician). If students choose to go to the CSUSM Student Healthcare Center, the health care providers seeing them will be unable to write a letter if the student has not been seen on an ongoing basis (student health services) in the past for the health issue they claim causes hardship for them.

2. If students are university athletes, enrolled in ROTC, or on a campus sponsored student committee they must provide that information and a schedule of the days/times they are required to attend athletics, ROTC or committee meetings. Please submit proof of your athletic practice times/competition schedule, ROTC schedule, or campus committee schedule. The advisors will verify your status as a University athlete, member of ROTC or a university committee.

Clinical Assignment Process

For new students applying to CSUSM nursing programs, the advisors will send the clinical assignment policy with the letter of acceptance to potential students. Students admitted to the program will sign an agreement to the clinical assignments policy prior to beginning the nursing program.

- If any subsequent changes are made to the policy, students will receive an email eight weeks prior to the beginning of the term that any new revisions would go into effect.
- Students wanting to request Special Consideration, regarding their clinical placement(s) in a particular term, must complete a “School of Nursing Request for Special Consideration” form, regarding clinical placement. The completed form and documentation must be submitted to the School of Nursing at schoolofnursing@csusm.edu during the first week that the University Class Schedule is posted online. (The University sends out an email to all students once the class schedule is posted and viewable online.) A new form and documentation must be submitted for each term for which special consideration is requested.
- Completed forms will go into the Director’s mailbox for approval/disapproval and signature.
- The administrative staff for students will scan and send the signed forms back to the students with the Director’s approval or disapproval of the special consideration.
- The clinical placement team will meet and make assignments (based on the approved placements received from the clinical agencies) at least six weeks prior to the beginning of the semester. Student rosters, class schedules, approved special considerations, and a list of students needing required non-nursing courses (PHIL 345, BIOL 323 or other required course per curriculum sequence) will be provided for the meeting.
• With approval from the Director, clinical assignments will be sent to students via email by the administrative staff for students.

• Consortium forms will be completed by the administrative staff and sent to the clinical agencies at least one month prior to the start of the new term.

• After completion of each semester, the Coordinators of the Undergraduate Programs will email faculty for names of failed students. The students will be pulled from the clinical assignments lists. Students who have been approved and prioritized (by the School of Nursing Curriculum and Evaluation Committee) to return to the program on a space available basis will be assigned to the open clinical assignments.

• New consortium forms will be completed by the administrative staff and sent to the clinical agencies and permission numbers placed into PeopleSoft.

*********************************************************************************************

I have read the Clinical Placement and Special Consideration Policy and understand the definitions, guidelines, and process associated with my clinical placements. I also understand, agree, and accept that my placements may geographically range from Riverside County to South San Diego County based upon where the Hospitals and Clinical Agencies approve such clinical placements.

_____________________________  _______________________
Print Name  Signature

_____________________________
Date

Please return this signed form to the School of Nursing Office for inclusion in your Academic Advising File.
APPENDIX E
CSUSM-School of Nursing

Request for Special Consider for Clinical Assignment
For Medical Reasons, Athletes, ROTC, or Student Committee Member

Your Nursing Program and Cohort: _______________________________ Campus: ________________

Name: ______________________________ Student ID Number: __________________________

Requesting Special Consideration for Which Term? ________________ Today’s Date: ____________

Your Contact Information: Phone __________________ CSUSM Email: ______________________

Attach at typed statement, or use the space below, explaining your reasons for requesting special consideration. Be sure to also include your limitations in terms of days/times/locations and why. You will be requesting Special Consideration before you will know the actual clinical course locations, times and days. Please submit the form to schoolofnursing@csusm.edu.

ATTACH DOCUMENTATION. Your petition will not be considered without documentation.

Approved: ☐ Denied: ☐

________________________________________
Denise Boren, Director
School of Nursing

________________________________________
Date
APPENDIX F
CSUSM-School of Nursing
Welcome Letter to San Marcos BSN Cohorts

(Policy regarding Clinical Placements and Requests for Special Consideration)

To: ABSN/BSN (San Marcos Cohorts)

From: Dr. Denise Boren, Director, School of Nursing

Re: Clinical Placement Policies and Requests for Special Consideration

Dear San Marcos Cohort:

Congratulations on behalf of the School of Nursing on your acceptance to our program.

The letter is to notify you of the locations where you may be placed for your clinical rotations as well as provide you with information related to our Request for Special Consideration policy. We ask that you sign off on the bottom of this document as acknowledgment that you are aware of these policies and are in agreement with them.

Each semester students will complete clinical rotations at various hospitals and clinical agencies that we have Affiliation Agreements with. For students enrolled at the San Marcos campus, examples of potential primary clinical placement locations in the San Diego County area include but are not limited to San Diego Naval Medical Center, Sharp Grossmont, UC San Diego Health System, and Palomar Pomerado Health. In addition, there may be occasions when clinical placement assignments are in the Riverside County area. Examples of these placement locations in the Riverside County area include but are not limited to Hemet Valley Medical Center & Inland Valley Medical Center.

All clinical placement assignments are based upon what the hospitals/clinical agency sites have approved for our students including unit, day and shift. There will be instances when the hospitals/agency sites will cancel or change our clinical days/times based upon the hospitals/health agencies internal needs. These cancellations or changes may occur with very little notice to the School of Nursing and subsequently nursing students.

Students are randomly assigned to their clinical placements by the clinical placement committee whose aim is to provide students with their clinical schedule in advance of the semester start. Part of the clinical placement process includes sending out the SoN Request for Special Consideration Form and Policy several weeks in advance of placement assignments to students. Both the Request for Special Consideration form and the policy have been provided to you. Other clinical placement information from the Student Handbook may be found at http://www.csusm.edu/nursing/current/cohortstudents/handbooks.html.

The School of Nursing faculty and students are considered “guests” and, as such, are expected to understand and demonstrate professional behavior and attitudes at all times. This includes professional dress during pre-lab days, maintaining HIPPA laws, and professional communication with any member of the health care team.

PLEASE CAREFULLY READ THE POLICY and review the request form. All Special Requests for Consideration must be approved by our Director, Dr. Denise Boren. She will review and after consideration may approve or deny a request. You will be notified by email with a copy of the request form attached.
The special consideration form must be submitted via email by the required deadline to the School of Nursing at schoolofnursing@csusm.edu.

All of us in the School of Nursing look forward to seeing and meeting you.

Sincerely,

Denise Boren, PhD, RN
Director
School of Nursing

I acknowledge that I have read this letter and understand: that all clinical assignments are based upon what the hospitals’/clinical agency sites have approved for our students including unit, day and shift. There will be instances when the hospitals/agency sites will cancel or change our clinical days/times based upon the hospitals/health agencies internal needs. These cancellations or changes may occur with very little notice to the School of Nursing and subsequently nursing students.

________________________________________________________________________  _______________________________________________________________________
Student’s Printed Name                      Date

________________________________________________________________________
Student’s Signature
APPENDIX G  
CSUSM-School of Nursing  
Welcome Letter to Temecula ABSN Cohorts  
(Policy regarding Clinical Placements and Requests for Special Consideration)

To: ABSN Temecula Cohorts  
From: Dr. Denise Boren, Director, School of Nursing  
Re: Clinical Placement Policies and Requests for Special Consideration

Dear ABSN Temecula Cohorts:

Congratulations on behalf of the School of Nursing on your acceptance to our program.

The letter is to notify you of the locations where you may be placed for your clinical rotations as well as provide you with information related to our Request for Special Consideration policy. We ask that you sign off on the bottom of this document as acknowledgment that you are aware of these policies and are in agreement with them.

Each semester students will complete clinical rotations at various hospitals and clinical agencies that we have Affiliation Agreements with. For students enrolled at the Temecula site, examples of potential primary clinical placement locations in the Riverside County area include but are not limited to Kaiser Riverside Medical Center, Hemet Valley Medical Center & Inland Valley Medical Centers. In addition, there may be occasions when clinical placement assignments are in the San Diego County area. Examples of these placement locations in the San Diego County area include but are not limited to Naval Medical Center, San Diego, Sharp Grossmont, UC San Diego Health System, and Palomar Pomerado Health.

All clinical assignments are based upon what the hospitals’/clinical agency sites have approved for our students including unit, day and shift. There will be instances when the hospitals/agency sites will cancel or change our clinical days/times based upon the hospitals/health agencies internal needs. These cancellations or changes may occur with very little notice to the School of Nursing and subsequently nursing students.

Students are randomly assigned to their clinical placements by the clinical placement committee whose aim is to provide students with their clinical schedule in advance of the semester start. Part of the clinical placement process includes sending out the SoN Request for Special Consideration Form and Policy several weeks in advance of placement assignments to students. Both the Request for Special Consideration form and the policy have been provided to you. Other clinical placement information from the Student Handbook may be found at http://www.csusm.edu/nursing/current/cohortstudents/handbooks.html.

The School of Nursing faculty and students are considered “guests” and, as such, are expected to understand and demonstrate professional behavior and attitudes at all times. This includes professional dress during pre-lab days, maintaining HIPPA laws, and professional communication with any member of the health care team.
PLEASE CAREFULLY READ THE POLICY and review the request form. All Special Requests for Consideration must be approved by our Director, Dr. Denise Boren. She will review and after consideration may approve or deny a request. You will be notified by email with a copy of the request form attached.

The special consideration form must be submitted via email by required deadline to the School of Nursing at schoolofnursing@csusm.edu.

All of us in the School of Nursing look forward to seeing and meeting you.

Sincerely,

Denise Boren, PhD, RN
Director
School of Nursing

I acknowledge that I have read this letter and understand: that all clinical assignments are based upon what the hospitals’/clinical agency sites have approved for our students including unit, day and shift. There will be instances when the hospitals/agency sites will cancel or change our clinical days/times based upon the hospitals/health agencies internal needs. These cancellations or changes may occur with very little notice to the School of Nursing and subsequently nursing students.

____________________________________________                                           ______________________________
Student’s Printed Name                                           Date

____________________________________________
Student’s Signature


APPENDIX H
CSUSM-School of Nursing
Social Media Policy

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

The CSUSM School of Nursing (SON) Social Media Network Guidelines and Policy provides guidelines for the use of social networking by nursing students. Prior to engaging in social network communication, students must remind themselves that they represent the university, school of nursing, and nursing profession.

**Be respectful of peers, faculty and the institution:** Posting derogatory or demeaning comments about classmates, instructors, staff, school of nursing, or the university is unacceptable. A social forum is not the appropriate place to vent, criticize, or conspire against the institution, its’ faculty members, or those who attend. The propagation of rumors or inaccurate, misleading information reflects poor intra-community behavior and creates the perception of negativity and recklessness. It is equally important to refrain from derogatory or demeaning comments about a health care agency, doctors, nurses, or staff at clinical sites.

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

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

In addition, students are expected to follow the American Nurses Association recommendations (American Nurses Association, September 2011):

1. Remember that professional standards are the same on-line as in any circumstance.
2. Do not take, share, or post any patient-related images or information.
3. Maintain professional on-line boundaries.
4. Do not make disparaging comments about patients, staff, employers, co-workers, other students even if they are not identifiable.
5. Do not use personal devices, including cell phones to record patient information or images.
6. Report any violation of confidentiality or privacy.
Social networking forums provide an efficient medium for communication that is highly accessible and easy to use. Never has there been a time where individuals can communicate with one another so conveniently. The social networking process and experience should foster critical thinking and reflect the responsibility of professional development by student nurses who are part of a profession that encourages compassion and connection to others. Lack of adherence to these guidelines could be cause for immediate dismissal from the SON.

References: