

**NEW FACULTY**  
**ORIENTATION**  
**HANDBOOK**

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**California State University Long Beach  
Department of Nursing  
New Faculty Orientation Handbook**

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## NEW FACULTY ORIENTATION HANDBOOK

The faculty and staff wish to welcome you to CSULB and provide you with the necessary tools for a productive and exciting career in our department. The information provided in this handbook is a synopsis of the complete faculty handbook posted under Beachboard's "My Organizations" and "CSULB Nursing Faculty." All the faculty wish you to a seamless transition to teaching at CSULB so please feel free to ask for clarification of these or any of your concerns.

Department of Nursing <http://www.csulb.edu/colleges/chhs/departments/nursing>

<u>Key Contacts:</u>	<u>Name</u>	<u>Telephone #</u>	<u>E-mail</u>
Department Chairperson	Dr. Lucy Huckabay	985-4582	<a href="mailto:huckabay@csulb.edu">huckabay@csulb.edu</a>
Undergraduate Director	Dr. Beth Keely	985-4478	<a href="mailto:bkeely@csulb.edu">bkeely@csulb.edu</a>
Graduate Director	Dr. Dave Kumrow	985-8243	<a href="mailto:dkumrow@csulb.edu">dkumrow@csulb.edu</a>
Learning Center Coordinator	Maureen Bykerk	985-8245	<a href="mailto:mbykerk@csulb.edu">mbykerk@csulb.edu</a>
Undergraduate Office	Room 18	985-4463	
Secretaries	Kathy Engberg	985-8241	<a href="mailto:kengberg@csulb.edu">kengberg@csulb.edu</a>
	Maile Hill	985-5425	<a href="mailto:mhill2@csulb.edu">mhill2@csulb.edu</a>
Admitting	Mona Lisa Ward	985- 2201	<a href="mailto:mward2@csulb.edu">mward2@csulb.edu</a>
Graduate Office	Room 12		
Secretary	Alison Kliachko-Trafas	985-4473	<a href="mailto:akliachk@csulb.edu">akliachk@csulb.edu</a>

### Department Orientation Information

#### Signing In

Please contact the Department Secretary, Kathy Engberg at your earliest convenience. She will send you an Orientation Letter and Checklist that will explain how to sign up at Payroll & Benefit Services, to get office keys, buy parking, etc.

#### Payroll & Benefit Services

Go to Brotman Hall room 353 when you have received your contract. A social security card is necessary in order to complete the paperwork. They will issue you an application for a CSULB identification card along with your new employee number. (562) 985-4164. Please make sure that Kathy Engberg has your new employee identification number.

#### CSULB Identification Card

The ID office is located west of the campus bookstore. Your campus ID number is your employee number that payroll gave you. If you will be employed as a clinical instructor, you will need in addition to your campus ID, a picture ID for clinical. The fee for this is \$2.00

#### Beach Board

All faculty are required to have a Beach Board account. With Beach Board you can place your syllabus on line, course documents, collect papers for grading, calculate grades, send group e-mail, etc. Call (562) 985-4959 for Beachboard training. Assistance is also available at <http://bbsupport.csulb.edu> . If you are a

clinical faculty, it is highly recommended that you add the lead faculty as a teaching member to your course website. \*\*\*\*\*See Computer Notes below page 5

### Keys

Keys are picked up and returned in person at “Key Issue” in the Public Safety Building on the eastside of campus on Palo Verde near State University Drive. (562) 985-7484. You will need a key card request signed by the Department Secretary and your CSULB identification card. Please call the office for current hours of key distribution.

### Mailboxes

A mailbox is assigned to each faculty member and is located in the main office. All internal correspondence, student and outside messages, and incoming mail are deposited regularly in faculty mailboxes. Therefore, reading your mail is very important. Please tell students to bring mail for you to the office window and have the attendant stamp the date and time on the material submitted.

### Attendance

You may not cancel class for any reason other than illness unless prior approval is provided by the Department Chair (Beth Keely undergraduate; David Kumrow, Graduate). A “cancel class form” should be completed and submitted in the nursing office. If you are ill, you must make every effort to find a substitute to teach your class. The department secretary will complete your Sick Leave form for you to sign. (See Form A)

### Supplies

When you arrive on campus, your office should be fully supplied. Any additional requests are made through the Department Secretary.

**\*Note:** Each faculty member is limited to 400 Xeroxing copies a month. You will need to establish a code for the machine with the department secretary. The copy machines are located in the main office.

### Computer access:

Each office is supplied with a computer. Please contact Maureen Byreck (5-8245) the learning laboratory assistant, who will submit a request for the information technology department to set up your computer.

### Telephones

Please give your individual office telephone number to students and off campus people. All offices have telephones and Voicemail. You may access your Voicemail by dialing (562) 985-5999 from off campus. Then you will be asked for your password, which you must choose. A handout will explain the system. Checking and clearing your voice mailbox is important so that you receive messages and so that there is room for more messages. If telephone messages for you come to the department office, they will be transferred to your Voicemail. **No long-distance** phone calls may be made that are not related to department work.

### Safety

Public Safety is responsible for campus safety (985-4001). You may call this number for evening escort to your car if needed. CSULB is a very safe campus, but at night suggest to your students that they walk in groups to their cars and not go unattended in dark areas or to restrooms.

### Orientation Sessions

All sessions are mandatory for you to attend so you will receive the correct information to facilitate your transition here at the University. They include: University, Department and Course with Level Coordinator (Clinical Site Orientation if applicable)

Volunteer Instructors (Hoag, LB Memorial, Torrance Memorial, or VA)

You will receive a letter from the department with your employee number. Take the letter to the parking office for a pre-paid pass for the semester. Take the letter to the ID office for an employee card.

Part Time Lecturer

Parking passes can be purchased at the parking office for the semester.

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**Course Preparation Orientation Information**My CSULB

All grades and access to the University Beach Board Program must be entered through the “My CSULB” portal. In order to enter it, you will need to activate your account with your university ID number. Log onto [www.csulb.edu](http://www.csulb.edu). Click on the “MyCSULB” icon in the top right corner. Enter your ID number and click on “first time user” to activate the account by entering any security code number you would like.

Once you have logged on, go to “Personal Portfolio” and then to contact information/e-mail address. Enter your preferred e-mail account. This will enable your students to reach you.

Contact your lead/lecturer faculty to request that you be added to their Beach Board course as a user. This will enable you to see the syllabus and course materials.

At the end of the semester, you will need to electronically enter the student grades through this My CSULB system. \*\*\*\*See Computer Notes Below page 5

E-mail Account

To acquire a University account, go to the **Horn Center** with your campus ID. It will take two hours to be functional. (562) 985-4959. You can access your e-mails off site through [www.csulb.edu](http://www.csulb.edu) and setting up a password.

Classrooms

All of the classrooms in the department are set up for the multimedia functions (e.g. overhead; slide projector, video machine, and the Internet). If your classroom needs anything fixed or for special arrangements, please contact the Learning Center Coordinator. Classrooms are assigned through Academic Scheduling and cannot be easily changed during a semester. If you need to change, contact the Department Secretary. The Learning Center rooms are scheduled with the Learning Center Coordinator.

Books

The Level Coordinator will provide you with a syllabus of your course(s) and will let you know how to order textbooks. In most cases, the textbooks for your course(s) will have already been ordered for your first semester on campus. You may not change textbooks without the approval of your Level Coordinator.

Syllabi

If you are developing your own class syllabus, you must follow the departmental curriculum guidelines for the course found in the office binder. You must follow the University Policy (AS-907-03/EPC/EC) on how to format it. It is required that you provide **3 hard copies** of your syllabus to the Department Office. If you have your course on Beach Board, you only need to submit 2 copies. (See Form L-University Syllabus Template; Form M—University Syllabus Policy)

## Computer Notes On How to Utilize BeachBoard and to Enter Grades in MyCSULB

### 1. Activate your email account or change your password:

[www.csulb.edu/namemaster](http://www.csulb.edu/namemaster)

*create an account* all you need is your campus ID, name and date of birth

### 2. BeachBoard

Faculty Technology Center

Library 2<sup>nd</sup> floor

Phone: 985-4745

E-mail: [factech@csulb.edu](mailto:factech@csulb.edu)

[www.csulb.edu/factech](http://www.csulb.edu/factech)

Help Desk

Phone 985-4959

[www.csulb.edu/helpdesk](http://www.csulb.edu/helpdesk)

AOL may block email from BeachBoard. BeachBoard Services is working to resolve this problem. In the interim, faculty and students with AOL email addresses are encouraged to change their preferred email address to a non-AOL address in MyCSULB's "Personal Portfolio" or "My Personal Information" section.

#### Log In:

Enter Beachboard from the University website

For first time users, go to Activate your account and follow the prompts to select a password. Use your MyCSULB password

Use your campus ID and password to enter program

Select the class you want to work with from your list of classes

Go to *Control Panel*

Content Area sections available to use include syllabus, course documents, assignments.

#### Uploading Course Material:

Select section desired.....Click on *Add item*

Name the item.....Click on *Attach a file or Attach a link*

Browse to find the item you want to copy from the computer or disk

Once you find it, *open it* (it will up load to that spot)

Under *Options* you can choose to make it available or not

Select *Submit....then OK*

*Modify-* any changes made on BeachBoard will not be permanent. To change a document you will have to download it to the hard drive, change it and up load it.

*Remove item-* is permanent

#### Down Loading course materials:

Open the document from BeachBoard and save as a spot on your computer.

#### Transfer of Course Materials:

You can set up your new course one document at a time, or transfer the whole thing intact as one big file.

There are two ways to move the old course:

- 1) Fill out our form at <http://tinyurl.com//cr5ux>
- 2) Instructions to do it yourself can be found at <http://tinyurl.com/9dd52>  
For help call 985-4745 or <http://tinyurl.com/bqhwk>

Go to Section *Course Options.....Course copy*  
Click on *Copy course material into an existing course*

Under Destination of New Course, cut and paste the ID number from your course list found on your list of classes. For example, 2062\_LBCMP\_NRSG\_309\_SEC01 is my 309 course section one for Spring 2006. “2” is the decade 2000; 06 is the year 2006; and the last digit tells you the semester with 1 being the code for Winter, 2 for Spring, 3 for Summer and 4 for Fall.

Click on everything you want transferred over (e.g. syllabus, documents, staff information and grade book). Hit Submit.

If you want to copy your course into another instructor’s section, have her *Enroll you as a User* (enter campus ID number or name and select); then have her go under *List/Modify User* and have her change you to an instructor in her course. Then course copy to it.

#### Make Course Available to Students:

Go to Section *Course Options.....Settings....Course Availability....Yes*

#### Grade Book:

Click on *Grade Book.....*the spreadsheet will appear with all the students enrolled in the class  
*Add item...*you can name it or give it a category...enter the number of points for this item, and display as.  
Follow prompts and submit.

To enter the grade, click on the name of the item and a list will appear of all the students.

#### To Print out a Copy of Grades to a disk or hard copy for your grade book:

From spreadsheet page ....click on *Download Grades...use delimiter comma*

Click on *Submit....* Click on **Download** with the right mouse button and select **Save Link Target As** to save the file where desired. You may have to select “save all files”.

#### Proctoring an Exam on BeachBoard

1. Explain number of questions and the point value of exam. Stress to **TAKE THEIR TIME.**
2. **DO NOT** read into the question.
3. Explain types of questions, i.e., **MC, MA, TF, FIB, MATCH & PRIORITY SETTING**
  - a. **MC** →
  - b. **MA** →  **“SELECT ALL THAT APPLY”**
4. Deploy exam under “Assignments”
  - c. Assign a password
  - d. Make the exam link “available”
  - e. **NO** announcement
  - f. Instructions to students
    - i. Sign on to BB
    - ii. Go to “assignments”
    - iii. Click on exam link
    - iv. Select “yes” you are ready to take the exam.
    - v. **Instruct students to NOT** “save” each answer

- vi. When they complete the exam → “Submit” and score will show.
  - vii. Exam will be reviewed in class.
  - viii. Tell them password and to begin exam
  - ix. Call time warning for last remaining students.
4. Change password after all students have signed on or as student groups arrive.
  5. Once last group has started taking the exam → make link “unavailable”.
  6. Make the exam in the gradebook “unavailable” so that they cannot print out their exam.
  7. If computers are not all on (LA5) boot them up incrementally – not all at once
  8. If several students will be submitting exam all at once – make them raise their hand to submit and have them submit one at a time.
  9. If student is “locked out” of exam you must have them log out. Then you must go into the gradebook and click on the lock for that student’s exam and reset the exam.
  10. If student cannot submit or has trouble – ask them to write down their answers on a piece of paper before you attempt to correct it. You make need to go into the exam – reset it and reopen it for student to re-enter their answers.
  11. If during the exam you see a red “!” in the gradebook – click on it and view the exam BEFORE the student leaves. Make sure all answers were taken up by the computer – if so, then you can submit it and the score will show in BB gradebook. If not then see #10 above.

### Preventing Printing of an Existing Test

By copying and pasting one line of text into the HTML code of a test's first question, instructors may be able to prevent students from printing a BeachBoard test in Internet Explorer or Firefox. While this HTML code solution has worked in the past, there is no guarantee that this solution will work in the future.

The following instructions assume that instructors have already created a test in BeachBoard. These directions also rely heavily on BeachBoard's Visual Text Box Editor, something that is only available through Internet Explorer. Neither Netscape nor Firefox support BeachBoard's Visual Text Box Editor.

#### Prevent Test Printing

1. Login to BeachBoard. [ <https://beachboard.csulb.edu/> ]
2. Under My Courses, click the name of the course that contains your test.
3. Click the course's Control Panel link.
4. Under Assessment, click the Test Manager link.
5. Choose the test you want to modify and click that test's Modify button.
6. Click Question 1's Modify button.
7. Click the black triangle to expand the Question Text formatting bar. The black triangle is to the bottom left of the word "Normal."
8. Click the <html> icon on the second row of the expanded formatting bar.
9. Cut and paste the following into the HTML view window:  

```
<STYLE type=text/css>@media print {BODY {display:none}}</STYLE>
```
10. Click the Submit button.
11. Scroll to the bottom of the Add/Modify Question window and click the Submit button.

### **MyCSULB**

Activate your account for first time users or sign in

Tutorials for all sections are available

Go to *My Menu*....*type in employee number and password*....*click on Faculty Center (wait)*

Select the semester

You can get a copy of those registered in your class and enter grades.

Record Grades: click on the column with the symbol for grades

...select the class...input LETTER grade...click *save*.

Recommend saving every 10 students if it's a large class. You can use the magnifying glass to look up how to record differently for a credit class, etc.

When complete, go to *Not Reviewed* and scroll to *Ready for review* and save. Review it. If it's wrong, you can go back to *Not Reviewed*. You can also, save it, close it and go back later to change items.

Once you select *Approved* though, it's permanent and can only be changed with a paper form.

### **Library e-resources and services:**

Library Services for Students website: <http://www.csulb.edu/library/guide/StudentServices.html>

For these services, or for other library questions, contact your librarian:

Eileen Wakiji, Nursing Librarian

Office: Library 419

Email: [ewakiji@csulb.edu](mailto:ewakiji@csulb.edu)

Phone: 562 985-7824

- Go to Electronic Resources <http://www.csulb.edu/library/eref/eref-index.html>  
Click on Find Articles for online databases & full text articles (if available). The databases are listed by title or topic. Select Health/Medical/Nursing topic.
- Access electronic resources from your home or off campus  
<http://www.csulb.edu/library/access.html>  
SFX linking to online articles (if available), clicking on SFX connects our databases to each other allowing easy access to all our full text resources from any SFX database
- Other services to support your studies:  
Research Guides (<http://www.csulb.edu/library/subj/subj-index.html>)  
See the Nursing Research guide <http://www.csulb.edu/library/subj/nursing/for> other important information.
- Reserve Services maintains collections of items that instructors reserve for student use  
[http://www.csulb.edu/library/reserve/reserve\\_students.html](http://www.csulb.edu/library/reserve/reserve_students.html)  
This is another University service that will enable you to supply electronic access for your students to articles for your courses. The library will acquire the copy write permission and put them on-line for your course. Contact them through the reserve desk at the Main Library or Links to the actual electronic materials your professors have placed on Reserve are available through our eReserves page <http://ereserves.library.csulb.edu/>
- LINK+ and ILLIAD Interlibrary Loan  
Borrow books unavailable at CSULB from over 30 libraries using Link+ and pick up at the Circulation Desk in 2-5 working days. (<http://csulb.iii.com/>)  
Or request books not available through LINK+ , articles, conference proceedings, etc. from across the country. Allow 5-7 working days. Non-electronic materials need to be picked up at the Library. (<https://illiad.library.csulb.edu>)
- ASK Now 24/7 Reference Service at <http://www.csulb.edu/library/247ref.html>
- SURF (Students Understanding Research Fundamentals) tutorial <http://nike.cecs.csulb.edu/~surf/>  
Sign in as Guest & select one of the four modules from site index for a review.  
Library "Lingo" <http://www.csulb.edu/library/eref/glossary.html>

### **Curriculum:**

The course you teach is a part of a curriculum that has been created and approved by all of faculty of the Department, as well as the University and the Board of Registered Nursing. Content of the course cannot

be changed at the discretion of the faculty. There is a formal process in the Department for content or curricular change. This process begins by contacting your team or level coordinator. Consult the book in Department Office that covers the Department Curriculum. It has all course outlines.

Clinical Experience:

The program may use up to 25 % of each clinical rotation in a simulated situation.

**NCLEX Test Plan**

Objective: Prepare students for professional nursing practice using the framework of the NCLEX Test plan.

Reference & resources:

National Council of State Boards of Nursing (NCSBN).

Website: [www.ncsbn.org](http://www.ncsbn.org)

Test Plan Structure

The framework of Client Needs was selected for the NCLEX-RN exam because it provides a universal structure for defining nursing actions and competencies across all settings for all clients

Client Needs

There are four major categories of Client Needs to organize the content of the NCLEX-RN test plan. Two of the four categories are further divided into a total of six subcategories. They are as follows:

1. Safe Effective Care Environment

- Management of Care – providing and directing nursing care that enhances the care delivery setting to protect clients, family/significant others and health care personnel.

RELATED CONTENT IN THIS AREA: Advance directives, advocacy, case management, client rights, collaboration with multidisciplinary team, concepts of management, confidentiality, consultation, continuity of care, delegation, establishing priorities, ethical practice, informed consent, legal rights and responsibilities, performance improvement, referrals, resource management, staff education and supervision

- Safety and Infection Control – protecting clients, family/significant others and health care personnel from health and environmental hazards

RELATED CONTENT IN THIS AREA: accident prevention, disaster planning, emergency response plan, error prevention, handling hazardous and infectious materials, home safety, injury prevention, medical and surgical asepsis, reporting of incident/event/irregular occurrence/variance, safe use of equipment, security plan, standard/transmission based/other precautions, use of restraints/safety devices

- Health Promotion and Maintenance – the nurse provides and directs nursing care of the client and family/significant others that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems and strategies to achieve optimal health

RELATED CONTENT IN THIS AREA: aging process, ante/intra/postpartum and newborn care, developmental stages and transitions, disease prevention, expected body image changes, family planning, family systems, growth and development, health and wellness, health promotion

programs, health screening, high risk behaviors, human sexuality, immunizations, lifestyle choices, principles of teaching/learning, self care, techniques of physical assessment

- Psychosocial Integrity – the nurse provides and directs nursing care that promotes and supports the emotional, mental and social well-being of the client and family/significant others experiencing stressful events, as well as clients with acute or chronic mental illness.

RELATED CONTENT INCLUDES: abuse/neglect, behavioral interventions, chemical dependency, coping mechanisms, crisis Intervention, cultural diversity, end of life, family dynamics, grief and loss, mental health concepts, psychopathology, religious and spiritual influences on health, sensory/perceptual alterations, situational role changes, stress management, support systems, therapeutic communication, therapeutic environment, unexpected body image changes

- Physiological Integrity – the nurse promotes physical health and wellness by providing care and comfort, reducing client risk potential and managing health alterations
- Basic Care and Comfort – providing comfort and assistance in the performance of activities of daily living

RELATED CONTENT INCLUDES: alternative and complimentary therapies, assistive devices, elimination, mobility/immobility, non-pharmacological comfort interventions, nutrition and oral hydration, palliative/comfort care, personal hygiene, rest and sleep

- Pharmacological and Parenteral Therapies –providing care related to the administration of medications and parenteral therapies

RELATED CONTENT INCLUDES: adverse effects/contraindications and side effects, blood and blood products, central venous access devices, dosage calculation, expected outcomes/effects, intravenous therapy, medication administration, parenteral fluids, pharmacological agents/actions, pharmacological interactions, pharmacological pain management, total parenteral nutrition

- Reduction of Risk Potential – reducing the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures

RELATED CONTENT INCLUDES: diagnostic tests, laboratory values, monitoring conscious sedation, potential for alterations in body systems, potential for complications of diagnostic tests/treatments/procedures, potential for complications from surgical procedures and health alterations, system specific assessments, therapeutic procedures, vital signs.

- Physiological Adaptation –managing and providing care for clients with acute, chronic or life threatening physical health conditions.

RELATED CONTENT INCLUDES: alterations in body systems, fluid and electrolyte imbalances, hemodynamics, illness management, infectious diseases, medical emergencies, pathophysiology, radiation therapy, unexpected response to therapies

There are also some fundamental processes to the practice of nursing that are integrated throughout the four major Client Needs categories. They are:

- Nursing Process – a scientific problem-solving approach to client care that includes assessment, analysis, planning, implementation and evaluation

- Caring – interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides hope, support, and compassion to help achieve desired outcomes
- Communication and Documentation – verbal and nonverbal interactions between the nurse and the client, the client’s significant others and the other members of the health care team. Events and activities associated with client care are validated in written or electronic records that reflect quality and accountability in the provision of care.
- Teaching/Learning – facilitation of the acquisition of knowledge, skills, and attitudes promoting a change in behavior.

These test elements will be seen throughout the learning objectives of each course syllabus.

### **Paperwork for the Beginning of each semester:**

#### Faculty Directory

Please complete the form for the secretaries at the beginning of each semester.

#### Paperwork Required for Lecture Assignments:

There are several forms that you will need to complete. Check with your Level Coordinator, who will have the students complete their **contact information cards**. Each program has a different colored card. These cards enable us to locate all of our students in case of an emergency.

#### Paperwork Required for Clinical Assignments:

All students in the Undergraduate programs are required to be evaluated and oriented prior to entering a clinical facility. Each facility has specific requirements that you must establish prior to the beginning of the semester. Ask your level Coordinator or the facility itself prior to the beginning of the semester what their requirements are. Many require you to orient yourself prior to the semester.

There are several common forms that you will need to complete. They include the following:

(See forms B, C, &D attached)

- B-SAMPLE Student File Checklist – Check with Level Coordinator who is to review all of the files for that semester. Verification includes annual CPR, TB, and insurances for health and malpractice. Health information is verified the first semester in the program then placed in the student’s file.
- C-Orange County Consortium Application for Clinical Placement: Student Profile. Turn in to clinical site.
- D-Safety Instruction Verification and Agreement Form. Turn in to Kathy Engberg.

#### Clinical Agency Pre-Planning Meeting Minutes

Complete a pre-planning minutes form each semester. The forms can be found on the Faculty BB site Undergraduate Section on Pre and Post Planning Documents. The documentation is necessary for the BRN site visits.

#### Policy on Medical Clearance:

Students are considered part of the health care team in any clinical setting. Therefore, they are obligated to abide within established policies and procedures for any clinical setting in which they are functioning. This policy outlines what constitutes being ill, what health documents are required, and what documentation they will need to produce if clinical or lecture hours are missed.

Verification of Enrollment:

Verification that each student is enrolled is critical prior to the third week. A class roster will come to your box at the beginning of the semester. Please take roll and correct any problems. A second list will come out that you can double check with. If you fail to do this, the student will not get credit for their course work.

**Paperwork for the End of each semester:**University Calendar

A University Calendar will be found in the schedule of classes. The date of the final examination for your classes is also included in the schedule of classes. Your class must meet on the day scheduled for the final examination. You may not reschedule without University approval and may not hold any testing the week prior to the final exam week.

Grading Criteria:

The University and your teaching team establish policies related to grading. Please consult the University Catalog for information relative to University Policies. It is very important that faculty follow the established guidelines for awarding “Incompletes” and approving withdrawals from courses. Individual course grading policies must be written and contained in the syllabus.

The final grade of any class must be evaluated by no less than three separate criteria.. No individual assignment/exam may be worth more than 33% of the final grade. You may not use attendance as grading criteria, but you may use class participation.

Grade Recording

All faculty must keep grade books. You may choose to utilize the grade book features within Beach Board. Your grade book will remain the property of the department if you leave employment. Final grades are submitted by faculty through My CSULB. A hard copy should be printed out for your grade book. Please note that posted grades on Beach Board will not be sent to the University. This must be done through My CSULB. To enter grades by the deadline, log onto My CSULB. You must also turn in an Incomplete Form for each student who is taking an incomplete. These forms are in the Department Office.

Student Evaluation of Instructors: Form

Students evaluate each instructor on a number of variables relevant to a student’s perspective. According to University Policy #80-01, every faculty member shall have at least two classes of reasonable size representative of their assignment, evaluated every semester. The department secretary will distribute the forms to you three weeks prior to the end of the semester. There are written guidelines on how they are to be completed. You must make time and have the students complete the forms two weeks prior to the end of the semester. (See attached Form E)

Student Evaluation of Clinical Facilities Survey:

Students must evaluate their clinical facility. This information is used for the Board of Registered Nursing evaluation of our program. Feedback from the survey is important for arranging for optimal clinical placement. If you feel the site you are using is inadequate, contact the undergraduate or graduate advisor. (See SAMPLE Form F). The survey should be placed on you’re the BeachBoard lecture site as an assignment. Have the students complete it by the end of the semester. Instructions for Downloading the survey statistics is on the Faculty BB site, Undergraduate section.

Clinical Site Post Planning Meeting Minutes

Complete a post-planning minutes form each semester. The forms can be found on the Faculty BB site Undergraduate Section on Pre and Post Planning Documents. The documentation is necessary for the BRN site visits. (See SAMPLE Form N & O)

Policy of Disabilities (required by the University)

Disabled students who require additional time or other compensation for exams or assignments must secure verification/assistance from the Campus Disabled Students Services Office. It is the student's responsibility to inform you of any University verified disability accommodation in advance of the need. If you suspect a student has an unidentified learning disability, the DSS office may be able to offer assistance.

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

There are specific guidelines for those students identified who have demonstrated unsatisfactory or unprofessional performance standards. Failure to meet these expectations places the student, staff and patients at physical and/or emotional risk. Violations can occur in the student's ability to meet the: necessary emotional and physical requirements as specified in the Essential Performance Policy to perform effectively and safely as a student nurse; Academic GPA requirements; Clinical course requirements; or for violating Academic Integrity Standards. Violations of these standards are to be addressed immediately as is specified in the policy. Depending on the severity of the violation, the student may be subject to an Academic or Clinical Performance Remediation Plan course failure or dismissal from the program. (See Policies on: Essential Performance, Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards, Academic or Clinical Performance Plan, and Academic Integrity)

Policy on a Reportable Occurrence in the Clinical Setting:

A reportable occurrence in a clinical setting involving a student and a patient/client is defined as a situation that resulted in, or had the potential to result in, a threat to the patient's health and well being such as death, injury, loss, abuse or maltreatment (physical, sexual, emotional), neglect, contamination, medication error, or misappropriation of property. The student must report all such incidents to his/her clinical instructor and shall complete the necessary paperwork at the clinical facility. The student must complete the required paperwork in collaboration with his/her clinical instructor and must do so in a timely fashion as identified by the clinical facility.

Policy on an Untoward Student Health or Safety Clinical Incident:

An untoward health or safety incident is defined as an injury, accident, contamination, or loss involving a nursing student that occurred during the student's clinical practicum that is not consistent with routine activities. The student must report all such incidents to his/her clinical instructor and the clinical Agency. The student must complete the required paperwork in collaboration with his/her clinical instructor in a timely fashion as identified by the clinical facility. In addition, State required documents must be filed with the CSULB Worker's Compensation Specialist within 24 hours.

**Full Time Faculty Only:**

All new full time lecturers will have 15 units of teaching and are required to have office hours and attend level meetings. Attending department meetings is not required but will keep you informed of what is

taking place, give you a chance for feedback, and will help you feel involved. It is highly encouraged for all faculty to attend undergraduate, graduate and full faculty meetings.

As a tenure track faculty, your teaching load includes three units or 12 hours per month for Departmental Service. This includes the following:

attending all Meetings (Level, Faculty and Undergraduate or Graduate), creating minutes for meetings, sitting on a department committee, advising students, and grading Graduate Student Comprehensive exams. Please reserve all Wednesday afternoons for these activities.

\*Note: Inquire with the Department Chair regarding standing committee and student advisory assignments.

#### Office Assignment and Hours

The Department Director will assign office space to you. If you are part time, there is an office designated for you to share with the other part time faculty. Office Hours are to be scheduled so as to be convenient for student access. You are required, according to University policy

#02-10, to schedule one office hour per week in your campus office for every class taught up to four hours maximum.

#### Level Meetings:

Meet once a semester to identify problems, to arrange for clinical sites needed, or to coordinate exam schedules.

#### Faculty Meetings

Faculty meetings are held monthly on the 3<sup>rd</sup> Wednesday at 1:00 p.m. in the Learning Center Conference Room. You will receive a notice on the first meeting and copies of all the recorded minutes.

#### Committee Meetings

Committee Meetings are held monthly on the 1<sup>st</sup> Wednesday of every month. Subcommittees meet on the 2<sup>nd</sup> Wednesday. The Department Chair will assign you to a committee. Committees include student affairs, faculty development, EPPC (curriculum), search, and RTP (Retention, Tenure, and Promotion).

#### Graduate and/or Undergraduate meetings

Graduate and/or Undergraduate meetings are held on 4<sup>th</sup> Wednesdays alternating starting times of 1pm or 3pm.

#### Advising Students:

All faculty, for both the graduate and the undergraduate programs are assigned students for advising. The list may be found in the nursing office. You must make yourself available to them through your office hours. In addition, you will be required to complete their Graduation Program Planners prior to graduation. This form confirms for the University that all degree requirements have been met satisfactorily. (See Forms G and Form H for counseling and Program Planners)

#### Graduate Comprehensive Exam Grading:

You will be given several exams to grade in your specialty area twice a year: October and March. The grading criteria are very specific. Please seek out the Graduate Advisor for guidance on how to grade them.

### **Periodic Faculty Evaluation for Retention, Tenure or Promotion (RTP)**

Guidelines for this evaluation procedure are addressed in the University Faculty Handbook. The procedure differs for Tenure/Tenure Track and Lecturer Positions. All forms can be gotten on-line at



<p>teach is required each year. If it is clinical, you must ask someone to come out to your clinical site. Document who you asked.</p> <p><b>Full Time and Part Time Lecturer Periodic Evaluation Form</b></p> <p>Document may be gotten on line at <a href="http://www.csulb.edu/divisions/acadaffs/Academic_Personnel/FORMS/Formslist.html">www.csulb.edu/divisions/acadaffs/Academic_Personnel/FORMS/Formslist.html</a> (see attached Form L)</p> <p><b>Student Grades</b></p> <ul style="list-style-type: none"> <li>• Previous Spring and current Fall</li> </ul>	<p>new one per year. For the others, copies may be found in your personnel file.</p> <p><b>SC1 Form</b> (see attached Form M) Statement of Professional Preparation and Experience</p> <p><b>Letter of application:</b> Write what position you are applying for.</p> <p><b>Original transcripts</b></p> <ul style="list-style-type: none"> <li>• From the institution awarding the highest degree and the master's degree in Nursing</li> </ul> <p><b>Evidence of your ability to communicate and work with an ethnically and culturally diverse community</b></p>
--	---

Evaluation Format is as follows:

- Place your documents in a three ring binder.
- The information you submit will be sent to the Dean's office. We want you to look as professional as possible.
- Binders are due each March 1<sup>st</sup>
- Keep all original copies for yourself. Send Xerox copies

For the Search Committee, in addition to the document specified above, you will be asked to interview each time you are up for review for a new contract. Guidelines for the interview are standardized to include the following content areas:

- Teaching experience
- Curriculum development experience
- Philosophy on teaching and education
- Personal teaching style
- Experience with Evidence based practice (Do you present it in coursework?)
- Educational preparation on teaching and curriculum development
- Innovative teaching strategies
- Self evaluation of teaching effectiveness
- Current experience in area of expertise
- Certification in area of expertise
- Professional organization activities
- Scholarly and creative potential (what are you working on?)
- Community Service activities
- University Service activities
- Evidence of ability to communicate with an ethnically and culturally diverse campus community (How do you adapt your teaching style to accommodate these students?)

Attend one of the RTP workshops held every year here in the department for any questions.

Overall, according to the University Faculty Handbook, you must:

- Demonstrate evidence of **strong performance as a classroom teacher** with a commitment to all of the duties associated with that role. Evidence in the form of student and peer evaluations.
- Maintain an **ongoing program of scholarly and creative activity** in their academic discipline through research and communication with other scholars.
- Involvement in the **University community through service** to students and colleagues.

The University Faculty Handbook is a very useful guide that contains information to include, but not limited to, salary, retirement, assignment information, leaves, travel, professional development, course management issues, enrollment policies, etc. Take a look at it. One should be in your office. If not ask the Department Secretary to order a copy for the room.

## 2. Tenure/Tenure Track

Forms can be gotten on line at the same academic personnel webpage. Faculty is advised to attend a university workshop through Academic Personnel.

Draft of the Policy is on Form K: **RETENTION, TENURE, AND PROMOTION POLICY**

### Campus Services Available

Did you know that CSULB is one of the largest urban universities in the nation? Are you aware that the CSULB women's volleyball team ranks seventh in the National Collegiate Division? You can learn more about the University on the University web page (<http://www.csulb.edu>). Some of this information is included in the section below. Please take time to explore the University web page and learn more about our campus, students, academic programs, and special events that goes on throughout the year.

## **WELCOME TO THE DEPARTMENT OF NURSING AT CSULB!**

*Go Beach !!*

### *The following are helpful resources for Students:*

- Strategies for Academic Success (for students on probation or having difficulty advising and workshops) Academic Advising 985-7847
- Counseling and Psychological Services (free counseling services for students) (<http://www.csulb.edu/~caps/>)
- Disabled Student Services (everything you need to know about providing competent services to disabled students in your class) (<http://www.csulb.edu/debts/dss/>)
- Learning Assistance Center (assistance for students needing any kind of academic support to improve their learning ability) (<http://www.csulb.edu/~csulblac/index.html>)
- Women's Resource Center (<http://www.csulb.edu/centers/wrc/>)
- International Conversations Lab 985-5350

### *The following are helpful resources for Faculty development:*

- COAST the on-line catalogue of library materials (<http://www.csulb.edu/library/coast/coast.html>)
- Academic Computing Center (free workshops on creating web pages, using Course Info, course management software, and using email) (<http://www.csulb.edu/ACS/>)
- University Research (assistance with external funding information and grant writing) (<http://www.csulb.edu/~research/>)
- Computer Technology Help Desk e-mail [helpdesk@csulb.edu](mailto:helpdesk@csulb.edu) or phone 985-4959
- Beachboard Assistance <http://bbsupport.csulb.edu>

**Form A****THIS FORM FOR DEPARTMENTAL USE ONLY  
NOTICE OF ABSENCE FROM CLASS/ CLASS CANCELLATION**

**Absence from class for any reason should be reported on this form.** Absence from class for reasons other than illness or emergency requires prior permission from the Department Chair. Informal voluntary substitution by a University colleague is permissible, but the Chair should be notified in advance. Classes should be canceled only in exceptional circumstances, and normally appropriate alternative assignments/activities should be provided.

Please complete the following information and submit this form to the Department Chair as early as possible before the anticipated absence from class, or as soon thereafter as possible, if absence was due to illness or emergency.

**Name** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Date(s) of Absence:** \_\_\_\_\_

**Reason for Absence:**

**Arrangement for Class(es) Missed (Name of Substitute OR Alternative Assignments/**

**Activities, if applicable:**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Received by Chair (Signature):**

\_\_\_\_\_

**Date:**

\*- This form is not required for use of personal holiday that is taken upon mutual agreement of the faculty member and appropriate administrator. In cases of absence involving University-related travel, this form is not a substitute for the standard travel authorization form.

\_\_\_\_\_

**California State University, Long Beach  
Department of Nursing  
Health Exam for Entering Students**

**Form B**

<b>Last Name:</b>	<b>First:</b>	<b>MI:</b>	<b>DOB:</b>
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**Health History: Please attach a lab copy of all titers and proof of immunizations. Student should keep originals.**

Procedure			
<b>TB Skin Test (PPD/Mantoux)</b>	Date:	Negative:	Positive
<b>Positive PPD requires chest x-ray every 4 yrs</b>	Date:	Result:	

Procedure	Date	Results of Titers ONLY	
<b>Varicella Vaccination and</b>			
<b>*Varicella IgG Quantitative Titer</b>		Immune <input type="checkbox"/>	Not immune <input type="checkbox"/>
<b>T.DaP (Within past 10 years)</b>			
<b>MMR Vaccination and</b>			
<b>*Rubeola IgG Quantitative Titer And</b>		Immune <input type="checkbox"/>	Not immune <input type="checkbox"/>
<b>*Rubella IgG Quantitative Titer And</b>		Immune <input type="checkbox"/>	Not immune <input type="checkbox"/>
<b>*Mumps IgG Quantitative Titer</b>		Immune <input type="checkbox"/>	Not immune <input type="checkbox"/>
<b>Hepatitis B Virus (HBV Series-Last 3 dates)</b>	1.		
	2.		
<b>and</b>	3.		
<b>*HbsAb Quantitative Titer</b>		Immune <input type="checkbox"/>	Not immune <input type="checkbox"/>
<b>Annual Flu Shot</b>			

**Physical Exam Date:** \_\_\_\_\_  
**History of back problems/restrictions on lifting:** Yes \_\_\_\_\_ No \_\_\_\_\_  
**If yes, please explain, including how many pounds student can lift:**  
 \_\_\_\_\_

**I hereby certify that I have examined the above named student and the student is in good mental and physical condition. If any restrictions exist and accommodations are requested, please list them below:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Signature of Health Care Provider:** \_\_\_\_\_  
**Stamp with Physician Address**

# Student Profile

Form C

## Orange County/Long Beach Consortium for Nursing

1. Complete the information below for each group/class schedule for each clinical rotation and submit to the clinical Facility coordinator or designee. Please check (√) those boxes for which the student has the affiliation standard.
2. Attach a list of the students' names.
3. All personnel (faculty and students) with patient contact are required to verify health screening/immunization compliance:
  - Tuberculosis
  - MMR immunity
  - Varicella titer
  - Hepatitis-B testing
4. The academic institution is responsible for providing program instruction to include:
  - Injury and illness prevention
  - CPR for Healthcare Providers
  - Confidentiality (Patient Rights)\*
  - Dress code\*
  - Standard Precautions\*
  - Needle safety\*
  - HIPAA training
  - Background Check Clearance

\*General orientation information

School CSULB Phone \_\_\_\_\_

**Instructor** \_\_\_\_\_

Program BSN Student Group:  RN  LVN  RT Level  1<sup>st</sup> year  2<sup>nd</sup> year

Clinical Dates From \_\_\_\_\_ To \_\_\_\_\_

*Clinical Days/Time* \_\_\_\_\_

Conference Day/Hours \_\_\_\_\_ Location \_\_\_\_\_ Ext. \_\_\_\_\_

I certify that the students in this rotation have completed the following requirements, and that supporting documentation for verification purposes is maintained at this academic institution.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> TB screening    | <input type="checkbox"/> Injury and illness training  | <input type="checkbox"/> Unit Orientation                                   |
| <input type="checkbox"/> MMR             | <input type="checkbox"/> CPR for Healthcare Providers | <input type="checkbox"/> Worker's compensation/<br>health insurance current |
| <input type="checkbox"/> Varicella Titer | <input type="checkbox"/> General Orientation          | <input type="checkbox"/> Background Check                                   |
| <input type="checkbox"/> Hepatitis B     | <input type="checkbox"/> HIPAA Training               | <input type="checkbox"/> Liability Insurance                                |

**Signature of Instructor of**

**Designee**

**Application for Mentored Clinical Placement**

Student Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Academic Program: \_\_\_\_\_ School has current affiliation with

Address: \_\_\_\_\_ clinical facility? \_\_\_\_\_

Course title \_\_\_\_\_ Term/Quarter \_\_\_\_\_

Instructor Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Work Phone: \_\_\_\_\_

**Clinical Placement Information**

Primary learning outcome/objective of preceptored/clinical experience:

**Qualifications/Credentials/Specialty** of preceptor required: \_\_\_\_\_

Dates/Days and hours to be spent at clinical facility: \_\_\_\_\_

Degree of involvement of course faculty/instructor during hours spent at clinical facility: \_\_\_\_\_

**Forms**

*Attach a copy of each of the following documents to this application:*

- Copy of RN Licensure (if applicable)
- Approved preliminary Learning Contract
- Copy of CPR for Healthcare Providers card
- Copy of malpractice insurance
- Copy of overall course description and learning objectives

**Immunizations & Illnesses**

Please indicate when you received the following immunizations or contracted the illness:

Chickenpox: \_\_\_\_\_ TB screening: \_\_\_\_\_ MMR: \_\_\_\_\_ Hepatitis: \_\_\_\_\_

**Clinical Placement Office**

Date application received \_\_\_\_\_ Date clinical placement confirmed \_\_\_\_\_ Date clinical placement completed \_\_\_\_\_

Preceptor name \_\_\_\_\_

- Application complete
- Preliminary learning contract
- Course description and learning objectives
- Instructor/Student notified
- Affiliation agreement or insurance
- Allied Health approval
- Current CPR
- RN license
- TB screen
- Malpractice Ins.
- MMR
- Chickenpox
- Hepatitis-B

## Form E

## SAFETY INSTRUCTION VERIFICATION AND AGREEMENT

It shall be the policy of California State University, Long Beach to endeavor to ensure Instructional conditions which are conducive to the health and safety of its students. In order to minimize the potential for accidents, students enrolled in specific laboratory activities and fieldwork courses shall be instructed regarding safety rules, regulations, and practices associated with the use of laboratory materials, machinery, equipment, and other items identified as applicable BY THE INSTRUCTOR. The procedures to ensure such safe conditions are as follows:

1. Each department, in consultation with the School Dean, shall determine which courses or courses sections are to be covered by this policy. The list of specified courses will be maintained in the School Dean's office and **appropriate** departmental offices.
2. **Students enrolled in these courses shall be provided with appropriate safety instruction and shall sign this form certifying that they have received such information. Faculty members and students will be provided with a copy of the signed certification form.**
3. Faculty should be able to verify student attendance during session(s) when safety instruction is given.
4. The signed certification forms shall be maintained in the appropriate departmental office for a period of three years.
5. Refusal to sign the certification form may lead to withdrawal from the class. Disagreements involving the request for compliance shall be referred to the appropriate department chair for resolution.

DEPARTMENT \_\_\_\_\_ COURSE AND Number. \_\_\_\_\_

SEMESTER/YEAR \_\_\_\_\_ INSTRUCTOR \_\_\_\_\_

We, the undersigned realized that the misuse of equipment, material(s), and procedure(s) can lead to serious injury. We hereby agree to handle materials, equipment, machinery, and other items identified as applicable by the instructor in accordance with the safety instructions provided. We further agree that we will not operate any equipment or machinery or use any materials or other. items identified as applicable by the instructor without appropriate instruction, supervision, and understanding of the potential hazards involved. \_\_\_\_\_

1. \_\_\_\_\_

2. (Name of Student-Print) Signature \_\_\_\_\_

Student ID# \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Form F**

## EXAMPLE STUDENT EVALUATION OF INSTRUCTOR

FALL 2002

NURSING

.....

This form is provided for you to use in evaluating the Instructor of this course. A summary of the evaluations from all the students in this class and this evaluation will be read by your instructor only after the semester grades have been submitted. Please be candid in your responses. These evaluations are used to assess the quality of teaching by this instructor as perceived by the students. Responses may be used in making personnel decisions regarding your instructor.

- I. The Instructor provided clear and accurate information regarding course objectives, requirements, and grading procedures.
2. The instructor's grading was consistent with stated criteria and procedures.
3. The instructor provided assignments/activities that were useful for learning and understanding the subject.
4. The instructor's expectations concerning work to be done in this course were reasonable.
5. The instructor was well prepared for classes.
6. The instructor was effective in presenting subject content and materials in the class.
7. The Instructor was available during posted office hours for conferences about the course.
- B. Rate the overall teaching effectiveness of this instructor in this course.

**RANK INSTRUCTOR Either Strongly Agree = 5  
or Strongly disagree = 1**

**ADDITIONAL COLLEGE / DEPARTMENT ITEMS**

Form F

Form G



CALIFORNIA STATE UNIVERSITY, LONG BEACH

CALIFORNIA STATE UNIVERSITY, LONG BEACH  
BACHELOR OF SCIENCE DEGREE IN NURSING  
Opt

: Basic Program (NRSGBS01)

Name: Last First Middle Email Address

Address: Number Street Apt. No. City State ZIP

Student ID Number Telephone Number Anticipated Graduation Date Initial Advisor

Date Entered CSULB: \_\_\_\_\_ Class: \_\_\_\_\_ Total Transfer Units Accepted: \_\_\_\_\_

Transferred From: 1) \_\_\_\_\_, 2) \_\_\_\_\_  
3) \_\_\_\_\_, 4) \_\_\_\_\_

CSULB Unit Value	CSULB Grade	Major Requirements	Need to Take	Transfer or Substitute Course	Transfer From	Advisor OK	TR Unit	TR Grade
		REQUIRED PREREQUISITE COURSES:						
		Select all of the following courses:						
3	-	CHEM 202 Survey of General and Organic						
3	-	CHFM 302 Survey of Biochemistry						
4	-	BIOL 207 Human Physiology						
4	-	BIOL 208 Human Anatomy						
4	-	MICR 200 General Microbiology for Health Professional						
3	-	PSY 100 General Psychology						
		SOC 100 Principles of Sociology						

Place Stamp Here

Advisors Name  
Student's Signature

Advisors Signature  
Date

Department Stamp

**Xerox copy to file & Original sealed to student**

		REQUIRED SUPPORT COURSES:							
		Select all of the following courses:							
2	—	BIOL 204 Essentials of Pharmacology							
3	—	BIOL 304 Pathophysiology							
1	—	FCS 339 Metabolic Functions of Nutrients							
		REQUIRED NURSING COURSES:							
		Select all of the following course:							
3	—	NRSG 200 Introduction to Nursing Health Care							
3	—	NRSG 200L Introduction to Nursing Health Care Clinical Studies							
2	—	NRSG 202 Health Care Communication							
3	—	NRSG 250 Intermediate Nursing Health Care							
3	—	NRSG 250L Intermediate Nursing Health Care Clinical Studies							
2	—	NRSG 260 Older Adult Health Care							
2	—	NRSG 260L Older Adult Health Care Clinical Studies							

CSULB Unit Value	CSULB Grade	Major Requirements	Need to Take	Transferor Substitute Course	Transfer From	Advisor OK	TR Unit	TR Grade
2		NRSG 301 Psychological Aspects of Health Care						
2		NRSG 308 Human Life Cycle I						
2		NRSG 312 Physical Assessment						
1		NRSG 312L Physical Assessment for Nurses Laboratory						
2		NRSG 331 Critical Care Nursing						
3		NRSG 331L Critical Care Nursing Clinical Studies						
2		NRSG 341 Psychiatric/Mental Health Nursing						
3		NRSG 341 L Psychiatric/Mental Health Nursing Clinical Studies						
2		NRSG 353 Legal Aspects of Health Care						
2		NRSG 358 Human Life Cycle II						
2		NRSG 361 Child Health Care						
3		NRSG 361 L Child Health Care Clinical Studies						
2		NRSG 371 Women's Health Care						
3		NRSG 371L Women's Health Care Clinical Studies						
3		NRSG 400 Health Care Delivery Systems						
3		NRSG 402 Community Health Nursing						
4		NRSG 402L Community Health Nursing Clinical Studies						
3		NRSG 450 Nursing Research and Administration						
1		NRSG 450L Nursing Research Seminar						
2		NRSG 452A Advanced Nursing in Critical Care						
4		NRSG 453L Advanced Nursing in Critical Care Clinical Studies						
		or						
2		NRSG 452B Advanced Nursing in Maternal-Child Health						
4		NRSG 454L Advanced Nursing in Maternal-Child Health Clinical Studies						
		or						
2		NRSG 452D Advanced Nursing in Community Mental Health						
		NRSG 456L Advanced Nursing in Community Mental Health Clinical Studies						

Advisor's Name (print)

Advisor's Signature

For General Education requirement information, see the Academic Advising Center, 985-4837.

**STATE REQUIREMENTS:**

- \*124 minimum units required
- \*40 units must be upper division
- \*51 units must be general education

\*132 total units required for THIS degree

**NOTE:**

This form should be submitted to the Enrollment Services Office only when the student has completed at least 70 units or is filing a Request to Graduate.

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## SAMPLE MEMO FORM H

November 12, 2003

To: Deans Department Chairs

FROM: Kathleen C. Cohr-  
Associate Vice President for Academic Personnel

SUBJECT: **2003-2004 PERIODIC EVALUATION OF LECTURERS/TEMPORARY LIBRARIANS**

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Articles 15.21 through 15.24 of the Collective Bargaining Agreement address the issue of periodic evaluation of Lecturers requiring evaluation of some while leaving it **optional** for others. This discussion is intended to clarify the types of Lecturer evaluations and evaluation procedures and time lines. Lecturers must be advised of the evaluation procedures and criteria within the first 14 days of employment. This would include any department/ college policies in addition to the university-wide procedures described in this memo. ***Please note that these procedures do not apply to .AA's or G.A.'s.***

#### TYPES OF LECTURER EVALUATIONS

##### Required Evaluations

Lecturers whose ***appointments are for two or more semesters must*** be evaluated; this ***applies to both full-time and part-time Lecturers. Such evaluations must be in accordance with University procedures for periodic evaluation of faculty. A Lecturer holding appointments*** in two or more departments must receive an evaluation in each department where appointment is held. Such **evaluations** from the Dean are due in the Office of Academic Personnel by May 19, 2004.

##### Optional Evaluations

***Lecturers who are appointed for only one semester (both full and part time) may*** receive a periodic evaluation, ***either upon their request or at the discretion and prior notification of the Department Chair or Dean. If*** a Lecturer requests evaluation, he/she must receive it. Such evaluations are due in the Office of Academic Personnel by the end of the semester of the Lecturer's service (for Fall semester, the deadline is December 24, 2003; for Spring semester; the deadline is May 19, 2004).

*If it is not known whether a Lecturer currently serving on a one-semester Fall contract will be appointed for Spring semester, that individual may receive a periodic evaluation, as described in the preceding paragraph.*

## LECTURER EVALUATION PROCEDURES

### Evaluation of Full-Time Lecturers

***Full-time Lecturers must be evaluated by both the department and the Dean. The current CSULB Lecturer Periodic Evaluation Form must be used for all such evaluations. The periodic evaluation of full-time Lecturers must be conducted by a departmentally elected peer review committee, with opportunity provided for peer input. Peer input, if any, may be from any faculty member who may wish to provide it. Such input may be specifically requested by the Department Chair, the department peer committee, or the Lecturer. The Chair may serve as a member of the department committee, if elected, or may submit a separate evaluation to the Dean, along with the department committee's evaluation. At each level of evaluation, the Lecturer being evaluated shall sign the form and have the opportunity to respond in writing to the evaluation prior to its being forwarded to the next level of review. The Lecturer must be given seven calendar days at each level of evaluation to submit a response. A lecturer may request a copy of the evaluation to assist in the preparation of such a response.***

The Dean shall forward the completed evaluation to the Office of Academic Personnel for inclusion in the Lecturer's Personnel Action File. The Lecturer may request a copy of the **completed evaluation**.

### Evaluation of Part Time Lecturers

Periodic evaluations of part-time Lecturers are to **be completed by the Department Chair, with opportunity provided for peer input**. As in the case of the evaluation of full-time Lecturers, peer input may be from any faculty member, and may be requested by the Department Chair or the Lecturer. The CSULB Lecturer Periodic Evaluation Form must be used for all evaluations. When the evaluation is completed at the department level, the Lecturer shall sign the form and have the opportunity to respond in writing to the **evaluation** prior to it being forwarded to the next level of evaluation/review. The Lecturer must be given seven calendar days to submit a response. The Lecturer may request a copy of the evaluation to assist in the preparation of such a response.

For Part-Time Lecturers, the Dean may provide an evaluation or may simply acknowledge having reviewed the Department evaluation. If the Dean adds any comments to the evaluation, the Lecturer has the right to see the comments and have a copy of the comments. The Lecturer shall sign the form and must be given seven days to respond in writing to the evaluation prior to its being forwarded to Academic Affairs.

The Dean shall forward the completed evaluation to the Office of Academic Personnel for inclusion in the Lecturer's Personnel Action File. The Lecturer may request a copy of the **completed evaluation**.

### CSULB LECTURER PERIODIC EVALUATION FORM (REVISED)

The **same** evaluation form is to be used for both full-time and part-time Lecturers, with clear notation of the timebase of the Lecturer being evaluated. A copy of the **revised** form is **available** on the Academic Personnel website:

**[http://www.csulb.edu/divisions/acadaffs/Academic\\_Personnel/FORMS/Formslst.html](http://www.csulb.edu/divisions/acadaffs/Academic_Personnel/FORMS/Formslst.html)**

**MATERIALS TO BE CONSIDERED**

The Collective Bargaining Agreement stipulates that student **evaluations** of teaching must be considered in the periodic evaluation of Lecturers. The evaluation must be appropriate to the lecturer's work assignment and position description. In addition, ***Part-Time Lecturers may, if they wish, submit a comprehensive evaluation file with curriculum vitae and documentation of teaching effectiveness, and may include a self-evaluation and/or peer evaluation of teaching. If such additional documentation is submitted by a Lecturer, it must be considered in the Lecturer's periodic evaluation. Full-Time Lecturers must submit material that illustrate their performance in any area included in their position description of duties (teaching, professional development, and or service).***

All materials considered in the department's periodic **evaluation** shall be made **available** to the Dean. When the Dean's evaluation is completed, any of the following materials, if submitted by the candidate, must remain attached when the **evaluation** is forwarded to Academic Affairs: Lecturer's C.V.; self-evaluation; written peer evaluation. Other supplemental documentation need not be forwarded.

**DEADLINES**

Each Department Chair shall establish a single deadline for submission of materials for **all Lecturers being evaluated in a single semester, and must notify those Lecturers of the deadline in a timely fashion. Similarly, each Dean shall establish an internal college deadline for submission of Lecturer evaluation by departments. These deadlines are to be established early in the fall semester and lecturers must be provided reasonable notification to allow adequate time to prepare their materials:**

Questions should be directed to Irene Wood at **58263** or Maryan St. Claire at 52267.

xc: **Provost Reichard**  
**Associate Deans**  
Director Wiley

**FORM I**

Lecturers



Office of Academic Personnel  
<http://csulb.edu/aa/personnel> 562-985-4128

**LECTURER PERIODIC EVALUATION FORM**

Revised 11/6/07

<b>NAME</b>			
<b>DEPARTMENT</b>			
<b>COLLEGE</b>			
<b>YEAR</b>	<b>2007-2008</b>		
<b>TIMEBASE</b>	<input type="checkbox"/> <b>PART-TIME</b>	<input type="checkbox"/> <b>FULL-TIME</b>	<b>Number of WTUs</b>

<b>LECTURER EVALUATION</b>	<input type="checkbox"/> <b>AY 2007-2008</b>	<input type="checkbox"/> <b>Fall 2007 Only (Optional*)</b>	<input type="checkbox"/> <b>Spring 2008 Only (Optional*)</b>
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**DESCRIPTION OF DUTIES** If the duties described in the position description<sup>1</sup> go beyond teaching responsibilities, the position description **must** be attached.

**NOTE:** If the Lecturer has submitted a curriculum vitae, a description of the year's professional accomplishments and contributions, a reflective narrative and/or a written peer evaluation, that information must remain attached when this evaluation is forwarded to the Dean and to the Office of Academic Personnel.

<sup>1</sup> Please refer to Interim AVP Holly Harbinger's November 6, 2007 INSTRUCTIONAL memo for directions on the evaluation of lecturers.

**EMPLOYEE NAME** \_\_\_\_\_

**I. Teaching Performance**

**A. Review of Student Evaluation and Grading**

For each class evaluated during the period of review or since the last evaluation provide the data for the following table (distributed to departments each semester):

Acad Sem	Course No.	No. of Stdnts Enroll	No. of Stdnts Respond	Lect Mean	Lect SD*	Dept Mean	Dept SD	School Mean	School SD*	Class GPA	Dept GPA at Same Level (LD, UD,GR)

\*Report student evaluation means for question #8 ("overall effectiveness"), and class GPA at the same level (LD, UD, GR) as the class evaluated.

**B. Instructional Materials**

Review information and materials relevant to instruction, if submitted. Constructive comments for improving instructional material are permissible in all rating categories, but are required only for "Needs Improvement" and "Unsatisfactory". **Check the appropriate box.**

Excellent	Proficient	Satisfactory	Needs Improvement <i>(Comments must be provided)</i>	Unsatisfactory <i>(Comments must be provided)</i>
<b>Comments</b>				

**C. Service to Students**

Provide the information requested below and, if appropriate, comment on other services to the students provided by the instructor outside of class (for example, advising).

Number of office hours schedule per week?	Are these hours scheduled at times which are reasonably convenient to student in assigned classes? <i>If not, explain in Comments section below.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are office hours held as scheduled with rare exceptions? <i>If not explain in Comments section below.</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No
Explain, in Comments section below, other ways services are provided to students?		

**Comments:**

**D. Overall Rating of Teaching**

On the basis of the evidence provided in Section I, A, B, and C, rate the instructor's overall teaching. Constructive comments for improving performance are permissible in all rating categories, but are required only for "Needs Improvement" and "Unsatisfactory". **Check the appropriate box.**

Excellent	Proficient	Satisfactory	Needs Improvement <i>(Comments must be provided)</i>	Unsatisfactory <i>(Comments must be provided)</i>
<b>Comments</b>				

**EMPLOYEE NAME**

---

**INSTRUCTIONS FOR SECTIONS II AND III PROFESSIONAL GROWTH AND DEVELOPMENT AND UNIVERSITY/COMMUNITY SERVICE**

**Check applicable space below and evaluate as appropriate.**

- Required**  
 Complete Sections II and III if the lecturer’s announced position description required activity in these areas.
- Optional**  
 Lecturers without specific assignments in addition to instruction are not expected to, but may choose to, submit evidence of their Professional Growth and Development and Community service. If such materials are submitted, departments must evaluate the materials even though these areas are not part of the Lecturer’s assignment.

**SECTION II PROFESSIONAL GROWTH AND DEVELOPMENT (INCLUDING SCHOLARLY/CREATIVE ACTIVITIES AND PEDAGOGICAL CONTRIBUTIONS TO THE PROFESSION)**

**SECTION III UNIVERSITY/COMMUNITY SERVICE (INCLUDING SERVICE TO PROFESSIONAL ORGANIZATIONS)**

**SECTION IV OVERALL PERFORMANCE RATING**

On the basis of the evidence in Section I (and Sections II and III, if required, or if the lecturer has chosen to, submit evidence for these Sections), rate the lecturer’s overall performance.

*Check the appropriate box. Comments are **required** for "Needs Improvement" and "Unsatisfactory" ratings.*

Excellent	Proficient	Satisfactory	Needs Improvement <i>(Comments must be provided)</i>	Unsatisfactory <i>(Comments must be provided)</i>
<b>Comments</b>				

**Attach Signature Page.**

**EMPLOYEE NAME** \_\_\_\_\_

**SIGNATURE OF DEPARTMENT CHAIR OR PEER COMMITTEE CHAIR** (See Instructional Memo.)

SIGNATURE	PRINT NAME	TITLE	DATE

**Separate Department Chair evaluation provided.** (ATTACH)

**OTHER COMMITTEE MEMBERS' SIGNATURES** (IF APPLICABLE)

COMMITTEE MEMBER SIGNATURE	PRINT NAME	DATE

**SIGNATURE OF EMPLOYEE**

I have read the above evaluation. My signature indicates neither agreement nor disagreement with it.  
 (As provided in Section 15.5 of the CSU-CFA Collective Bargaining Agreement, the faculty member may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the recommendation within ten (10) calendar days following receipt of this recommendation.)

EMPLOYEE SIGNATURE	DATE

**REVIEW BY DEAN OR OTHER APPROPRIATE ADMINISTRATOR**

I have read the above evaluation, and I have no reason to disagree with it or add to it.

I have read the above evaluation, and I have added further evaluative statements for the reason indicated herein.

**EVALUATION BY DEAN**

--

DEAN/ADMINISTRATOR SIGNATURE	DATE

**SIGNATURE OF EMPLOYEE**

I have read the above evaluation. My signature indicates neither agreement nor disagreement with it.  
 (As provided in Section 15.5 of the CSU-CFA Collective Bargaining Agreement, the faculty member may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the recommendation within ten (10) calendar days following receipt of this recommendation.)

EMPLOYEE SIGNATURE	DATE

**Form J**

Approved May 1998  
Office of Academic Affairs

DRAFT 8/06

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**  
**DEPARTMENT OF NURSING**  
**COLLEGE OF HEALTH AND HUMAN SERVICES**

**RETENTION, TENURE, AND PROMOTION POLICY**

- 1.0 MISSION STATEMENT
- 2.0 GENERAL PRINCIPLES
- 3.0 EVALUATION OF FACULTY PERFORMANCE
- 12.0 AMENDMENTS TO THE TRP DOCUMENT
- 13.0 INTERPRETATION OF THE DEPARTMENT RTP DOCUMENT
- 14.0 APPEALS AND/OR GRIEVANCE
- 15.0 QUALIFICATIONS FOR RANK

Approved by Department Faculty: March 12, 1997  
Approved by College RTP Committee  
Approved by College Dean:  
Approved by Vice President for Academic Affairs

## Department of Nursing

### College of Health and Human Services

#### RETENTION, TENURE, AND PROMOTION POLICY

##### **Vision**

The vision of the Department of Nursing is to create and maintain a scholarly and collegial academic environment, in collaboration with practice settings, to shape nursing practice and care. This vision for the future of nursing education emanates from nursing's core values. Although nursing involves technological skill in the application of the nursing process, it also attends to human vulnerability and helps people cope by providing comfort and counseling. Patient education and health promotion foster healthy lifestyles, and increase the knowledge of one's illnesses, awareness of risk factors, and self-care. At its core, nursing recognizes that clinical judgments are nurtured in human relationships and have as much to do with values and ethics as they do with knowledge and technology

In a nursing context, health and illness have meaning for people. It is this distinction in nursing—between disease and the illness experience—that lends understanding to the meaning of illness in a person's life. By itself, such meaning is a vital form of healing that can overcome the sense of alienation, loss of self, and loss of social integration that frequently accompany illness. This distinction is fundamental and unique to nursing and must remain central to baccalaureate and graduate nursing education programs of the future.

Nurses not only care for people, but also tend the environments in which care happens. While it is the responsibility of nursing education to prepare expert practitioners, schools must also produce nursing professionals who can participate as full partners in shaping health policy. As such, it is crucial that nurses be prepared with skills to remove artificial barriers that limit the profession's ability to practice in the best interest of consumers.

### **1.0 Mission Statement**

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

### **2.0 General Principles**

The initiative in the Retention, Tenure and Promotion (RTP) process shall be a shared responsibility of the individual candidate and the other faculty members of the department. The purpose of the RTP Committee is to assist colleagues in the preparation and development of their materials; provide guidance for faculty growth, evaluate faculty performance in accordance with approved procedures, and submit recommendations for future retention, promotion and/or tenure.

**2.1** The University, and the College of Health and Human Services Retention, Tenure, and Promotion policies shall take precedent over Department policies.

**2.2** The Department Director or designee shall ensure that all tenured and probationary faculty receive copies of departmental, college, and university regulations on retention, tenure, and promotion no later than completion of the second month of their initial appointment contract.

**2.3** The Department Director or designee shall provide all tenured and probationary faculty a copy of all amendments to department, college, university, and trustee regulations on retention, tenure, and promotion within one month of the date they go into effect.

**2.4** The Department's retention, tenure, and promotion committee may not consider evidence related to a candidate's performance that is in violation of California State University trustee, university, or college policies.

**2.5** The Department's RTP committee shall host a meeting during the first month of each academic year for the purpose of reviewing current RTP policies, procedures, and deadlines. All departmental tenured and probationary faculty will be invited to the meeting.

**2.6** The Department Director and the chair of the RPT Committee shall provide advice regarding the review process.

**2.7** The reputation, success, and credibility of the department are directly related not only to the quality of the candidates recommended, but also to the professionalism, collegiality and diligence with which the department RTP Committee discharges its responsibilities. Candidates are therefore expected to furnish necessary, complete, and relevant evidence for evaluation.

**2.8** Utilizing a three year cycle, the department director shall appoint an ad-hoc committee comprised of three tenured and/or probationary tenure tract faculty to evaluate the department's retention, tenure, and promotion document. The results of the committee's findings shall be reported to the faculty.

### **3.0 Evaluation of Faculty Performance**

The Nursing department values persons of diverse talents and specialties. Recommendations from the department RTP process will reflect documentation of a candidate's strengths, contributions and uniqueness under each of the established criteria. In addition, if indicated, recommendations will be made regarding areas for improvement. Candidates for tenure or promotion are expected to demonstrate competence in all three evaluative categories. Teaching is a critical category. However, the record of the candidates must support the principle that the

higher the rank to be accorded, the stronger the evidence must be for teaching effectiveness, collegiality, scholarly achievement, and service.

**3.1** It is the responsibility of the candidate for retention, tenure and/or promotion to provide evidence of his or her performance in each of the evaluation categories.

**3.2** Satisfactory performance in all three evaluative categories is necessary for a positive recommendation of retention, tenure, or promotion.

**3.3** Outstanding performance in all three evaluative categories is necessary for a positive recommendation of early tenure or promotion .

**3.4** Only those activities completed or in which substantial progress has been made during the candidates probationary period will be evaluated for retention and tenure; and only those activities completed or in which substantial progress has been made while within the present rank will be evaluated for promotion.

**3.5** The possession of the doctorate is a normal prerequisite for the promotion beyond the rank of assistant professor. Exceptions may be made based on recommendation of the department RTP committee.

#### **4.0 Criteria for Evaluation**

Teaching is the primary and most essential academic responsibility of the university professor. Quality teachers are those who possess expertise, as well as passion for their work and the process of learning. Quality teachers also continue to maintain currency in their subject matter, which requires ongoing scholarship through study, learning, clinical competence, practice, experience, and research. It is important, therefore, for faculty not only to disseminate knowledge, but also to participate in its creation, integration, and/or application.

Criteria for the evaluation of the faculty member's teaching effectiveness, scholarly and creative activities, and services are discussed in the sections below. The criteria for assessing

performance in each of the evaluative categories are divided into essential and enhancing components. Essential criteria describe the nature and level of performance required of all departmental faculty. Enhancing criteria establish standards by which faculty, following diverse career and scholarly paths, are evaluated beyond the essential criteria.

#### **4.1 Essential Criteria for Instruction and Instructional Activities**

The evaluation of teaching involves several components as shown below. These essential criteria include activities in the areas of: (1) Pedagogical approach and methods, (2) Student response, and (3) Ongoing professional development as a teacher and professional.

##### **a. Pedagogical Approach and Method**

Instructional methods should be appropriate to course content and objectives as well as appropriate to accreditation and professional subspecialty standards. Materials should be current, comprehensive, and objectively cover required content areas. The course design should convey the purposes, goals, objectives, requirements, method of delivering the instruction, and grading practices.

A variety of data sources will be utilized to evaluate the degree to which the candidate's pedagogical approach and teaching method satisfies departmental standards. These sources may include, but may not be limited to, an assessment of course materials (e.g. course outline, handouts, examinations, exercises), grading practices relative to departmental and college colleagues, and a peer evaluation of the candidate's teaching based on classroom visits. Results of grading practices should be reasonably consistent with university norms.

**b. Student Response to Instruction**

Students' ratings of instruction should be favorable and reflect the averages of the department, college, and university averages. Candidates for tenure or promotion should have student evaluations which reflect favorable student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individual needs.

Substantial evidence of effectiveness as a teacher is necessary to merit a positive recommendation of retention, tenure, or promotion. Teaching effectiveness may be reflected in a variety of instructional and instructionally related activities, such as classroom teaching; curriculum development; development of teaching techniques to enhance student learning; and related activities including students.

**c. Ongoing Development as a Teacher and Professional**

Thoughtful, deliberate effort to produce continuous improvement in teaching effectiveness is expected of all candidates. This pattern of change should be described in a narrative and supported by exemplary materials. This record may include regular and ongoing interaction with colleagues regarding pedagogy, such as discussions of pedagogical issues, classroom visits and consultation of course development. Other activities may include involvement in programs of the CSULB Center for Faculty Development; participation in teaching-development seminars, or conferences sponsored by the department, college, University or professional organizations; giving or receiving formal or informal pedagogical coaching and/or other activities that contribute to professional development of teaching effectiveness. Candidates should include evidence of implementing improvement activities and the resulting outcomes. This can be a

particularly appropriate method for continuous improvement, attendance or participation with pedagogical workshops or symposia on instructional effectiveness.

Nursing is a practice discipline in a rapidly changing health care environment. This necessitates the nurse educator to maintain clinical currency. Enrollment in certificate programs, continuing education workshops, updates in clinical practice, or advanced academic courses that are clinically focused are examples of on-going professional development in nursing discipline. Peer-reviewed publications and professional presentations related to clinical outcomes, clinical case studies, technical application or other practice issues can also demonstrate currency in clinical practice.

#### **4.2 Enhancing Criteria for Teaching Effectiveness**

There are many ways that faculty may go beyond the essential criteria for teaching effectiveness to enhance their achievement; the following are illustrative, not exhaustive of the possibilities. Faculty may develop innovative approaches to teaching or exemplary ways of fostering student learning in the classroom. New curriculum, instructional programs or materials may be developed, including electronic or multimedia software or new advising materials or programs. Offering teaching colloquia to department colleagues or pedagogical workshops at discipline meetings may demonstrate department or discipline leadership regarding instructional issues.

The Department of Nursing faculty should also be involved outside the classroom in such areas as academic advising, student mentoring, and clinical practice as appropriate, collaborative research projects with students, thesis supervision, and support of student organizations and/or recruitment and retention activities.

#### **4.3 Scholarly, Professional and Creative Activities**

Faculty are expected to develop and sustain an ongoing program of scholarly and creative activity that demonstrates intellectual and professional growth over time. Faculty scholarly and creative activities must result in some product which can be judged by peers and disseminated.

**a. Essential Criteria**

Faculty scholarly activities may be designed to expand the profession's knowledge base by providing new discoveries; expanding existing information; developing practical applications of existing knowledge; or developing new insights or methods of integrating what is currently known in their disciplinary area, or with respect to topic or issue of concern. All faculty are expected to produce scholarly and/or creative achievements which contribute to the advancement, application, or pedagogy of the discipline (or interdisciplinary studies). It is reasonable to expect that faculty produce a minimum average of one creative activity per year.

Scholarly, professional, and creative activities represent efforts and evidence whereby the candidate establishes professional status and contributes to the profession while being active professionally. These activities must be relevant to the candidate's assignment and support the mission of the department. Research and clinical expertise are considered a critical and beneficial component of the instructional process for several reasons:

1. Advances in nursing knowledge and nursing practice are dependent on generating new knowledge. This new knowledge has potential for improving the quality of life for patients, clients, families, and or communities. Responsible professional practice rests on the foundation of data derived from research and clinical practice.
2. Contributions from nursing research also have positive consequences for the department and the University. Collaborative research and scholarly activities support the mission of the University and contribute to the advancement of interdisciplinary practices.

Productivity and scholarly contributions increase the likelihood that the University will attract high quality students and faculty. A successful university also is more likely to obtain grants, equipment, and other financial support from the community, industry and government agencies.

3. Utilization and implementation of research will enhance teaching effectiveness and enriches the education of students. Providing students with research related opportunities is essential and a major responsibility of all full-time faculty.
4. Research grants bring state-of-the-art equipment and technology to the department. This increases the likelihood that students will be well trained and competitive when seeking employment.
5. Professionals are responsible for the knowledge upon which their profession is based. Research enables professions to create their own visions of the future.

The essential scholarly and creative activities are divided into four differentially weighted categories. Activities within each category are equally weighted. The categories, presented in order of priority, are:

1. Publication of juried endeavors including, but not limited to, the following: research publications, creative activities, books, monographs, review articles, book chapters, grant awards, computer software.
2. Publication of major non-juried manuscripts such as books, book chapters, or review articles.
3. Presentation of juried papers at professional meetings; publication of abstracts from juried presentations.
4. Presentation at professional workshops with peer evaluation

**b. Enhancing Criteria Activities**

Faculty may also enhance their scholarly and creative achievement in the following areas:

1. Presentation of non-juried papers at professional meetings; publication of non-juried abstracts from non-juried presentations
2. Editorial assignments with recognized professional publications, including journals, professional newsletters, or electronic media.
3. Appointments to selection panels for grants, fellowships, contracts, awards, and conference presentations, or other adjudication assignments calling for professional expertise.

Additional activities may be judged to enhance faculty scholarly and creative achievement so long as these are peer reviewed, are disseminated to appropriate professional audiences, are appropriate to the mission of the department and college, and make significant contributions to the discipline or to interdisciplinary fields.

**4.4 Professional Service**

Professional service may be contributed to the university, the community and the discipline, but it must directly invoke the academic expertise of the faculty member. Service to the Department or Community may be paid or unpaid, but must be consistent with the mission of the Department and its instructional program.

**a. Essential Criteria**

All faculty are expected to participate actively in the collegial processes of faculty governance, as well as in appropriate professional organizations and/or activities. The categories of service include the following essential activities.

**Service to the University** Service to the university is required at three levels: the department, the college, and the university. The faculty member must actively participate at each level. Examples of service to the University include:

- 1) Membership, participation and leadership on committees and/or related activities at the department, college, and university levels.
- 2) Participation in student activities.

**Service to the Community** It is the faculty's responsibility to provide service to the community at the local, state, national, and the global, international community. This service may be to the professional community of the faculty member or to the lay community, depending on the interest and attributes of the individual faculty member.

Examples of community service include:

- 1) Leadership roles (chair, coordinator, etc., when opportunities are available)
- 2) Committee assignments and participation
- 3) Authorship of documents, reports, policies and procedures or protocols.
- 4) Advisory boards/groups
- 5) Instructional/advisory services
- 6) Speeches, panel, etc.
- 7) Participation in academic or nursing practice related consultancies

**b. Enhancing Criteria**

Faculty may enhance their service achievements with active involvement on committees at all levels of the University system. Assistant and associate professors should place emphasis upon the departmental and college levels.

Examples of enhancing criteria include:

1. Consultancies'/participation in advisory committees, nursing centers, clinical practice arrangements, and outreach to underrepresented populations. Whatever the level of service within the university, the quality of that service is the primary consideration.
2. Authorship of documents, reports and other materials pertinent to the university, college, or department missions.
3. Sponsoring student groups and participating in educational equity programs are also service contributions.

### **Early Tenure and Early Promotion**

Early tenure and early promotion are granted only in exceptional circumstances and for compelling reasons.

**5.1 Early Tenure.** To receive a favorable recommendation for early tenure, a candidate must achieve a record of accomplishment which meets the essential criteria at a superior level in all three areas of review at an early point in time. In addition, the candidate must present a record of significant enhancing achievements. The length of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

**5.2 Early Promotion:** To receive a favorable recommendation for early promotion, a candidate must achieve a record of accomplishment which meets the essential criteria at a superior level in all three areas of review at an early point in time. In addition, the candidate must present a record of significant enhancing achievements. The length of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

### **6.0 Annual Assessment**

The department shall provide a comprehensive assessment at least once a year of all candidates for reappointment leading to tenure so that probationary faculty members shall be informed in writing of areas which need strengthening.

### **7.0 Voting Rights**

Tenured and tenure-track faculty, including those on leave, in the department are eligible to vote on RTP policy matters. The University Faculty Handbook identifies voting eligibility.

### **8.0 Candidate's Rights**

Candidates for reappointment and advancement have the right to meet with the department RTP Committee and/or the chair to receive a copy of their recommendation(s), to include the rationale and a full summary of the evidence. Candidates may respond in writing to these recommendations before they are forwarded from the department, as long as the deadlines for forwarding are met candidates should follow guidelines in the Memorandum of Understanding and Faculty Handbook for deadlines.

### **9.0 Shared Evidence**

Neither the department committee nor the chair shall use any evidence bearing on decisions concerning a candidate unless that evidence was shared with the candidate.

### **10 Professional and Ethical Behavior**

It is expected that candidates recommended for reappointment and/or advancement have demonstrated positive qualities which reflect favorably on the individual, college, and university. These qualities include professional and ethical behavior and integrity, and are prerequisite to the RTP criteria established for the department. A negative decision utilizing this section must be supported by substantive evidence.

### **11.0 Department RTP Committee**

### **11.1 Committee Selection**

The Nursing Department will have an RTP Committee (or committees) of at least three (3) tenured members elected by majority vote from the full-time tenure faculty. Two of the three members must be full professors. The committee shall, if possible, be elected during the preceding Spring semester and no later than the second week of the Fall semester.

### **11.2 Membership Rank**

Members of the department RTP Committee who participate in promotion recommendations must have a higher rank than the candidates being considered and must not themselves be candidates for promotion. If an additional full professor is needed to evaluate a candidate for that rank, an ad hoc committee member will be selected by faculty vote from the pool of eligible faculty.

### **11.3 Committee Composition**

All recommendations for advancement (promotion) to a given rank, for tenure, or for reappointment shall be considered by the same committee.

### **11.4 Committee Qualifications**

Persons on leave, sabbatical or early retirement for any part of the academic year shall not serve on the department RTP Committee

### **11.5 Service required**

All faculty of eligible rank must serve on the department RTP Committee, if elected, unless there are substantive reasons not to do so.

### **11.6 Service Limitations**

A faculty member may serve on only one (1) RTP Committee or ad hoc RTP Committee at any give time.

- a. Members shall serve staggered two-year terms
- b. Members shall serve no more than two consecutive terms

### **11.7 Evaluation Review**

The committee and the chair will forward its recommendation with supporting materials to the College RTP Committee for review by the Committee and the dean.

### **11.8 Department Chair/Unit Director**

The department chair may be a member of the department RTP Committee, if elected. However, if the chair serves as a member of the department RTP Committee, he/she may not make a separate recommendation.

### **11.9 Conflict of Interest**

The chair of the department may not sit with the department RTP committee during the time that it is considering his/her reappointment, tenure appointment, or advancement. Further in such case, the chair is restricted from submitting a separate recommendation for candidates being considered for promotion to the same rank for which the chair is being considered.

### **11.10 Accountability**

The department will be held accountable for its recommendations by (1) supplying the College RTP Committee with substantive evidence to support recommendations and (2) submitting candidate's RTP portfolios and supporting documents on time in accordance with established deadlines.

### **11.11 Burden of Responsibility**

The initial burden or responsibility to ensure compliance with RTP deadlines rests with the candidate. Candidates are expected to furnish necessary and relevant evidence to

support their applications, and to provide this information in accordance with established deadlines

### **11.12 Inoperative Clause**

If any provision or amendment to this document is in conflict with a provision within the college document, that provision of the department document shall be inoperative.

## **12.0 Amendments to the Department RTP Document**

### **12.1 Memorandum of Understanding**

If any provision of this document is in conflict with the Memorandum of Understanding or University Policy on Retention, Tenure and Promotion (PS 96-12) such provision shall be superseded by the Memorandum of Understanding (and/or PS 96-12) and Nurse Practice Act.

### **12.2 University Approval of this Document**

The RTP policies and procedures of the Nursing Department and the College of Health and Human Services are subject to the review and approval of the University Vice President for Academic Affairs for consistency with established policies of the CSU system and University and with acceptable professional standards.

### **12.3 Amendments Process**

Amendments to the department policies document may be initiated by a petition signed by ten percent (10%) of the entire full-time tenure-track faculty of the department.

Upon receiving a petition so initiated, the chair shall communicate the proposed amendments(s) to the department faculty at least two weeks prior to voting.

### **12.4 Voting**

Voting on amendments shall be by mail ballot prior to May 1 of the preceding academic

year of adoption.

### **13.0 Interpretation of the Department RTP Document**

The Department RTP Committee shall be responsible for the interpretation of this document. Questions that cannot be answered by the Department RTP Committee shall be referred to the Vice President for Academic Affairs for decision. The department committee will direct such questions of inquiry through the College RTP Committee.

### **14.0 Appeals and Grievance**

Ideally, the Department policies document is sufficiently clear and the accuracy and thoroughness of the required evaluation are such that a candidate denied reappointment, tenure, or promotion would understand and accept that decision. However, considering the significance of RTP and magnitude of the RTP process, occasional challenges to RTP do occur. Under those circumstances, a candidate should consult the appropriate article of the Memorandum of Understanding for information.

**15.0 Qualifications for Rank** The following are general qualifications for each academic rank.

#### **15.1 Candidate for Assistant Professor:**

- a. Earned master's degree in nursing or terminal degree, (MSN, MS, or MN) enrolled in doctoral program.
- b. Evidence of teaching at the baccalaureate level in nursing
- c. Scholarly and creative activities through publications, funding, and proposals
- d. Teaching evaluation by students compare favorably with Department and College norms.  
Peer evaluations which document teaching effectiveness
- e. Evidence of service on department, college, or university committees(s)
- f. Membership in relevant professional organizations

- g. Evidence of multidisciplinary collegiality in governance in department, college and university.

### **15.2 Candidate for Associate Professor**

- a. Normally six years of satisfactory performance as Assistant Professor, or equivalent
- b. Meet criteria for assistant professor and degree in nursing
- c. Earned doctorate in nursing or related field
- d. Teaching evaluations by students compare favorably with Department and College norms. Peer evaluations which document teaching effectiveness
- e. Evidence of updating of individual courses
- f. Scholarship has a sustained, identifiable, and congruent research thrust through such activities as funded grants or contracts (to include research), articles in juried or refereed journals, conference papers, recognition of clinical competence as appropriate development of innovative practice models, development of computerized models of instruction, presentations, practice based innovations.
- g. Involvement and leadership in relevant professional organizations
- h. Evidence of involvement and leadership in department, college and university governance.
- i. Activity as appropriate in the clinical arena which serves as a collaborative bridge between academia and nursing practice
- j. Evidence of multidisciplinary collegiality

### **15.3 Candidate for Professor:**

- a. Normally after 5-10 years as Associate Professor or equivalent

- b. Meet criteria for associate professor and:
- c. The evidence of regular course revisions(s), development of new courses as appropriate.
- d. Consistent pattern of above average student and positive peer evaluations
- e. Recognized, sustained, and congruent scholarly/research experience, which may include instructionally-related work, via articles in refereed journals, book chapters, conference papers, funded grant proposals, books, published research reports, recognition of clinical competence as appropriate, development of innovative practice models, development of computerized models of instruction, distance learning strategies, new approaches to clinical teaching, evaluation of research studies, etc.
- f. Recognized contributions to department, college and university through leadership position (s), membership on editorial boards, manuscript review panels
- g. Professional service through leadership activity in professional or other organizations
- h. Evidence of multidisciplinary collegiality
- i. Ongoing professional development in nursing to include, if appropriate, evidence of ongoing clinical competence in advance nursing practice

**FORM K**

July 28, 2004

**COURSE SYLLABI**

(Supersedes, in part, PS 80-08)

This policy statement was recommended by the Academic Senate on March 18, 2004 and approved by the President on June 14, 2004.

It is essential that all students have access to the basic information about the courses in which they are enrolled. Therefore, in every course, the instructor(s) must provide the students with a syllabus in at least 10-point type font. This syllabus must include, but is not limited to, the information shown in (a) through (i) below.

The syllabus must either be provided in paper copy or be made available in electronic form. If the syllabus is only distributed electronically, the instructor must provide detailed instructions on how to access the syllabus. Unless circumstances dictate otherwise, the syllabus must be provided on or before the time of the second class meeting.

In the case of distance-learning classes that do not meet in person in the same physical setting, the enrolled students shall be provided with the electronic address, access instructions, and required information specified in the previous paragraph via either mail or e-mail.

Information that must be included in the course syllabus:

- (a) instructor's name, office number, office telephone number and/or e-mail address, and office hours;
- (b) class term, meeting times, and location;
- (c) course goals and/or objectives and/or expected student learning outcomes;
- (d) required text(s) and/or materials and information on any course fee;
- (e) types and sequence of assignments and basis for assigning course grade;
- (f) how the instructor will interpret the University withdrawal policy in this class;
- (g) a statement of, or reference to where students may find attendance policies and provision for makeup of assignments when there is an excused absence;
- (h) a reminder that it is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability;

(i) other information essential to the course, for example safety information, information about accessing online resources, information about assignments that must be accomplished at off-campus locations (e. g. field trips, service learning).

Instructors should also refer students to the "General Regulations and Procedures" in the Catalog. They are encouraged to discuss their interpretation of these General Regulations and Procedures, especially with regard to cheating and plagiarism.

Any course that uses hybrid, local online, or distance education course delivery shall explain the following issues in the course syllabus:

- (1) how the instructor will communicate with the students and how the students will communicate with each other;
- (2) how online participation will be assessed and graded;
- (3) how the instructor will monitor the online activities of the students;
- (4) how the standards of appropriate online behavior will be maintained;
- (5) the level of technical competence required of the students;
- (6) what the minimum computer hardware and software requirements are for the class, and what department, college, or University facilities are available to support these requirements for students who cannot afford to buy the technology;
- (7) the alternative procedures for submitting work in the event of technical breakdowns;
- (8) the on-campus meeting requirements, if any;
- (9) how academic honesty will be enforced.

If some of the information is subject to change, that fact should be noted in the syllabus (examples: due dates, exam dates).

Faculty members must submit copies of the syllabus for each course to the department office. Departments and programs will keep a copy of each syllabus for at least five years. The department will submit copies of all course syllabi to the University Library in a format specified by the Library by the census date of the term.

A model syllabus has been prepared by the Faculty Center for Professional Development and is available on the Center's website: <http://www.csulb.edu/centers/fcpd/>

EFFECTIVE: Fall 2004

## Syllabus Template FORM L

This template is intended to be used to help faculty construct course syllabi that will meet the minimum requirements as specified in the new policy recently approved by the Academic Senate (3/18/04).

Each course syllabus must include the following elements:

**Instructor's Name**

**Office Number** (include building and office #, e.g. SPA--204)

**Office Telephone Number** or an **E-Mail Address** (or both, but at least one of these)

**Office Hours**

**Term** of the current course (e.g. Fall 2004)

**Class Meeting Times** (e.g. MW 11:00 - 12:15)

**Class Location** (e.g. LA4-101)

A list of at least one of the following elements:

- **Course Goals** or
- **Course Objectives** or
- **Expected Student Learning Outcomes**

**Required Texts** and any other required materials and information on any required course fee (if applicable)

**Types of Assignments**

**Sequence of Assignments**

**Basis for Assigning the Course Grade**

The **Instructor's Interpretation** of the University's **Withdrawal Policy** as it will be applied to this particular course

Either a **statement or a reference to** where your students may find **attendance policies**

A **statement for how assignments** can be **completed** in the event of a student's **excused absence**

A **statement explaining** to your students that it is **their responsibility** to notify you (the instructor of record) in advance of **their need for accommodation of a disability** that has been verified by the University

Any other essential information, such as

- **Safety information** or
- **Information** for how **to access online** resources (e.g. BeachBoard) or

- **Information** about any **assignments** that must be **completed at off-campus locations** (e.g. fieldwork, community service)

**Note: If there is any information in your syllabus that is subject to change, you should note that in the appropriate place(s).**

*While not required in your syllabus, it can be helpful to provide students a reference to the “General Regulations and Procedures” in the University Catalog. It is also advisable for instructors to discuss with their students how they will interpret these “Regulations and Procedures.” It is highly recommended that instructors carefully explain and discuss with their students how the policy on cheating and plagiarism will be interpreted.*

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If you are teaching either a **hybrid, local online, or distance education** course, you must include several additional elements in your course syllabus.

An **explanation** of

- (1) how the instructor will **communicate** with the students and how the students will communicate with each other;
  - (2) how online participation will be **assessed and graded**;
  - (3) how the instructor will **monitor the online activities** of the students;
  - (4) how the **standards of appropriate online behavior** will be maintained;
  - (5) the level of **technical competence** required of the students;
  - (6) what the minimum **computer hardware and software requirements** are for the class, and what department, college, or University facilities are available to support these requirements for students who cannot afford to buy the technology;
  - (7) the **alternative procedures for submitting** work in the event of technical breakdowns;
  - (8) the **on-campus meeting requirements**, if any;
  - (9) how **academic honesty** will be enforced.
- 

*Faculty members must submit copies of the syllabus for each course to the department office. Departments and programs will keep a copy of each syllabus for at least five years. The department will submit copies of all course syllabi to the University Library in a format specified by the Library by the census date of the term.*

CALIFORNIA STATE UNIVERSITY, LONG BEACH  
School of Nursing  
CLINICAL Pre- PLANNING MEETING MINUTES

COURSE          SEMESTER          YEAR

PLANNING DATE          COURSE DATES          HRS/DAYS

AGENCY          ASSIGNED FACULTY

AGENCY PERSONNEL INVOLVED

CSULB FACULTY INVOLVED


Clinical Objective given to:

Clinical objectives disseminated to staff by:

DISCUSSION OF THE FOLLOWING TOPICS AS APPROPRIATE (Please check those that were discussed):

- Clinical Skills
- Parking
- Library Use
- CE Program Participation
- Method to contact instructor (beeper, paging, #          )
- Student Injury
- Student Absences or Tardy Reporting
- Conference Room
- Locker Room
- Facility Tour
- Policies and Procedures
- Computer Use
- Identification Badges

Medication Administration and Documentation System

Faculty/Student Orientation

Over

Plans for Provision of Student Experience (include agency units to be used; number of students/unit; method of assignment, etc.)

Changes from Last Experience:

Submitted by:

Date:

GC 10/2011

### **Policy on Medical Clearance**

Purpose: Students are considered part of the health care team in any clinical setting. Therefore, they are obligated to abide within established policies and procedures for any clinical setting in which they are functioning.

1. All students must comply with all required health documentation for immunizations and proofs of immunity required by each clinical agency. Failure to upload these documents onto the Magnus Health Tracker prior to the semester deadline will result in them being dropped from the class. Once they are dropped from the class they may re-enter on a space available basis as stated in the School of Nursing (SON) Policy on Readmission.
2. Illness is defined as a fever (which is generally a temperature of  $\geq 100.5^{\circ}\text{F}$  or flu-like symptoms) a rash, productive cough or open wound, or other drainage (e.g. from eyes). Students will not be allowed on any of the units with these symptoms. The student must notify both their clinical faculty and the agency when they are ill.
3. In the case where a student misses more than one clinical day due to illness, a student will not be allowed to return to the clinical area until a written medical clearance has been obtained.
4. In the event that a student experiences an injury or undergoes a surgical procedure that could compromise the safety of either the student or the clients in the student's care, a written medical clearance will need to be submitted to the clinical faculty before the student can return to clinical practice.
5. In the event that a theory course is concurrent with the clinical component, the faculty has the discretion to determine whether or not the absence from the clinical will hinder achievement of the combined course objectives. In this event, it may be feasible that the student would not be able to progress in either clinical or didactic components until being released from medical care.
6. If an injury or illness creates a significant disability for the student such that patient safety issues arise, progression in the program will be dependent upon the student's ability to function safely in accordance with guidelines specified in the SON's Essential Performance Policy. At that time, an ad-hoc judiciary SON sub-committee will be formed that will have the authority to make determinations regarding the physical or mental fitness of a particular student while in the nursing program. They will work with the Office of Disabled Student Services to determine if safe reasonable accommodation can be made for this student.
7. If the student develops an impaired/deficient immune system or becomes pregnant they must notify their clinical faculty and the level coordinator for the particular course. They are also required to submit a written medical clearance to participate further in the

program and accept full responsibility for any risk to them. (See Policy on Essential Performance General Health guidelines).

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

### Missed Clinical Hours Policy

1. Introduction:

Every student in the nursing program is required, by the Board of Registered Nursing, to meet a minimum number of hours in both lecture and clinical courses. Therefore, it is expected that students will attend all required classes.

Any missed clinical time during the semester is required to be made up, hour for hour or by completion of an instructor approved assignment in order to earn a passing grade in the course. The approved assignment will vary based on the clinical course requirements.

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

2. Student Responsibilities:

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

#### Missed Clinical Hours Contract

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

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This will be completed by: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinical Instructor Signature

\_\_\_\_\_  
Date



**FORM P****Policy on  
Essential Performance Standards**

1. Background:
  - 1.1 The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. Schools of Nursing and State University systems, like other state and federally funded entities, *are required* to comply with the stipulations of the ADA.
  - 1.2 The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires.
  - 1.3 The Rehabilitation Act of 1973 prohibits discrimination in admissions of a qualified person with disabilities.
  - 1.4 Reasonable accommodation for students with disabilities either temporary or permanent will be considered on a case-by-case basis and in consultation with the CSULB Office of Disabled Student Services, when appropriate.
  - 1.5 In compliance with the American Disabilities Act of 1990 and the recommendation of the American Academy of Colleges of Nursing, the California State University of Long Beach School of Nursing will institute the following health regulations and policies to assure safe nursing practice.
2. Health Regulations and Policies:
  - 2.1 Students must be able to meet the emotional and physical requirements for the Essential Performance Standards listed below as required by the School of Nursing.
  - 2.2 For Admissions, qualified candidates will be evaluated for these health standards through a standardized application process to include an interview.
  - 2.3 If a student's abilities are in question, an ad-hoc judiciary sub-committee will be formed that will have the authority to make determinations regarding the physical or mental fitness of a particular student while in the nursing program. They will work with the Office of Disabled Student Services to determine if safe reasonable accommodation can be made for this student.
  - 2.4 Candidates who have been evaluated will be notified as soon as possible of one of the following decisions:
    - 2.4.1 Admitted
    - 2.4.2 Not admitted
    - 2.4.3 Contingent admission: contracted remediation requirements to be completed
  - 2.5 Students in the program who fail to meet these standards after admission can either be given a Performance Remediation Plan related to medical or mental health issues or failed from the course.

3. Emotional Requirements:
  - 3.1 The student must have sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing nursing care in real patient situations while being observed by the instructors and other health care personnel.
4. Physical Requirements:
  - 4.1 Students are required to travel to agencies and hospitals, and to homes with unpredictable environments. Students need to have the endurance to adapt to a physically and emotionally demanding program.
  - 4.2 The following physical requirements would be necessary to participate in the clinical application courses in nursing:
    - 4.2.1 Strength: sufficient strength to lift move and transfer most patients; to restrain and carry children; to move and carry equipment; and, to perform CPR which requires sufficient body weight and adequate lung expansion.
    - 4.2.2 Mobility: sufficient to bend, stoop, bend down on the floor; combination of strength, dexterity, mobility and coordination to assist patients; ability to move around rapidly; and to move in small, confined areas.
    - 4.2.3 Fine Motor Movements: necessary to manipulate syringes and IV's; to assist patients with feeding and hygiene; to write in charts; to perform sterile procedures and other skilled procedures.
5. Speech:
  - 5.1 Ability to verbally communicate clearly with staff, physicians, and patients; and the need to be understood on the telephone, and in groups of people.
6. Communication:
  - 6.1 Able to communicate in a timely manner in both verbal and written formats such that students can communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and interact with clients, staff and faculty supervisors.
7. Vision: sufficient color vision and visual acuity to make physical assessments of patients and equipment.
8. Hearing: sufficient to accurately hear on the telephone; to be able to hear through the stethoscope to discriminate sounds; to hear cries for help; to hear alarms on equipment and emergency signals; and to hear various overhead pages.
9. Touch/Tactile: ability to palpate both superficially and deeply and to discriminate tactile sensations.
10. General Health:
  - 10.1 Nursing is considered to be a high-risk profession for exposure to multiple contagious diseases.
  - 10.2 Immunizations required by the School of Nursing reduce this risk for

- nursing students, but do not eliminate it entirely.
- 10.3 Students with an impaired/deficient immune system or are pregnant women need a written medical clearance to participate in the program.
    - 10.3.1 These students must notify the clinical and level coordinator prior to participation in clinical courses.
    - 10.3.2 The student must submit a medical release from their physician indicating the medical safety of continuing in the program and stating that she may participate in all clinical activities without restriction.
    - 10.3.3 The student must understand that some clinical settings may not allow pregnant students, depending on their length of gestation, and the safety of the patient care environment.
    - 10.3.4 If the student cannot complete the clinical objectives, she must withdraw from the course or take a leave of absence from the university. Readmission to the class will be on a space-available basis as stated in the Readmission Policy.

Revised 10/24/2011

GC

## **Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards**

### **Purpose**

To establish guidelines for faculty to identify students who have been deemed to have demonstrated unsatisfactory or unprofessional performance standards. Nursing is a professional discipline which requires high standards of performance to assure quality patient care. Failure to meet these expectations places the student, staff and patients at physical and or emotional risk. In order to safeguard these standards of practice, students are held to professional performance standards both academically and clinically. Violation of these standards can result in the placement of the student on progressive disciplinary action by the School of Nursing.

### **1. Expected Performance Standards**

#### 1.1 Standards include

##### 1.1.1 Grade standards

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

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

1.1.2 Sustained competence in all clinical performance standards is required for successful completion of each clinical course in order to progress in the nursing program. The clinical standards and competencies are documented in each course syllabus at the beginning of every semester.

1.1.3 Essential Performance Policy guidelines (see policy) must be met by all students for safe nursing practice.

1.1.4 Professional behavioral standards must be demonstrated at all times in the nursing programs.

1.1.5 Academic integrity standards will be evaluated based on the guidelines as stated in the University Catalog.

1.1.5.1 For minor incidences of plagiarism or cheating, the student's Performance Plan should include completing the attached cheating and plagiarism module as part of the remediation plan. (See the *Academic Integrity Policy and the Plagiarism Module*).

1.1.5.2 Faculty must inform the student that they have the right to submit a request to the University Academic Integrity Committee for a written opinion on whether the accusation of plagiarism is supported by the evidence.

1.1.5.3 Documentation of this event on a "Student Academic Dishonesty Report" form will be sent to the provost and the vice president of student affairs as is required by the university. A copy of the form will be placed in the student's file.

1.1.5.4 They can be referred to the Office of Judicial Affairs for possible suspension or expulsion from the University at the discretion of the

## Ad-hoc Judiciary Sub-committee.

2. **Performance that results in a verbal or written Performance Plan**- performances that identify students *at risk of* violating the School standards and require a Performance Plan for remediation. Unsatisfactory performances may include:
  - Grade standard for academic or clinical courses by *midterm* of a 2.0 (C)
  - Clinical performance places self, staff or patients at potential risk
  - Essential performance guidelines that places self, staff or patients at risk
  - Professional behavioral standards not met: minor incident
 (Examples of unsatisfactory performances can be seen in the appendix)
  - 2.1 Violations will result in placement of the student on progressive disciplinary action by the School of Nursing with a Performance Plan that is designed to improve the student's performance during that semester. Guidelines for how to develop the plan are specified in the *Academic or Clinical Performance Plan Policy*.
    - 2.1.1 Prior to the development of a Performance Plan, the faculty will consult and collaborate with the lead faculty or course coordinator to determine the action that is safest and most effective in remediating the student's behavior.
  - 2.2 Students who are not in agreement with the Performance Plan may exercise their rights to due process using the following chain of command as specified in the *Student Handbook*.
    - Faculty
    - Level Coordinator
    - Undergraduate Coordinator
    - Ad-hoc Judicial Sub-committee
  - 2.3 As specified in the *Matriculation Policy*, students who fail to complete the required *Academic or Clinical Performance Plan* will result in *immediate failure of the course*.
  - 2.4 The student will be notified that any further incidence that semester of the same or similar behavior may result in *immediate failure of the course*.
3. **Performance that results in Course Failure**: student performance that places the self, staff or patients at risk will result in failure of the course and requires a Performance Plan for remediation. Unsatisfactory performances may include:
  - Grade standard for academic or clinical courses *final grade* of a 2.0 (C)
  - Clinical performance that places self, staff or patients at risk
  - Essential performance standards that places self, staff or patients at risk
  - Professional behavioral standards not met: moderate incident
  - Failure to complete Performance Plan for remediation
  - Further incidence of violations of the same or similar behavior during the semester
 (Examples of unsatisfactory performances can be seen in the appendix)
  - 3.1 Violations will result in the student being given a grade of F and being placed on progressive disciplinary action with a Performance Plan that is designed to improve the student's performance before they return to repeat the failed course.
    - 3.1.1 The student is to be sent home and told that they will be contacted after the

- situation has been investigated further.
- 3.1.2 Guidelines for the Performance Plan are specified in the *Academic or Clinical Performance Plan Policy*.
  - 3.1.3 Prior to the development of a Performance Plan, the faculty will consult and collaborate with the lead faculty or course coordinator to determine the action that is safest and most effective in remediating the student's behavior.
  - 3.2 The student is also recommended to enroll in the Academic Success Program that the University offers through Academic Advising.
  - 3.3 Students who are not in agreement with the offense or disciplinary action assigned for any of the above offenses may exercise their rights to due process using the following chain of command as specified in the *Student Handbook*.
    - Faculty
    - Level Coordinator
    - Undergraduate Coordinator
    - Ad-hoc Judicial Sub-committee
  - 3.4 Prior to being readmitted to the program, the student must follow the guidelines specified in the *Matriculation Policy* and satisfactorily complete the *Academic or Clinical Performance Plan*.
  - 3.5 Readmission is on a space available basis as specified in the *Policy on Readmission to or Transfer into the School of Nursing*.
  - 3.6 Upon readmission to the program, the student will be notified that any further incidence of the same or similar behavior during the following semester will result in course failure.
  - 3.7 Inform the student that course failure of the course a second time and or in a consecutive semester will result in dismissal from the program regardless of their cumulative GPA status and they will not be readmitted.
4. **Performance that results in Nursing Program Dismissal:** continual course failure, egregious violations of professional behavior standards or student performances that place the self, staff or patients at adverse risk. Unsatisfactory performances may include:
- Failure of course a second time and or in a consecutive semester; even if it is a different course
  - Clinical performance places self, staff or patients at adverse risk
  - Essential performance standards that places self, staff or patients at adverse risk
  - Professional behavioral standards not met: major incident
- (Examples of unsatisfactory performances can be seen in the appendix)
- 4.1 Violations will result in dismissal from the Nursing Program and they may not be readmitted to the program.
    - 4.1.1 The student is to be sent home and told that they will be contacted after the situation has been investigated further.
    - 4.1.2 The faculty will consult and collaborate with the lead faculty or course coordinator to determine the action that is to be taken based on their behavior.
  - 4.2 Students who are not in agreement with the offense or disciplinary action assigned for any of the above offenses may exercise their rights to due process using the following

chain of command as specified in the *Student Handbook*.

- Faculty
- Level Coordinator
- Undergraduate Coordinator
- Ad-hoc Judicial Sub-committee

10/4/10

G. Coster

Revised 7/13/11

## Appendix 1:

Examples of behaviors for which a student may be placed on a **Performance Plan** include the following.

**Clinical Performance Behaviors:** Below expected standards for the nursing profession. Potential safety risk for self, staff or patients *or* performance that results in minor consequences to patient or others

Medication administration errors	Failure to reassess patient
Violation of professional dress code	Failure to report changes
Failure to protect patient from environmental hazards	Failure to seek consultation when needed: above skill level tasks
Failure to protect self and others from harm	Failure to complete procedures or treatments safely: within present skill level
Failure to demonstrate critical clinical competency with the nursing process/assessment techniques/skills expected of a student at that level.	Demonstration of clinical judgment that may place the patients and/or interdisciplinary staff at risk
Failure to organize, prioritize and complete patient care assignment in a timely manner	Failure to submit patient care assignments by their due date as specified in the syllabus.

**Essential Performance Standards:** Physical and emotional performance below expected standards for the nursing profession. Potential safety risk for self, staff or patients that require remediation

Demonstrating a lack of emotional control that hampers one's ability to perform safe patient care	Inability to communicate clearly either verbally or in writing to instructor, patient, or interdisciplinary staff for safe nursing practice
Inability to demonstrate adequate physical requirements for safe nursing practice	

**Plagiarism and Professional Behavior:** Below expected standards for the nursing profession. Minor Incidence

Unprofessional behavior with peers, faculty and interdisciplinary staff, in speech, attitude, insubordination, tardiness, etc.	Unable to recognize and assume responsibility for the consequences of his/her actions with potential risk for harm
Acts of plagiarism: failure to paraphrase correctly; failure to cite correctly, unintentional	

Examples of behaviors for which a student may be **failed in a course** include the following.

**Clinical Performance Behaviors:** Below expected standards for the nursing profession. Behavior that is a safety risk for self, staff or patients *or* results in moderate consequences to patient or others that requires remediation.

Medication administration errors	Failure to reassess patient
Failure to report significant changes	Failure to protect patient from environmental hazards
Failure to seek consultation when needed: above skill level tasks	Further incidence of violations of the same or similar behavior during the semester before or after the probation has been removed
Skills or organizational competency below expected standard	Clinical judgment with risk

**Essential Performance Standards:** Physical and emotional performance below expected standards for the nursing profession. Behavior that is a safety risk for self, staff or patients that requires remediation.

Demonstrating a lack of emotional control that places the patients or others at risk	Inability to communicate clearly either verbally or in writing to instructor, patient, or interdisciplinary staff for safe nursing practice
Inability to demonstrate adequate physical requirements for safe nursing practice	

**Plagiarism and Professional Behavior:** Below expected standards for the nursing profession. Moderate Incidence

Unprofessional behavior with peers, faculty and interdisciplinary staff in speech, attitude, insubordination, tardiness, etc.	Unable to recognize and assume responsibility for their actions that patients or others at risk for harm
Acts of plagiarism: several components of a body of work is submitted that is not their own and was not cited.	

Examples of behaviors for which a student may be **dismissed from the Nursing Program** include the following.

**Grade Standards:** Below expected standards for the nursing profession.

Failure to achieve a grade of 2.0 (C) in a course a second time	Failure of a course in two consecutive semesters
Failure to maintain the University cumulative GPA standard in all college work or all courses	Cumulative university GPA of less than 2.0 due to impacted program status

**Violations of Clinical Performance Behaviors:** Below expected standards for the nursing profession. Behavior that had or may have had the potential for *adverse* consequences for self, staff or patients; cannot be remediated; and or violated critical standards of the profession

Medication error	Failure to assess, treat, report, consult, or protect patient, self or others.
Skills or organizational competency below expected standard	Clinical judgment
Critical standards violated	

**Violations of Essential Performance Standards:** Physical and emotional performance below expected standards for the nursing profession. Behaviors that have or may have had adverse consequences for self, staff or patients; and cannot be remediated.

Emotional lack of control placed self, staff or patients at risk or had adverse consequences; unsafe nursing practice	Verbal or written communication placed self, staff or patients at risk or had adverse consequences; unsafe nursing practice
Inability to demonstrate adequate physical requirements that placed self, staff or patients at risk or had adverse consequences; unsafe nursing practice	

**Violations of Academic and Professional Integrity:** Below expected standards for the nursing profession. Major Incidence

Cheating on an exam or paper; copying a test; stealing a test	Plagiarism: submission of a document with not their own or a second offense of plagiarism while in the program
Submission of furnishing or forging false information or documentation.	Violation of ethics per the ANA: patient confidentiality/ HIPPA, consent, removal of patient identifiable records/HIPPA, stealing
Abandonment of patient assignment	Failure to tell the truth or intentionally withholding information: adverse consequences

10/4/10  
G. Coster;  
Revised 7/13/11

## **Academic or Clinical Performance Plan Policy**

### **Purpose**

1. To establish guidelines for faculty in developing a progressive disciplinary performance plan for students who have demonstrated unsatisfactory behavior either academically or in the clinical setting.
  
2. Academic or Clinical Unsatisfactory Behavior
  - 2.1 Any student who has demonstrated unsatisfactory behavior that is able to be remediated will be placed on progressive disciplinary action with a performance plan. See the *Progressive Disciplinary Action for Violations of Academic or Clinical Standards Policy*. Violations include:
    - 2.1.1. Grade standards
    - 2.1.2. Clinical Performance Standards
    - 2.1.3. Essential Performance Standards
    - 2.1.4. Academic and Professional Integrity Standards (for Plagiarism use the *Plagiarism Probation Contract*)
    - 2.1.5. Academic or clinical course failure
  
3. *Development of Academic and Clinical Disciplinary Performance Plans*
  - 3.1. Those students at risk for being placed on progressive disciplinary action should be counseled that their performance is unsatisfactory as early as possible. When possible, they should be identified by the 6<sup>th</sup> week of class for sufficient time to remediate.
  - 3.2. The faculty will consult and collaborate with the lead faculty or course coordinator to determine the action that is safest and most effective in remediating the student's behavior during the semester.
  - 3.3. For egregious violations, the student is to be sent home and told that they will be contacted after the situation has been investigated further.
  - 3.4. The performance remediation plan is to be developed by the faculty and will take into consideration input from the student. Content areas should be tailored to the specific course but may include the following areas:
    - 3.1.1 A summary statement of the reason(s) for the disciplinary performance plan. Attach documentation of evidence.
    - 3.1.2 Specific resources recommended to the student may include:
      - 3.1.2.1 ATI Module(s)
      - 3.1.2.2 Supplemental worksheets
      - 3.1.2.3 Practice tests
      - 3.1.2.4 Referral to the Learning Assistance Center on campus
      - 3.1.2.5 Referral to Counseling and Psychological Services on campus
      - 3.1.2.6 Enrollment in the University Academic Success Program.
    - 3.1.3 Specify a follow-up plan that outlines the actions, behaviors and competencies to be met and the expected dates of completion.
    - 3.1.4 Specify dates and times for follow-up meetings with faculty.

- 3.1.5 For violations of Academic Integrity plagiarism remediation, the following guidelines may include:
  - 3.1.5.1 Written paper on plagiarism after reviewing the MIT learning modules that can be found online at <http://web.mit.edu/uaap/learning/modules/acadintegrity/index.html>
  - 3.1.5.2 Topics to cover
    - 3.1.5.2.1 Discuss different types of academic integrity violations
    - 3.1.5.2.2 How can violations of academic integrity impact my future in nursing?
    - 3.1.5.2.3 American Nurses Association founded the nursing code of ethics. The code makes explicit the primary goals, values, and obligations of the profession. Its purpose is to provide guidelines of Nursing's nonnegotiable ethical standard. What does the code state about acting on questionable practice and being responsible and accountable for nursing practice?
    - 3.1.5.2.4 What are the consequences of violating academic integrity here at CSULB?
    - 3.1.5.2.5 Length maximum of 5 pages that do not include the cover or reference page
    - 3.1.5.2.6 APA format for professional paper writing and referencing
  - 3.1.5.3 Complete the Quiz on Academic Integrity and Plagiarism from Penn State
  - 3.1.5.4 Complete the module and test from Indiana University Bloomington School of Education. Module available at the following address <http://www.indiana.edu/~istd/definition.html>
4. Inform student of their right to due process if they are not in agreement with the assessment and recommendations made by the faculty member by using the following chain of command as specified in the *Student Handbook*.
  - 4.1.1. Faculty
  - 4.1.2. Level Coordinator
  - 4.1.3. Undergraduate Coordinator
  - 4.1.4. Ad-hoc Judicial Sub-committee
5. Inform student of consequences of failing to complete the Performance Plan within the specified time frame(s) will result in failure of the course or ineligibility for readmission into the program.
  - 5.1 Guidelines for readmission are specified in the *Matriculation Policy* on a space available basis.
  - 5.2 The student must complete a written Readmission Request form and submit it to the Undergraduate Coordinator prior to the onset of the following semester for evaluation of their eligibility for re-entry into the course.
  - 5.3 Students may be subject to new program requirements if they break enrollment at the University level.
6. Inform the student that any further incidence that semester of the same or similar behavior will result in failure of the course. Failure of two nursing courses, either one course on two occasions or two separate courses, will result in dismissal from the program.

7. Documentation must be placed in the student's file by the faculty member.

Revised 10-4-2010

Revised 7-13-2011

G. Coster

## Academic Integrity/ Plagiarism Module for Disciplinary Action

**Student:** Click here to enter text.      **Date:** Click here to enter text.

**Faculty:** Click here to enter text.      **Course:** Click here to enter text.

It has been identified that some of your written work has met the criteria for cheating and plagiarism-the act of using someone else's exact words without giving them appropriate credit, or copying. It is the policy of the University and the School of Nursing that cheating and plagiarism are unacceptable. Under the provisions of the CSU, Long Beach Policy Statement on Cheating and Plagiarism, an additional test of competency related to this course is requested. Neither compliance nor non-compliance shall be considered an admission of cheating or plagiarism. University policy requires us to have an office conference to discuss the charges and review the supporting evidence. (Attach documents).

Students who are not in agreement with the assessment and recommendations made by the faculty member may exercise their rights to due process using the following chain of command. Discuss the problem with: 1) Faculty; 2) Level Coordinator; 3) Undergraduate Coordinator; and the 4) Ad-hoc judiciary Committee. In addition, it is the right of the faculty or student to submit a request to the Academic Integrity Committee for a written opinion on whether the accusation is supported by the evidence. This request must be received within 14 days of notification of the violation.

If you have received a grade of "I" for the course, in the case of the event occurring during a final exam, you have 120 days from the mailing of this document to respond whether you agree to an additional test of competency.

One of the following academic actions is available to the faculty for a plagiarism violation of *Academic Integrity*:

- *Disciplinary Performance Plan*
- *Course Failure* with a remediation contract and specified disciplinary result.

Guidelines are specified in the *Academic or Clinical Performance Plan Policy* as to whether the offense requires probation or course failure.

At this time the following action will occur: (Select one from above)

Click here to enter text.

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### *Disciplinary Performance Plan:*

1. The student must complete the module within the specified time frame.
2. Failure to complete the module will result in immediate failure of the course.

3. Upon completion of the probation module, any further incidence that semester of the same or similar behavior before or after will result in immediate failure of the course.

*Course Failure:*

In order for the student to be allowed to retake the course, the student must complete the module within the specified time frame.

1. The student will not be allowed to continue in the course sequencing until the module has been satisfactorily completed (*See the Matriculation Policy*).
2. Failure to complete the module will result in failure of the course a second time in two consecutive semesters. Such a failure will result in the student being dismissed from the entire program and will not be readmitted.
3. Once they complete the module, readmission to the program is on a space available basis as specified in the School of Nursing's *Readmission Policy*.
4. The student must complete a Readmission Request form and submit it to the Undergraduate Coordinator prior to the onset of the following semester for evaluation of their eligibility for re-entry into the course.
5. Upon readmission to the program, any further occurrence of the violation of plagiarism in the following semester will result in failure of the course a second time with the same consequences as stated above.

**You must complete the following activities in order to be eligible for re-admission.**

Activity	Expected Date of Completion
Complete the Readmission Request Form	
Complete the plagiarism paper as directed in the Plagiarism Module instructions. Submit a copy of the paper and references.	
Complete the two internet modules on plagiarism that are identified in the Plagiarism Module. Submit a copy of the final evaluation paperwork for the modules to certify completion.	

**Students Comments:**

Click here to enter text.

**I have received a copy of this module and agree to its terms of completion.**

**Date:** Click here to enter text.

---

**Student Signature:**

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**Faculty Signature:**

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Documentation of this event on a "Student Academic Dishonesty Report" form will be sent to the provost and the vice president of student affairs as is required by the university. A copy of

the form will be placed in the student's file.

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**Student has completed or not completed the terms of the agreement.**

**Faculty Comments:**

Click here to enter text.

**Students Comments:**

Click here to enter text.

**Date:** Click here to enter text.

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**Student Signature:**

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**Faculty Signature:**

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10-4-10  
G. Coster

California State University Long Beach  
School of Nursing

**Untoward Student Health or Safety Clinical Incident  
Policy and Procedure**

**Policy:** An untoward health or safety incident is defined as an injury, accident, contamination, or loss involving a nursing student that occurred during the student's clinical practicum that is not consistent with routine activities. The student must report all such incidents to his/her clinical instructor and the clinical Agency. The student must complete the required paperwork in collaboration with his/her clinical instructor in a timely fashion as identified by the clinical facility. In addition, State required documents must be filed with the CSULB Worker's Compensation Specialist within 24 hours.

**Procedure:** The following steps must be taken related to a student health or safety incident occurring in the clinical setting:

1. The student, if capable, must report the incident to the CSULB clinical instructor and the clinical Agency immediately after the occurrence.
2. The Agency will direct the student, based on the urgency of the incident, as to whether the student is to be seen by their facility or to be referred to seek care at one of the CSULB designated facilities for treatment (See step 5).
3. The CSULB instructor will report the incident to the Director of the School of Nursing or designee at (562) 985-4582 and the CSULB Worker's Compensation Specialist at (562) 985-2283. If the incident occurs on an evening or weekend, leave a message or FAX (562) 985-2411 the information as soon as possible. The paperwork must be filed within 24 hours. All Human Resources- Worker's Compensation Forms are available at [http://daf.csulb.edu/forms/bhr/workers\\_comp/index.html](http://daf.csulb.edu/forms/bhr/workers_comp/index.html)
4. If capable, the student is to accurately document and describe the events leading up to the incident with assistance from the CSULB Instructor to insure that all pertinent data are detailed and included. The CSULB instructor will also supervise the completion of the Agency "Supervisor's Review Form" (or their Agency Specific Form) describing the incident before you leave and have them Fax it to the Worker's Compensation Specialist (see number above).
5. If the incident is not urgent, the student has the following options:
  - a) File a waiver for medical treatment- Form Accident Investigation Report
  - b) Seek treatment at the Los Alamitos Medical Center Emergency Department or the Memorial Occupational Medical Services Unit at Long Beach Community Hospital. Forms and maps available on the website. If the student requests to see his/her own physician, the student must sign the form agreeing to follow the Worker's Compensation Guidelines.
  - c) Complete the following Privacy Log Form (Optional)
  - d) Complete the Worker's Compensation Form (DWC 1)

5. The forms listed in # 5 must be delivered or Faxed to the CSULB Worker's Compensation Specialist by the student. The clinical instructor will be responsible for following up to see that the official documents were delivered.
6. If the clinical agency allows, two copies of the Agency "Supervisor's Review Form" are to be Xeroxed and placed in a confidential envelope. One envelope is to be placed in the student's School of Nursing file and one is to be given to the Director of the CSULB School of Nursing.
7. The incident reports will be reviewed by the Director of the School of Nursing, the clinical instructor and other key nursing faculty. The report will be kept confidential. The purpose of the meeting will be to discuss whether the situation may result in risk or liability to the University or the School of Nursing, and to identify any potential patterns of at risk behavior(s) that need to be address to prevent further incidents if possible.
9. If deemed necessary, the nursing student is to meet in person with the Director to discuss the incident and determine if the student is safe to continue the clinical practicum at this time.
10. If the student's injury requires missed clinical time, the student must submit a medical release from a physician prior to returning. Missed clinical hours are to be made up as determined by the clinical instructor per the policy of the School of Nursing. If the student is deemed to not be able to meet the objectives of the course, University policy will be followed as to a request for a medical withdrawal or the issuance of an incomplete or failing grade for the course

California State University Long Beach  
School of Nursing

**Reportable Patient/Client Occurrence in the Clinical Setting  
Policy and Procedure**

**Policy:** A reportable occurrence in a clinical setting involving a student and a patient/client is defined as a situation that resulted in, or had the potential to result in, a threat to the patient's health and well being such as death, injury, loss, abuse or maltreatment (physical, sexual, emotional), neglect, contamination, medication error, or misappropriation of property. The student must report all such incidents to his/her clinical instructor and shall complete the necessary paperwork at the clinical facility. The student must complete the required paperwork in collaboration with his/her clinical instructor and must do so in a timely fashion as identified by the clinical facility.

**Procedure:** The following steps must be taken related to a reportable patient/client occurrence involving a CSULB School of Nursing student in the clinical setting:

1. The student must report the incident to the CSULB clinical instructor in a timely fashion defined as immediately after the reportable occurrence is discovered by the student or another individual.
2. The CSULB instructor and student will notify the clinical Agency of the incident and begin to complete the necessary reportable occurrence documentation.
3. The student will accurately document and describe the events leading up to the occurrence. The CSULB clinical instructor will supervise the completion of the Agency's reportable occurrence document so that all pertinent data are detailed and included.
4. If the violation is egregious, the student is to be sent home and told that they will be contacted after the situation has been investigated further.
5. The clinical instructor will be responsible for delivery of the document to the appropriate Agency representative. If the clinical Agency allows a copy of their reportable occurrence form to be made, that copy will be placed in a confidential envelope and given to the Director of the CSULB School of Nursing or designee.
6. The clinical instructor will document and describe the occurrence and any key events or factors associated with the reportable occurrence. The *CSULB School of Nursing Reportable Patient/Client Occurrence Involving a CSULB School of Nursing Student in a Clinical Setting Form* is to be completed in its entirety.
7. The CSULB clinical instructor will notify the Director of the School of Nursing or designee within 24 hours or sooner of the occurrence and will submit the completed *Reportable Occurrence Form* to the Director of the School of Nursing within 72 hours of the occurrence.
8. The *Reportable Occurrence* form will be reviewed by the Director of the School of Nursing or designee, the clinical instructor, and the Level Coordinator. The purpose of the review will be to discuss whether the situation may result in risk or liability to the University or the School of Nursing, to identify any potential pattern of at risk behavior(s), and to focus on prevention of further incidents by conducting a system safety review.

9. Guidelines for whether the student is to be placed on progressive disciplinary action, dismissed from the course or dismissed from the program, can be found in the *Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards Policy*. Guidelines to develop the progressive disciplinary action plan can be found in the *Academic or Clinical Performance Plan Policy*.
10. If deemed necessary by the review group as identified above, the nursing student can be asked to meet with them to discuss the incident and disciplinary action. If the student is not in agreement with the outcome, they may exercise their right to due process using the following chain of command as specified in the *Student Handbook* (the Undergraduate Coordinator and/or an Ad-Hoc Judicial Sub-committee).
11. A copy of the *CSULB School of Nursing Reportable Patient/Child Occurrence Involving a CSULB School of Nursing Student in a Clinical Setting Form* will be kept in the student's official School of Nursing file.

10-24-11 MB/GC

California State University Long Beach  
School of Nursing

**Reportable Patient/Client Occurrence Form**

**Name of Student (Print) :**

**Date of Occurrence:**

**Time:**

**Clinical Agency:**

**Nature of the clinical occurrence, name of the clinical agency, and location within the agency**

**Student to describe the occurrence and any significant event(s) leading up to the occurrence (including task being performed and circumstances surrounding the patient related reportable occurrence)**

**Describe any untoward patient Injury or negative effect(s) resulting from the reportable occurrence**

**Describe any corrective actions taken to prevent a recurrence of such an event**

\_\_\_\_\_  
**Signature of Student Preparing Report**

**Date:**

\_\_\_\_\_  
**Signature of Clinical Instructor**

**Date:**