



CALIFORNIA STATE UNIVERSITY
LONG BEACH
SCHOOL OF NURSING

Graduate Nursing Student Handbook

This handbook is developed for students entering the College of Health and Human Services, School of Nursing, Doctor of Nursing (DNP) Program. Students are encouraged to review the suggested California State University, Long Beach (CSULB) University Policies and CSULB resource references to become familiar with the university policies that govern to the School of Nursing policies and procedures.

Table of Contents

Section I: Welcome	5
• Greetings from Director of School of Nursing	5
Section II: California State University, Long Beach Policies	6
• Important University Links to Health & Safety Information	6
• CSULB Academic Calendar	6
• CSULB Graduate Course Catalog	6
• University Policies	6
• CSULB Technology & Technical Skills Requirements	7
• Recommended Computer Hardware Components	8
• Technology Assistance	8
• University Services	9
• College of Health & Human Services	9
• CSULB Thesis & Dissertation Office	10
Section III: School of Nursing	10
• History of CSULB School of Nursing	10
• Mission Statement	11
• Philosophy of Doctor of Nursing Practice (DNP)	11
• DNP Student Learning Outcomes	13
• Licensing, Certification & Employment Opportunities	14
• Nine-Semester Pathway to Complete DNP	15
• DNP Program Admission	16
Section IV: School of Nursing Policies	17
• Essential Performance Standards	17
• Mandatory Health Requirements	18
• School of Nursing Ethical Code of Conduct	19
• Dress Code and Behavior Code Guidelines	20
• Social Media Policy	20
Section V: Student Coursework	21
• Communication Standards	21
• Course Syllabus	21
• Guidelines for Written Papers	21
• Academic Integrity/Plagiarism/Artificial Intelligence	21
• Holiday Scheduling of Classes	22
• Clinical Hours Policy	22
• Medical Clearance for Clinical Preparation	22
• Student Health & Safety for Clinical Incidents	22
• Reporting Clinical Errors	23

Section VI: Course Progression	23
• Program Progression	23
• Withdrawals & Temporary Leaves of Absence	24
• Program Re-Entry	24
• Prioritization for Readmission	24
• Re-Entry Process	21
• Credit for Prior Learning	25
• Due Process Policy (Progressive Discipline)	25
Section VII: Student Grading	25
• Diagnostic Readiness Testing	25
• Student Grade Appeal	26
• Student Grievance	26
• Clinical Preceptorships	26
Section VIII: The Doctoral Project	29
• AACN Statement on DNP Projects	29
• DNP Project Deliverable	30
• DNP Project Committee	30
• DNP Project Coordinator Responsibilities	31
• DNP Committee Member Responsibilities	31
• DNP Project Committee Meetings	31
• DNP Project Proposal and Defense	32
• DNP Project Final Defense and Dissemination	34
• Qualifying Doctoral Assessment	34
• Doctoral Project Approval	34
Section IX: Student Evaluations	35
• Course & Instructor Evaluations	35
Section X: Student Graduation	36
• National Certification	36
• Graduation	36
Section XI: Student Activities, Organizations & Awards	37
• Sigma Theta Tau International	37
• Student Awards	38
Appendix 1: Nursing Philosophy	39
Appendix 2: Essential Performance Standards	40
Appendix 3: SON Incident Reporting Form	44
Appendix 4: Academic Warning Policy	45
Appendix 5: Dismissal from the DNP Program	46
Appendix 6: Re-entry to the DNP Program	48
Appendix 7: Due Process (Progressive Discipline)	49
Appendix 8: Clinical Preceptorship	55

Greetings from the Director of the School of Nursing: Dr. Michael L. Williams

Dear Students,

Welcome to CSULB School of Nursing! Thank you for choosing us to further your education! The faculty and staff of the School of Nursing are pleased to assist you in advancing the profession. Our mission is to empower students to become nurse clinicians, scholars, and leaders to improve the health and well-being of others. We believe in a collaborative learning environment and look forward to learning with you as you take courses with us! Thank you again for choosing CSULB School of Nursing!

Go Beach!

Michael L. Williams
Director, School of Nursing

California State University, Long Beach (CSULB) Policies

Important University Links to Health and Safety Information

All members of the CSULB community are encouraged to observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions. Below are some important links to the University Health and Safety Guidelines.

- [Health Insurance](#)
- [Medical/Public Health Emergencies](#)
- [Emergency Notification System](#)
- [Evacuation Plan](#)

CSULB Academic Calendar Information

To view the current and upcoming [academic calendar\(s\)](#), click on the link and select the appropriate semester.

[CSULB Graduate Course Catalog](#) Information

The course catalog provides an overview of the current academic requirements and course descriptions for all programs at CSULB.

Graduate students acquire "catalog rights" with respect to the requirements for a degree program by maintaining "attendance" continuously. This means that, if continuous attendance is maintained and the degree objective is not changed, students may choose to graduate under the requirements for the degree in effect 1) at the time they began the study in a California community college or another campus of The California State University, 2) at the time they entered CSULB, or 3) at the time of graduation from CSULB.

University Policies

Policies that are important to your success at CSULB are reviewed in orientation via the Canvas Orientation Modules, but can also be found by clicking on the links below:

- [Academic Integrity Regarding Cheating and Plagiarism](#)
- [Academic Progress Rules](#)
- [Academic Warning and Disqualification](#)
- [Attendance Policy](#)
- [CSULB Mission Statement](#)
- [CSULB Principles of Shared Community](#)
- [Educational Leave](#)
- [Final Course Grades, Grading Procedures, and Final Assessment](#)
- [Grade Appeals Procedure](#)
- [Harassment on Campus: A Quick Guide to Respond](#)

- [Office of Equity & Compliance](#)
- [Promoting Access and Opportunity and Prohibiting Discrimination, Harassment, and Retaliation](#)
- [Student Accommodations](#)
- [Student Grievance Procedures](#)
- [Title IX at the Beach](#)
- [Withdrawals](#)

CSULB Technology and Technical Skill Requirements

Students should have a working knowledge in the use of computers, the Internet, web browsers, Microsoft Office Word, and other common applications.

The most recent browser versions of Chrome, Safari, Edge, or Firefox will work with CSULB integrated systems. Downloads can be found [here](#) under the supported browser section.

[MyCSULB Student Center](#) will provide you access to enrollment services, Finances, Personal Information and Admissions. Additional information can be accessed from here to see academic requirements, class schedules, and key deadlines and dates.

Students should use the CSULB-issued email for communication regarding school-related work. This will require utilization of the CSULB Single Sign on Portal which can be found in your [MyCSULB Student Center](#).

[Canvas](#) is the learning management system that is utilized at CSULB. Your courses will be managed through this system. Tutorials & video guides are available for navigation and utilization. Students will be expected to be familiar with the following tools in Canvas: discussion boards, quizzes/tests, Dropbox assignment submissions, email, checking grades, Lock Down Browser & Webcam monitoring, and contacting the instructor. [Canvas mobile app](#) can help you stay organized while on the go.

Adobe Acrobat Reader may be needed to read some files. This plug-in is available free through the [Campus Software portal](#).

Students are typically required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to enrolled student.

Recommended Computer Hardware Requirements

Access to a computer will be imperative to your success in the CSULB SON program.

Minimum specifications are as follows:

Component	Minimum Specifications
Processor	Intel® Core™ 3
Memory	8 GB
Storage	256GB
Operating System	Windows 11 Pro 64bit
Webcam	Yes

Apple - (Revised Date 05/22/2025)

Family of Products:

- MacBook Pro, MacBook Air
- 14- and 16-inch Models

Component	Specifications
Processor	M4 chip
Memory	16GB
Storage	512GB
Operating System	macOS Sequoia
AppleCare	4 Years
Apple DEP	Yes
Webcam	Yes

CSULB provides FREE software and applications for use during your time as a student.

Students can use the Microsoft Office 365 Suite (Outlook, Teams, PowerPoint, Word, Excel) for free on a personal device. Additional software packages are also available. These items can be downloaded via [Campus Software](#).

Technology Assistance

If you have technical problems accessing systems, please contact one or more of the following:

- Check the status of multiple CSULB [System Status](#)
- [Technology Help Desk](#) can assist you with virtual support via video meeting or by phone regarding technology issues of CSULB systems.
- Create a [service request ticket](#).
- You will be using vendor-specific software within certain classes. Technology assistance related to those products should be directed to the vendor through their identified system.

University Services

- **[Basic Needs](#)**: Support for students to ensure access to essential resources like food, housing, and wellness support.
- **[Bob Murphy Access Center \(BMAC\)](#)**: Provides programs and services to support equitable student access to campus education.
- **[Counseling and Psychological Services \(CAPS\)](#)**: Provides counseling and psychological services for students facing personal challenges and mental health needs.
- **[Financial Aid](#)**: Important deadlines and resources for financial aid available to all students at CSULB.
- **[Graduate Center](#)** – one stop shop resource center for current and prospective graduate students.
- **[Graduate Writing Support Specialist](#)** – Appointment scheduling system for 1:1 support to assist with any stage of the academic writing process
- **[The Graduate Writing Guy](#)** – website with tutorials, videos and other resources for graduate writing.
- **[Learning Assistance Resource Center](#)**: Tutoring, academic coaching, advising and resources for student success.
- **[Library](#)**: Library hours, resources, subject librarians. Michelle De Mars is the librarian for the School of Nursing.
- **[Office of Equity and Compliance](#)**: - reviews allegations of Discrimination, Harassment, and Retaliation as it relates to protected status as well as Sexual Misconduct, Sexual Harassment, Dating/Domestic Violence, and Stalking at CSULB.
- **[Student Health Services](#)**: CSULB student health services offer a wide array of programs and services to support your physical and mental health and wellness.
- **[Scholarship Opportunities](#)**: University, Federal, State, and private sources for scholarships. Watch for announcements.
- **Specialty Assistance Centers/Resources:**
 - **[Pan-African Student Cultural Resource Center](#)** Phone Number: (562) 985-1797
 - **[American Indian Student Cultural Resource Center](#)** Phone Number: (562) 985-1879
 - **[Asian Pacific Islander Student Cultural Resource Center](#)** Phone Number: (562) 985-1812
 - **[LGBTQIA+ Resource Center](#)** Phone Number: (562) 985-4585
 - **[Office of Belonging and Inclusion](#)** Phone Number: (562) 985-8150
 - **[Latinx Student Cultural Resource Center](#)** Phone Number: (562) 985-7683
 - **[Dream Success Center](#)** Phone Number: (562) 985-5869
 - **[Women's and Gender Equity](#)**: Phone Number: (562)985-8576 or (562)985-8687
- **University Book Store**: Stocks the required textbooks, school supplies and many other items. Campus copy center is located within the bookstore.

College of Health and Human Services

CSULB has 9 different Colleges, and the School of Nursing resides within the College of Health and Human Services. The CHHS Vision is to convene and partner with the diverse communities to transform lives and advance health and human services. The Core values of

Integrity, Growth Mindset, Collaboration, and Innovation, guide the faculty and staff to provide a community of learning that fosters excellence in education and research innovation to be responsive to the communities that we serve. CHHS degrees provide a quality, hands-on education that prepare students for careers upon graduation.

CSULB Thesis and Dissertation Office

The Thesis and Dissertation Office supports graduate students in their preparation for online publication of their work as the final step prior to graduation. Once the DNP Project Committee approves the final manuscript after the final defense, the Thesis Office will review the document for compliance with the CSULB Format Manual Rules and appropriate citation format. There are formal submission deadlines, formatting templates and procedures to abide by that are controlled by the University not the School of Nursing. It is NOT an optional process. Please note there are additional fees involved with this process.

School of Nursing

History of CSULB Graduate School of Nursing

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

California State University Long Beach (CSULB) has offered a CCNE accredited post-masters Doctor of Nursing Practice (DNP) degree since 2014 under the aegis of the Southern California CSU DNP Consortium. In the State of California, the differentiation of degree-granting authority between California's two major public higher education systems (California State University and the University of California) was established in a 1960 Master Plan for Higher Education. That plan reserved doctoral education primarily for the University of California (UC) system. However, responding to evolving national standards in nursing education and healthcare needs, the California Legislature enacted legislation in 2010 to authorize a five-year pilot program enabling the California State University (CSU) system to offer the Doctor of Nursing Practice (DNP) degree. To implement and evaluate the pilot program, the legislation specifically mandated the creation of two distinct consortia—one in Northern and one in Southern California, each comprised of multiple CSU schools of nursing.

The Southern California CSU DNP Consortium was established as a post-masters DNP partnership involving three CSU schools of nursing—CSU Fullerton (CSUF), CSU Long Beach (CSULB) and CSU Los Angeles (CSULA). The Consortium was jointly administered by the three schools, and all were involved in developing the infrastructure, curriculum, and courses as well as in providing high-quality faculty. The pilot was very successful and met or exceeded all outcome measures. There was robust enrollment in the Southern California Consortium, highly

positive student and faculty evaluations and solid support from the communities of interest of the three partner schools. In November 2013, CCNE conducted an initial program review, and the program received full five-year new program accreditation. The program was again CCNE reviewed in 2018, and a ten-year accreditation was awarded.

Through successful implementation and rigorous evaluation, the CSU DNP pilot program achieved its objectives by 2016 when the initial authorizing legislation expired. A comprehensive review by State of California auditors documented the program's effectiveness, leading to permanent legislative authority for any CSU campus with a school of nursing to independently offer the DNP degree. Consequently, the CSULB School of Nursing made the decision to withdraw from the Consortium and focus on converting its existing masters-level Nurse Practitioner program to a post-baccalaureate DNP program.

The newly activated DNP program has five population-focused tracks--Adult-Gerontology Primary Care, Adult-Gerontology Acute Care, Family Practice, Pediatric Primary Care, and Psychiatric-Mental Health Across the Life Span programs. The first class of students was admitted to the DNP program in Fall semester 2023.

School of Nursing Mission Statement

To create a collaborative learning environment that empowers students to become nurse clinicians, scholars, and leaders to improve health and wellbeing. Baccalaureate nursing education provides a general education with an introduction to multiple disciplines including fine arts, social sciences, natural sciences and humanities. Baccalaureate education in nursing is the basis for professional practice as a nurse generalist and should be accessible to traditional students and to those who have previous formal educational experiences. It also provides students with the education needed to develop critical thinking skills.

Consideration is given to the needs of diverse populations of the 21st century while providing culturally competent care in a safe, nurturing environment within a complex and changing health care system. This level of education is guided by a spirit of inquiry focused on improvement and delivery of nursing services through evidence-based practice. The professional practitioner is prepared to make critical decisions regarding health care based upon competencies and standards for patients across the lifespan, whether individuals, families, groups, or communities. An individual's responsibility for continued self-learning, professional growth, and the advancement of nursing as a profession is fostered and expected.

Philosophy of the Doctor of Nursing Practice

In accordance with the philosophy of California State University Long Beach, the faculty of the School of Nursing believes that the baccalaureate program in nursing prepares professional nurse generalists to work with individuals, families, groups and communities in a variety of health care settings. Baccalaureate nursing education provides a foundation in the humanities and the biological, social and behavioral sciences. Students can apply this foundation, as well as a strong base in nursing science to the professional practice of nursing.

The nursing discipline-specific courses prepare students to assess, plan, implement and evaluate care based on sound evidence in a variety of nursing practices. The School of Nursing academic programs are planned in response to societal needs including but not limited to the need for greater access to healthcare, the role of technology in healthcare and public education surrounding self-care responsibility. Competency based education comprises the foundation of learning within the program. Clearly delineated expectations and practice experiences are designed to promote reliable demonstration of knowledge, skills, and attitudes across a variety of settings.

Nursing students are adult learners who are committed to the profession to improve the health and well-being of individuals, families, and communities. They are capable of inquiry, critical thinking and are responsible for their actions. Faculty recognizes that students come with great potential, needs and personal beliefs that are reflective of their diverse backgrounds and values a diverse workforce that represents the needs of the patient populations that we serve. As partners in learning, students are accountable for ongoing attainment of competencies and learning goals required for professional nursing practice.

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

Doctor of Nursing Practice Program Core Competencies

CSULB adopted the AACN's Essentials (AACN, 2021) and core outcomes for advanced-level professional nursing practice as the foundation for the terminal objectives for graduates of our program. Learning outcomes are mapped to the 10 Domains, 8 Concepts of Practice, and 45 Competencies for Advanced-level Nursing education as specified by the AACN. Additionally, the Nursing Organization of Nurse Practitioner Faculty standards for nurse practitioner programs also guide the education of our students. Individual courses are designed to build upon one another as the student progresses through the program.

The pedagogy for this program is geared to independent adult learners with a strong clinical focus and expertise. Thus, active learning strategies are favored, emphasizing searching the literature and reviewing practice to become experts in translating knowledge to improve patient care and outcomes. Students will use research and implement applied research and evaluation in various settings. Classroom and clinical experiences in the DNP Program are designed to provide systematic opportunities for feedback and reflection, and involvement with experts in nursing and other disciplines. Throughout the program, faculty serve as mentors to foster critical analysis skills and professional leadership development.

The faculty members of the CSULB School of Nursing have brought expertise to the development of the program and will serve as the specialty faculty for the Role Development and Integrative Scholarship courses. The faculty and administration believe a synergy of ideas and

approaches from faculty members' varied areas of nursing expertise enriches the learning and experiences of the DNP student.

Doctor of Nursing Practice Program Goals

1. To prepare graduates who can provide culturally sensitive care within a framework of scientific and professional accountability and function independently in a variety of settings, including direct specialty practice.
2. To prepare graduates who demonstrate commitment to lifelong learning for personal and professional growth.
3. To highlight the role of the DNP to accelerate change and promote and lead EOB changes.

Doctor Of Nursing Practice Student Learning Outcomes

The DNP learning outcomes were derived from the schools' mission and philosophy statements and reflect current educational and professional standards, including The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021).

Ethics

Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in advanced nursing practice at individual, family, community, and population levels, healthcare organizations and information systems, and research.

Professional Practice

Utilize appropriate theories and evidence from nursing and related fields to provide high quality, accountable health care to diverse clients, including diagnosis and management in advanced practice, to evaluate outcomes, to develop and evaluate new practice approaches, and to evaluate and improve healthcare delivery systems, practice guidelines, and health policy.

Interpret Information for Improved Practice

Access, analyze, interpret, and develop information at the individual/family, community/population, and organizational levels to provide high-quality health care and health education, initiate change, and improve nursing practice and healthcare outcomes.

Clinical Scholarship (EBP)

Use a systematic approach to identify, analyze and diagnose actual or potential problems within a variety of healthcare settings, and develop, evaluate, manage, and test possible solutions based upon the highest level of evidence available, allowing for innovative solutions; demonstrate competence in knowledge application activities: the translation of research into practice, the evaluation of practice improvement of the reliability of healthcare practice and outcomes, and participation in collaborative research.

Communication, Collaboration, and Dissemination

Demonstrate effective oral and written communication, including the use of informatics, with clients, colleagues, and diverse groups to foster effective interprofessional collaboration to promote optimal health outcomes in individuals/families/communities/populations and within healthcare organizations, and to disseminate professional practice findings.

Essential Competencies/DNP Program Outcomes:

Upon successful completion of the Doctor of Nursing Practice degree, the graduate student will have the following competencies:

1. Synthesize and translate established and evolving knowledge from nursing and other disciplines into the practice of professional nursing.
2. Design and lead holistic, evidence-based, person-centered care within advanced nursing practice specialties and across the profession that is just, compassionate, and exemplifies respect for patient values, preferences, and needs.
3. Develop and implement population health strategies from disease prevention to health management in collaboration with partners from communities, public health, industry, academia, government entities, and others, for the improvement of equitable population health outcomes.
4. Generate, synthesize, translate, and disseminate advanced nursing knowledge to improve health and transform health care.
5. Design, lead, analyze, and evaluate quality and safety initiatives to enhance nursing practice, optimize outcomes, and mitigate risk of harm to patients and providers through system effectiveness and individual performance.
6. Facilitate and lead interprofessional teams, collaborating with patients, families, communities, and others to optimize care, enhance the healthcare experience, and improve health care outcomes.
7. Recommend and design system-wide strategies to promote high-quality, safe, equitable, and cost-effective care within complex systems of healthcare.
8. Integrate information and utilize communication technologies in the design of data-driven care that equips professionals to deliver safe, high-quality, advanced-level healthcare in accordance with best practice and professional and regulatory standards.
9. Implement strategies to create a culture of professionalism characterized by accountability, integrity, civility, a collaborative disposition, and behaviors that reflect nursing's core values and ethics.
10. Create an environment that fosters a culture of self-reflection, personal health, resilience, and well-being, contribute to lifelong learning, and serve as a role model for expertise and leadership within complex healthcare systems.

Licensing, Certification and Employment Opportunities of our DNP Graduates

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

1. Be eligible to take the national certification examination in their own specialty as a nurse practitioner.

2. As an Advanced Practice Nurse (APN), be eligible to obtain privileges to legally furnish specific medications and treatments and obtain a furnishing license.
3. Be able to practice as an APN within the parameters of the California Board of Registered Nursing's scope of practice as a nurse practitioner (NP) in any of the following selected clinical specialties:
 - A. Family Nurse Practitioner (FNP)
 - B. Adult-Geriatric Primary Nurse Practitioner (AGNP)
 - C. Adult-Geriatric Acute Care Nurse Practitioner (AGACNP)
 - D. Pediatric Primary Care Nurse Practitioner (PNP)
 - E. Psychiatric/Mental Health Nurse practitioner (Psych NP)
4. Be able to practice collaboratively with healthcare providers in a variety of settings, such as, in doctors' offices, community clinics, and hospital settings.

BSN to DNP Course Map

Year 1

Fall: 11 CREDITS

- NRSG 705 Social Determinants (**3 credits**)
- NRSG 706 Leadership and Roles (**3 credits**)
- NRSG 704 Health Care Economic & Policy (**3 credits**)
- NRSG 707 Humanistic Care (2 credits) (**11 credits**)

Spring: 9 CREDITS

- NRSG 709 Data Management (**3 credits**)
- NRSG 710 Advanced Evidence-Based Practice (**3 credits**)
- NRSG 701 Advanced Patho (**3 credits**)

Summer: 5 CREDITS

- NRSG 708 Informatics (**3 credits**)
- NRSG 711 Proposal Writing (**2 credits**)

****Qualifying Doctoral Assessment**

Year 2

Fall: 10 CREDITS

- NRSG 703 Advanced Physical Assessment (**3 credits**)

NRSG 703L Advanced Physical Assessment Lab **(1 credit)**

NRSG 702 Advanced Pharmacology **(3 credits)**

NRSG 792A Integrative Scholarship 1 **(3 credits)**

**** Doctoral Project Proposal Preliminary Defense**

Spring: 12 CREDITS

NRSG 720/730/740/750/760 Specialty Theory 1 **(3 credits)**

NRSG 720L/730L/740L/750L/760L Clinical Practicum I **(8 credits)**

NRSG 792B Integrative Scholarship II **(1 credit)**

****IRB Clearance**

Summer: 6 CREDITS

NRSG 712A Theories of Learning and Instruction in Nursing **(3 credits)**

NRSG 712B Curriculum Development **(3 credits)**

****Project Implementation**

Year 3

Fall: 13 CREDITS

NRSG 721/731/741/751/761 Specialty Theory II **(3 units)**

NRSG 721L/731L/741L/751L/761L Clinical Practicum II **(8 credits)**

NRSG 792C Integrative Scholarship III **(2 credits)**

****Data Aggregation and Analysis**

Spring: 6 CREDITS

NRSG 722L/732L/742L/752L/762L Clinical Residency I **(2 credits)**

NRSG 795 Review Course for National Certification **(1 credit)**

NRSG 792D Integrative Scholarship III **(3 credits)**

****Doctoral Project Defense & Dissemination**

Total Credits 72

(Additional units may be required to complete a minimum of 1,000 total clinical hours) All graded courses require a B or better grade to pass

DNP Program Admission

Candidates seeking admission to the BSN-DNP Program must meet CSULB's requirements, and the SON requirements for admission. More information on university admission requirements can be found [here](#):

Applicants seeking admission to the BSN-DNP Program must have:

1. A Bachelor of Science in Nursing from a nationally accredited program with a minimum cumulative GPA of 3.0.
2. An official copy of all transcripts from all universities/colleges previously attended.
3. A college-level course in Statistics
4. Hold an active, unrestricted, and unencumbered current California RN licensure, or be eligible for licensure in California.
5. Three letters of professional reference from faculty, colleagues, or supervisors; should be within the past year, dated, and signed.
6. A personal written statement of purpose for obtaining the BSN-DNP degree/NP specialty certificate
7. A current Curriculum Vita/Resume.
8. Completion of Cal State Apply application.
9. Completion of an interview and on-site or monitored online writing assessment.
10. Verification of current employment as a Registered Nurse.
11. Have one year of clinical experience as a Registered Nurse.

School of Nursing Policies

The policies and information contained in this handbook serve as a resource to guide the Graduate Nursing students. Policy changes can and do occur as needed. Changes will become effective as determined by faculty through the shared governance procedures.

Clinical Readiness & Preparation

Essential Performance Standards (Appendix 2)

The goal of the CSULB Nursing Program is to prepare every student to think critically, and practice nursing competently and compassionately in rapidly changing practice environments. Because the practice of nursing is an applied discipline, certain functional abilities are essential for the delivery of safe and effective nursing care during clinical training activities. Applicants to the program must be able to meet the cognitive, affective, and psychomotor requirements of the curriculum.

The CSULB has identified technical standards critical to the success of students in the nursing

program. These standards are designed not to be exclusionary, but to establish performance expectations that will enable students to provide safe patient care. Certain fundamental technical standards are required to be maintained for progression and graduation from the nursing program.

Reasonable accommodation for students with alterations to the essential performance standards, either temporary or permanent, will be considered on a case-by-case basis in consultation with the Office of Equity and Diversity and Bob Murphy Access Center (BMAC). Students experiencing a change in health status that changes their essential performance standard baseline should communicate this information to the Assistant Director for Graduate Studies as soon as possible so appropriate accommodations can be made to comply with Agency Clinical Requirements and student safety.

Mandatory Health Requirements

As a healthcare provider you will be required to maintain annual documentation of medical clearance, insurance status, CPR certification, drug screening, and background checks. Clinical agencies may have additional testing requirements for the semester that you will be attending. These documents will be maintained within a Health Tracker system that is managed by the student. Participation through the purchase of the health tracker system is MANDATORY as a school of nursing student.

Each semester the student will be required to produce proof that they are compliant with mandatory health requirements PRIOR TO entrance into the clinical setting. Delays in providing adequate certification that health requirements have been met can result in delays to starting clinical and subsequently being able to complete academic requirements for passing the course. Minimal compliance requirements are as follows:

- **CPR Certification:** Every two years you must provide proof of an American Heart Association approved course: BLS for HEALTHCARE PROVIDERS. Students are responsible for the cost of this certification.
- **Screening for TB:** Annual screening is required. This can be demonstrated in one of three (3) ways:
 - Skin testing (PPD): Your initial PPD MUST be a two-step process, the renewal can be a 1 step.
 - Blood test (QuantiFERON gold or T-spot): This is recommended as the easiest and quickest way to prove you are negative for TB.
 - Chest X-ray (every 4 years) with an annual symptom checklist. If you have ever tested positive for TB this will be the way that will be necessary.
- **Influenza/H1N1 Vaccinations:** Annual documentation is required. You may get the vaccine or decline.
 - If you choose to receive the vaccine, it is important that you receive the “*current year*” vaccine which is not typically available until after August of each year. The deadline for having this vaccination will be November 1 each year.
 - If you choose to decline the vaccination, you *must* submit a declination form with a valid medical reason by the November 1 deadline each year. Some hospitals

(Memorial Care) require use of their form. Declination of immunization means you will be required to wear a mask at the clinical agency.

- **Tdap Vaccination:** This is the vaccination to prevent tetanus, diphtheria and pertussis. You must have this vaccination (with all 3 components) every 10 years.
- **COVID-19 Vaccination:** Annual documentation is required. You may get the vaccine or decline.
 - If you choose to receive the vaccination, it is important that you receive the *“current year” vaccine which isn’t typically available until after August of each year.* The deadline for having your vaccination will be November 1 each year.
 - If you choose to decline the vaccination you **MUST** submit a declination form by the November 1 deadline each year. Some hospitals (Memorial Care) require use of their form. Declination of immunization means you will be required to wear a mask at the clinical agency.
- **Titers:** A titer is a blood specimen that indicates whether you have been exposed (and therefore immune) to a disease or vaccination. The following titers are required for participation in the program.
 - **MMR:** This is the vaccination for measles, mumps, and rubella. You want a positive titer. If you have an equivocal or negative titer, you will be required to have an additional 2 vaccines prior to entering clinical.
 - **Varicella:** You want a positive titer. If you have an equivocal or negative result you will require 2 additional vaccinations prior to being allowed to enter clinical placement.
 - **Hepatitis B:** You want a positive titer here. A negative titer will require that you repeat the vaccination series (3 shots at specific time intervals). It is extremely important that you adhere to the dates of vaccination to ensure timely ability to participate in clinical.
 - **Hepatitis C:** You want a negative titer here to indicate that you do not have active Hepatitis C.
- **Personal Health Insurance:** Proof of health insurance coverage is required annually. [Health insurance](#) is available to students through the CSULB Associated Students.
- **Physical Exam:** A physical exam within the last year demonstrating clearance to work in a health profession is required.
- **Urine Drug Screen:** A negative 12-panel drug screen is required prior to the start of the program. The cost of this screening is the responsibility of the student. This may not be done sooner than 60 days prior to starting your first clinical course. Students may not use marijuana (prescribed or otherwise) throughout the duration of the program. Students with prescriptions for medication that may screen positive should be prepared to upload a copy of their prescription. Some clinical agencies require additional drug screens prior to the beginning of a clinical rotation. Students are responsible for complying with these additional requests. Students who test positive during a drug screen at any time during the program will be referred to the SON Director for review and disposition. A positive drug screen can negatively impact the student’s ability to progress in the program.
- **Criminal Background Check:** A background check will be required prior to starting the first semester of the SON program. The cost of this is the student’s responsibility. Ordering will take place through the designated Student Health Tracking system utilized by the SON. Throughout the program, students will be required to upload an Annual

Arrest/Conviction Attestation Form (by July 1) to assure students have not been arrested or convicted of a misdemeanor or felony charge since their initial background screen.

- Any positive criminal background issues will be referred to the School of Nursing Director for review and disposition. A positive screening does not preclude you from entering the program, but some clinical agencies may restrict clinical access. The SON Director will contact students if there is any concern. Inability to place a student at a clinical agency because of a positive background check may impede the student's ability to progress in the program.
- **Current Driver's License & Auto Insurance:** Students are required to provide their own transportation to clinical agencies. Clinical sites are located throughout Los Angeles and Orange County. Students must have reliable transportation along with valid and current auto insurance and CA Drivers's license. If the student does not drive the must complete a declination form and upload it to the Health Tracker system to meet this requirement.
- **Additional Requirements (One Time Compliance)**
 - **Implicit Bias Training:** This is mandatory training required by the CSU system. The modules are contained in the Canvas Orientation shell. You must upload a screenshot of your two completed quizzes into EXXAT for documentation of completion.
 - **HIPAA Training:** Health Insurance Portability and Accountability Act (HIPAA) is a federal law that sets national standards for protecting sensitive patient health information. It focused on both the privacy and security of Protected Health Information (PHI). This module can be found within the Canvas Orientation shell. You must upload a screenshot of your completed quiz to EXXAT for documentation of completion by August 1st of your first year in the program).
 - **Blood Borne Pathogen Training:** This is a safety training required for individuals who may be exposed to blood or other potentially infectious materials in the workplace. This is a mandated training by OSHA (Occupational Safety and Health Administration) to protect workers from potential exposures to bloodborne diseases like HIV, Hepatitis B, and Hepatitis C. This module can be found within the Canvas Orientation shell. You must upload a screenshot of your completed quiz to EXXAT for documentation of completion by August 1 of your first year in the program.

School of Nursing Ethical Code of Conduct

Nursing is a professional discipline which requires high standards of performance and ethical principles to assure quality patient care. It is the expectations that nursing students follow the same level of ethical standards as the professional nurse while representing the CSULB School of Nursing at clinical agencies. Nursing students are expected to refrain from participating in deceptive, illegal, or unethical activities as defined in the Board of Registered Nursing guidelines for practice. Please review the noted professional standards below:

- [American Nurses Association Code of Ethics](#)
- [Title 16: Board of Registered Nursing Grounds for Discipline: Unprofessional Conduct/Gross Negligence/Incompetence](#)

Dress and Behavior Code Guidelines for Clinical Agencies

Representing the CSULB School of Nursing is a privilege. The professional nursing role incorporates dress and behavior therefore consistent acceptable compliance with guidelines are expected competencies. Students are to come to clinical rotations wearing a clean and unwrinkled uniform with their CSULB picture ID name badge on the upper left side of the uniform top. Shoes must have enclosed toes and heels. A CSULB white lab coat over professional attire along with your CSULB ID is another option for clinical attire. Acrylic, gel, silk or artificial nails are not allowed. Facial hair shall be clean and neatly trimmed to allow for a securely fitting mask. Jewelry is not permitted except for a watch and one pair of non-dangling earrings in the earlobe. Hair is to be secured off the collar if shoulder length or longer and should not fall forward in the performance of tasks. Cell phones are permitted for clinical resources only and must comply with the facility policy in patient care areas. Students should check with their specific clinical agency for any guidelines more than those of the School of Nursing.

Social Media Policy

The CSULB School of Nursing supports the use of social media and abides by the university policy on [Acceptable use of CSULB Electronic Communication Systems and Services](#). The School of Nursing has adopted the following guidelines to minimize the risks to students and patients associated with use of social networks and all other electronic media. Inappropriate use of social media can lead to disciplinary action including but not limited to formal reprimand, suspension, or dismissal from the program. Students can also be held personally liable. Such violations may result in civil and criminal penalties including fines or possible jail time in accordance with state and federal laws.

- Students must recognize they have an ethical and legal obligation to always maintain patient privacy and confidentiality.
- This means that transmitting any patient identifying information is a violation of the patient's privacy (including images, stories, videos, etc).
- No photos or videos of patients may be taken on a personal cell phone device.
- Students must always maintain appropriate professional boundaries with patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. Inappropriate communication via electronic media is discouraged. This includes instances where the patient contacts the student first. If this should happen, the student should notify their instructor as soon as possible.
- Students should not make disparaging remarks about patients, instructors, other students or facilities, even if they are not expressly identified.
- Students must not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
- Students should bring content that could harm a patient's privacy, rights, or welfare to the attention of faculty.

Student Coursework

Communication Standards

All official CSULB communication will be e-mailed to your CSULB E-mail account. It is the student's responsibility to check e-mail messages on a regular basis to keep informed on all current and any new information concerning the School of Nursing. At minimum, it is recommended that students check their email twice a week or more often as needed.

Course Syllabus

Each course has a syllabus consisting of the University catalog course description, expected learning outcomes, learning objectives, required text, methods of evaluation and grading criteria. The student may access course materials through Canvas (the University's Learning Management System). The student is responsible for being familiar with the expected performance outcomes as outlined by the syllabus for each course.

Guidelines for Written Papers

The School of Nursing utilizes the *Publication Manual of the American Psychological Association*, 7th edition, to guide formatting and writing style for all papers in course work.

Academic Integrity/Plagiarism/Artificial Intelligence

The School of Nursing follows the University Policy on Academic Integrity Regarding Cheating and Plagiarism. Please be aware that incidents of Academic Integrity violations must be reported to the University and have the potential to negatively impact University enrollment as a result. Faculty utilizes plagiarism software and AI detection software via Turnitin through Canvas to detect potential use of AI or plagiarism. While we are aware that these tools have some degree of error related to them, they are utilized in beginning conversations with students to explore the experience. Should it be determined that a breach of academic integrity did occur the faculty has several options available for action based on the severity and frequency of the violation. Additional work may be assigned to resolve the discrepancy and meet the learning objectives of the course.

Holiday Scheduling of Classes

The Academic Affairs Calendar published by the University is the official record of firsts and last day of classes, holidays, campus closures, and final examinations. Anytime that campus is closed, no classes will be held; including clinical courses that are held in off-campus venues. There is no need to make up coursework of scheduled classes that fall on a holiday or campus closure days.

Clinical Hours Policy

A minimum of 1,000 hours of post-baccalaureate practice as part of a supervised academic program is required to prepare DNP graduates to achieve the DNP Essentials and nursing

specialty competencies; 600 of these clinical hours must be in direct care for each NP specialties. Students must always keep their Specialty Program Coordinator apprised about changes to their clinical schedules since oversight must be provided by CSULB. Validation of direct care specialty hours and DNP project hours will be the responsibility of each NP Specialty Coordinator and will be maintained in the student's file.

Medical Clearance for Clinical Participation

All students must comply with all required health documentation for immunization, drug screen, and background check as required by the clinical agency where the student has been placed. It is the student's responsibility to maintain the documentation according to policies within the Health Tracker system of the School of Nursing and provide their clinical instructor with proof of compliance prior to starting clinical EVERY semester.

Student Health and Safety for Clinical Incidents

Exposures, injuries, accidents, or contamination occur in the everyday course of patient care. Students who are involved in an untoward health or safety incident must report all such incidents as soon as possible after their occurrence to their clinical instructor and clinical agency. Any student who is non-emergently injured during a clinical/project-based nursing experience may be treated at a local health care facility or CSULB Student Health. The student must have his or her own health coverage the medical expenses incurred. Neither the health care agency nor the university is responsible for paying for those student medical services. The student and instructor must complete the required paperwork at the facility to report such an incident. Additionally, the student and instructor should complete the School of Nursing Incident Report form to submit to the Director of the School of Nursing.

Reporting Clinical Errors Events

Occasionally an error occurs while taking care of patients. This can happen as an experienced nurse or as a student. The important role is documenting the incident. Students are required to report all such incidents that involve or have the potential to involve a threat to the patient's health to the clinical instructor as soon as possible after the event occurs. These include incidents of omission or timing. Notification reporting must take place at the clinical facility to document the event. Additional meetings outside the designated clinical hours may be required at the facility to debrief the incident. The student will be required to be present at all necessary meetings until resolution of the event takes place to the satisfaction of the clinical facility. The School of Nursing Incident Report form (Appendix 3) should also be completed and forwarded to the School of Nursing Director.

Course Progression

Progression through the Program

The nursing curriculum is designed both to reinforce current didactic knowledge with clinical

practice and to build on the knowledge of the previous level course. Students must maintain a cumulative GPA of a B while in the DNP program. Students who do not meet the minimal grade requirements will be given an Academic Warning (see Appendix 4 Policy on Academic Warning). Students are advised that their progression of study may be interrupted if the course where the unacceptable grade is received is a pre-requisite to others. This could cause a delay in graduation, as courses are only taught once a year.

Students may fail twice in the course sequencing (either one class twice or two different classes) before dismissal from the DNP Program. Program dismissal policies can be found in Appendix 5 Dismissal from the Graduate Program

The curricular design of the DNP Program assumes pre-requisite content is completed prior to moving ahead, particularly in the DNP Project courses (N792 A, B, C, and D). It is imperative that these courses are taken in sequence.

Graduate Standing: Conditionally Classified

With the appropriate authorities' approval and recommendation, students with deficiencies in prerequisite preparation or GPA may be considered for admission in conditionally classified status. Students admitted in this status may subsequently be granted classified status in an authorized graduate program if professional, personal, scholastic, or other standards are met.

Graduate Standing: Classified

Classified standing is normally granted when all prerequisites have been satisfactorily completed, the official study plan formulated, recommendation made by the appropriate Graduate Advisor to the Associate Vice President, the Academic Programs Office gives final approval.

A student is not officially classified until an approved study plan is on file in the Office of Graduate Studies. The student will be sent a copy of the approved study plan. Copies will be filed in the academic unit, university records, and Office of Graduate Studies.

University Writing Requirement

DNP students must meet the University Writing Requirement. DNP students will demonstrate meeting the University Writing Requirement by completing the four-semester DNP project courses, N792A/B/C/D Integrative Scholarship I/II/III/IV. This complies with Title 5 and the Chancellor's Executive Order related to granting the DNP degree.

Withdrawals & Temporary Leaves of Absence

Course withdrawal follows the [University Catalog policy](#) and [University drop guidelines](#).

Withdrawals at to the last 20% of instruction may occur only for serious and compelling reasons (accident, serious illness, or circumstances beyond the student's control) and must have the approval of the instructor and Director of the School of Nursing. Medical withdrawals incur no academic penalty but do require a medical clearance to return to education indicating the student will be able to complete the semester and achieve educational objectives. [Educational or Military](#) leave are two additional ways to obtain a temporary leave of absence from the Nursing Program. This type of withdrawal can only be done prior to the next semester's enrollment, and you must be in good academic standing. Enrollment services provide the forms and workshops to facilitate

academic leaves of all kinds.

Seven-Year Rule

All courses that make up the graduate program of study (i.e. degree requirements) must be completed within seven years of the student's program initiation date. This applies to both part-time and full-time work. Coursework beyond the seven-year timeframe must be revalidated by coursework or demonstrations of competency.

Program Re-Entry

Student re-entry for an approved leave of absence, withdrawal, or repetition of a course are not automatic and are subject to available space in the program. It is the student's responsibility to submit intent to re-enter each semester (via the Re-Entry Form) to be considered to the Assistant Director of the Graduate Studies who manages the Program Re-Entry process each semester. Inquiries for re-entry should be sent using the following email address: dnp@csulb.edu. Please note that there are deadlines for submitting intent to re-enter that must be abided by to assure sufficient time for planning. Automatic re-entry is not guaranteed at the time of request and is impacted by availability of open space. (Appendix 6 Form for re-entry)

Prioritization for Readmission

Students will be ranked for re-entry using the following criteria: 1) those deployed for active military service, 2) those who have been delayed admission for one semester due to lack of vacancy, 3) those who withdrew for other approved reasons (educational or medical leave of absence, financial hardship), 4) those who have completed their Student Success Plan after a failed course. Those who have equal ranking for re-entry will be selected based on their date of re-entry request form.

Re-Entry Process

Students who wish to re-enter the program should send the Re-Entry Request Form (Appendix 6) via email to dnp@csulb.edu by the respective due date: June 1 for Fall semester, December 1 for Spring Semester and March 1 for Summer Semester. The Assistant Director for Graduate Studies will maintain the prioritized list and manage the notification for re-entry via their CSULB email. Students will have 10 business days after notification to confirm their intent to return before their spot is given to the next applicant.

Credit for Prior Learning

Students in the DNP program may use Credit for Prior Learning, either by examination and/or experiential learning as validated by the School of Nursing faculty. A maximum of 6 units through prior learning experiences may be earned and can be applied toward the graduate program according to [university policy](#). CSULB School of Nursing faculty will not allow credit for prior learning to be used for Advanced Pathophysiology, Advanced Health Assessment, Advanced Pharmacology, or any clinical coursework within the program as these courses are fundamental to achieving success as an advance practice registered nurse. Other DNP courses

may be considered for credit by prior learning.

Due Process Policy (Progressive Discipline)

Nursing is a professional discipline which requires high standards of performance to ensure quality patient care. Faculty are committed to supporting students in their growth and ability to demonstrate safe standards of professional practice and performance. Clear expectations, timely feedback on performance, and the ability to address concerns together are the hallmarks of faculty support. (See Appendix 7: Due Process Policy).

- General guidelines are set as a School of Nursing and for each clinical course to clarify academic and student expectations.
- Minor Violations of clinical performance behaviors, essential performance standards, and academic/professional integrity will result in development of individualized plans for success to assure that students meet required learning/skill competency expectations.
- Moderate violations of clinical performance behaviors, essential performance standards, and academic/professional integrity will result in failure of a course.
- Major violations of clinical performance behaviors, essential performance standards, and academic/professional integrity will result in dismissal from the Nursing Program.

Student Grading

Diagnostic Readiness Testing

The CSULB School of Nursing utilizes an external vendor to augment nursing learning and preparation for certification of its graduates. Resources that have been benchmarked against industry standards are used to provide insights into student's strengths and weaknesses for certification exam readiness. Each clinical specialty will use a Diagnostic Readiness Test to demonstrate competency and certification readiness for their specific populations.

NRSG 795—Review Course for National Certification (NRSG 795) will include the administration of the 3P (advanced pathophysiology, advanced pharmacology, and advanced physical assessment) Diagnostic Readiness Test as well as the specialty-specific DRT to prepare students to take the national certification examination. Students will develop individualized study plans based on their diagnostic screening exams as part of the course assignments. Students are expected to pass the final specialty-specific DRT with a grade of 80% in order to pass the course. Secondary attempts will be provided. If a student does not score 80% on the specialty specific DRT exam after a third attempt, they will receive an incomplete in the class. The Assistant Director of Graduate studies will be notified, and an individualized remediation plan will be created to assure successful completion of the course requirements.

Student Grade Appeal

The grade appeal process has been established by the University to protect against academic and administrative evaluations that are prejudicial, capricious, or arbitrary. The guidelines are defined in the University policy.

It is preferred that grade appeals are handled within the School of Nursing following the appropriate chain of responsibility. Please make sure that you meet with the indicated participants in the following order before contacting the next level in the chain:

- Course Instructor
- Assistant Director of Graduate Studies
- School of Nursing Director

Student Grievance

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

Clinical Preceptorships

All graduate students will be required to do a specified number of clinical hours with a preceptor. Specialty program coordinators, faculty, and staff will assist students in finding clinical placements. Students who find a preceptor on their own will be asked to provide their specialty program coordinator with the name and address of the preceptor to establish a contract at least one semester before they plan to start preceptorship. Students are not to be precepting in facilities that the University does not have an established contract with. Specialty program coordinators usually meet with students in the semester prior to clinical to review clinical placements. Emails are sent to students as confirmation of preceptor assignment and notifying them of the time and location for their initial meetings. Please see (Appendix 8 Policy for Clinical Preceptorships)

Malpractice Insurance

CSULB carries liability insurance for all students, including DNP students, while participating in the program. However, graduate students in the School of Nursing are encouraged to carry individual malpractice insurance while in the graduate program. Each student should confirm that the coverage is adequate for the area of practice (special care unit, nurse practitioner student functions) and that the policy remains effective throughout the program. Some clinical agencies require students to hold individual coverage, therefore faculty may request carrier names and policy numbers at the beginning of each semester. Currently, two major companies are writing policies for nurse practitioners and specialized practice student coverage. Each company differs somewhat in the manner and extent of coverage as well as requirements for qualifications. Please make sure before you apply that you are entitled to be covered by that company.

The following are listed the toll-free numbers of these two carriers:

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

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

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

The Doctoral Project

1. DNP Project Overview

Doctoral education in nursing is characterized by completing a specific project that demonstrates the synthesis of student work and lays the groundwork for future scholarship. Requiring original research is not the intent of the practice-focused doctorate. The DNP primarily involves mastery of an advanced specialty within nursing practice. Therefore, other methods will be used to distinguish the achievement of this mastery.

The DNP project is intended to engage the doctoral student in translating evidence into practice through substantive scholarly work. The DNP project is similar in concept to a doctoral thesis but is rooted in the practice focus. Students should enter the DNP program with a project idea that can be explored during the DNP coursework. Students, along with group members, should select a project that is both in an area of interest and expanding expertise to impact patients, populations, communities or institutional, local, state, federal, or global health policies. The project should result in a positive change in the healthcare system and/or improved outcomes for a targeted population. The DNP Project serves as a springboard for future scholarly work and impact on nursing.

DNP student growth occurs through the knowledge and expertise gained through the process of creation, innovation, development, planning, implementation, and resulting impact of the DNP Project experience. The DNP Project should illustrate a synthesis of knowledge gained throughout the DNP Program from all coursework and practicum experiences.

American Association of Colleges of Nursing (AACN) Statement on DNP Projects

The scholarly work may take on various final forms depending on the academic institution's requirements and the student's area (specialty or role) of study/practice. Key elements of the scholarly work include problem identification; research, analysis, and synthesis of the literature and evidence; translating evidence to construct a strategy or method to address a problem; designing a plan for implementation and actual implementation when possible, and an evaluation of the outcomes, process, and/or experience (AACN, 2021, p. 31).

In the DNP Program, the doctoral project may take several forms. Whatever form it takes, the doctoral project shall be the written product of a systematic, rigorous evidence-based endeavor focused on a significant advanced nursing practice issue. One example of a final DNP product is a practice change initiative. This may be represented by a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, a consulting project, or an integrated critical literature review with practice implications. Additional examples of a DNP final product could include a research utilization project, practice topic dissemination, substantive involvement in a larger endeavor, healthcare policy change or other practice projects. The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes.

2. DNP Required Deliverable

The final DNP project produces an original, tangible, and deliverable academic product derived from the practice immersion experience and is reviewed and evaluated by an academic committee. The final DNP written project documents outcomes of the student's educational experiences, provides a measurable medium for evaluating the immersion experience, and summarizes the student's growth in knowledge and expertise.

The doctoral project reflects the evaluation of practice, interpretation, and use of research findings in practice and/or participation in collaborative research. The project will contribute to practice-based evidence, evidence-based practice, or practice inquiry.

3. DNP Project Committee

Each student group will be assigned to a DNP Project Coordinator and Project Committee member to engage during the DNP Project work during the program's second semester. Faculty selections will be made based on faculty availability and alignment expertise in the project concept. DNP Project Coordinator will share Chair/Committee assignments with the students after reviewing the proposed DNP projects. DNP Project committee assignments will take place before the NRS 711 Proposal Writing course.

Each student group will have a doctoral project team of at least two people. The project team leader will (a) be a CSULB faculty member with doctoral preparation (b) lead the final clinical practical courses (Integrative Scholarship I, II, III, and IV), and (c) supervise the student's culminating experience. The (required) team member will also be a CSU faculty member with doctoral preparation. One member will be knowledgeable in the student's nursing specialization or specific project topic. Sometimes, a third team member will be selected from elsewhere in academia, the clinical setting where the project is being done, or the community of interest for subject matter expertise. Faculty selections will be determined during the Doctoral Program Committee. The DNP Project Coordinator may approve an exception to membership criteria.

The Team Leader and Team Member must attend both the proposal defense and the project defense. Exceptions to this requirement must be approved by the Assistant Director of Graduate Studies or DNP Project Coordinator.

4. DNP Project Coordinator Responsibilities

- Orient the student group to the process and guidelines for the DNP Project
- Meet with students on a regular basis (a minimum of once each semester) to facilitate project planning, development, implementation, writing, and dissemination
- Guide the development of the project idea and proposal
- Provide feedback on the project proposal and readiness to submit the DNP Project Proposal Form
- Determine readiness to submit proposal to the CSULB IRB for review and mentor student through the process
- Approve the project timeline and budget- if applicable
- Evaluate progress by completing DNP Project Coordinator Evaluation Form each semester providing written feedback and goals
- Critique and provide feedback on written and oral project submissions

- Approve completion of the Final DNP Project (written and oral) and eligibility for graduation
- Approve Final Project PowerPoint Presentation and Poster or Manuscript

5. DNP Project Committee Member Responsibilities

- Meet with students and the DNP Project Coordinator on a regular basis (a minimum of once each semester) to provide additional feedback and guidance.
- Review the timeline and budget (if applicable) for additional feedback and concerns.
- Critique and provide feedback on written and oral project submissions
- Approve completion of the Final DNP Project (written and oral), Project Poster, and eligibility for graduation

6. DNP Project Committee Meetings

Students should schedule meetings with the DNP Project Chair and Committee Member at their convenience via face-to-face, zoom, or teleconference. It is the responsibility of the student to ensure meetings occur at least once per semester, once assigned a committee, with the DNP Project Chair and as needed with the Committee Member for additional feedback. Students may request additional committee meetings to ensure progression of the DNP Project or for questions and/or concerns at any time during the DNP Program.

Students may meet with the committee members separately but should attempt to have a minimum of one committee meeting per semester quarter where all members of the committee and group are present. Students who do not meet with the committee at regular intervals could jeopardize approval of DNP Project submissions and/or progression towards graduation.

7. Changes in Committee Membership

DNP Project Committee membership could change during the DNP Program. Changes may occur if:

- DNP Project Chair or DNP Committee member is no longer able to work with the student, retires from the university or leaves CSULB.
- A good working relationship is not able to be maintained between any members of the DNP Project Committee and the student. Efforts should be made to mediate issues but if the issue becomes unresolvable or disruptive to student progression, the student or committee member may request a membership change.
- A request for change should be explored through an email to the Assistant Director of Graduate Studies outlining the request and explanation or reason for the request. The DNP Project Chair and the Committee members will be consulted, and a new assignment will be made once information is conferred and a new faculty member agrees to the assignment.

8. DNP Courses

Most DNP courses align with the development of the DNP Project. Opportunities will arise during the DNP program to explore areas of the DNP Project through course information and/or assignments. Students should be thinking about how an assignment or knowledge gleaned through the DNP course work can be translated to, enhance the project, or integrate with the DNP Project work.

Students will also be completing required practicum hours that can be used to work on the DNP Project requirements outside of their normal work schedule. Practicum hours should be approved through designated course/project faculty before completion.

Although each course is a separate entity with course objectives and outcomes, courses were developed to aid students in the step-by-step process of the DNP Project. The courses further the DNP Project idea, development, planning, implementation, evaluation, and dissemination. Each student will have unique expertise and practice experience to guide the scholarly project. Through collaboration with course faculty and the DNP Project Committee, students should progress through each semester with goals related to the DNP Project and receive feedback to ensure progression on the DNP Project.

9. DNP Project Team Conflict of Interest

A conflict of interest may occur if the student has a professional, personal, or financial relationship with a team member outside of the doctoral project relationship. Any potential conflict of interest must be evaluated and documented. All involved parties, including team members, program faculty, and students, share the responsibility to disclose any potential conflict of interest in team make-up to the Assistant Director of Graduate Studies in writing. Written notification should be made as soon as the potential conflict is identified, no later than one week before project proposal defense. The written notification shall provide a rationale and description of how the conflict can be managed. If any conflict of interest is significant or cannot be managed, the student and/or the team member(s) should immediately contact the DNP Program office for guidance.

10. DNP Project Disclosure of Related Past Work

Students should properly attribute past work to their final product and must also disclose past work. It is imperative that students provide proper attribution for all work, including citing their own past work as appropriate. Since many DNP projects draw on the student's past academic or employment-related work and/or prior research, students must disclose past work related to any portion of their DNP Project. The student must submit a written request to the NRS 792A, 792B, NRS 792, and NRS 792D faculty, and the DNP Project Coordinator to use all or part of past work, no later than week two of the NURS 792A course.

11. DNP Project Proposal and Defense

The doctoral project proposal is usually completed through NRS 711 and NRS 792A, with the proposal defense scheduled after the successful completion of NRS 792A and prior to the beginning of NRS 792B. The doctoral project is implemented and completed within NRS 792A/B/C &D, and the final written product is completed within NRS 792D along with public dissemination. Students must be aware of CSULB approval deadlines related to final projects.

The written proposal for the DNP project is written using the following guidelines and will have

citations, references, and headings formatted according to the most recent version of the American Psychological Association Manual. Students must have a proposal accepted for their final project by their Doctoral Project Team as part of advancement to candidacy. As part of advancement to candidacy, team members will systematically evaluate the student's ability to analyze, synthesize, and evaluate practice and substantive knowledge in nursing based on the written proposal and an oral presentation of the proposal.

Upon approval of the oral proposal defense, the doctoral project team leader and team member(s) will sign the Approval of the Doctoral Project Proposal. The form will be filed in the student's nursing file and the student will receive a copy.

12. Doctoral Project IRB Requirements

All Institutional Review Board (IRB) procedures associated with the DNP program shall conform to the policies and requirements of each of the CSULB campus. Human subject approvals and reviews, including where required the review of doctoral projects, shall be coordinated by Long Beach. Copies of IRB and agency approvals are incorporated in the appendices of the written doctoral project.

Failure to obtain required IRB approval prior to collection of data on human subjects may disqualify a student from further use of those data. The doctoral project team leader shall advise the student regarding human subjects' review requirements and regarding compliance with IRB regulations.

13. Advancement To Candidacy

Advancement to candidacy takes place after successful project proposal defense, completion of NURS 792A, and successful passing of the qualifying assessment. Students may not advance to candidacy if they have grades of I, RP, or below B for any class in the taken in the program up to that point. Successful advancement to candidacy permits the student to proceed to conduct and complete a final DNP project.

14. Qualifying Doctoral Assessment

The qualifying doctoral assessment is completed by the student and may include the Doctoral Project Team Leader and Member, the DNP Project Coordinator, the Assistant Director of Graduate Studies, and other faculty as appropriate. This assessment is linked to the students' proposal defense. If deficiencies are noted, the student will be notified before progressing in the program.

Students will have a Qualifying Doctoral Assessment review by the Project Team Leader, DNP Project Coordinator, and Assistant Director of Graduate Studies after the completion of a successful proposal defense and no later than the sixth semester of the DNP program. The purpose of the qualifying doctoral assessment is to:

- Discern the extent to which the student has met program objectives and student learning outcomes thus far.
- Evaluate the student's breadth and depth of knowledge in their specialization.
- Determine the student's clinical judgement with respect to synthesizing content of courses and constructing meaning from them.

- Assess the student's ability to determine how various theories, constructs, and conceptual frameworks may be applied to solve problems of practice in a specific area of specialization.
- Discern the extent to which the student can critically analyze professional literature. (both theoretical and empirical) pertaining to topics in nursing.
- Determine the student's ability to make informed decisions and recommendations for nursing and nursing care using various sources of patient or nursing data, databases, reports, and other quantitative/qualitative sources; and
- Evaluate the student's ability to clearly define and defend a point of view.

15. Doctoral Project Defense and Dissemination

The student will disseminate the completed DNP Project is an oral presentation open to the public followed by questioning by the Doctoral Project Team. The final project presentation serves as the final oral comprehensive examination for the DNP program. This oral examination serves to determine that the student has met all the requirements of the project and has completed a project reflective of doctoral level academic and clinical work.

16. DNP Final Project Product

The tangible, deliverable DNP doctoral product is a formal report meeting the current CSULB graduate program standards for DNP Projects. Projects are archived in a searchable electronic database.

17. Doctoral Project Approval

Evaluation and Scoring Rubrics: Doctoral Project Manuscript and Project Dissemination the Doctoral Project Manuscript and Oral Presentation Evaluation and Scoring Rubrics will be used by Team Members. Students must earn a score of 80% or above in the written and oral presentation components for a successful dissemination (Sections I & II of the rubric). The final grade is a means of all Team Members' scores.

Approval of the final doctoral project by the Doctoral Project Team serves as documentation that the student has met all project expectations (including those for the final written manuscript) and is eligible for graduation, once all academic/clinical requirements have been met. Once the final project paper has been approved, the doctoral project team leader, team member(s), and the student will sign the DNP Doctoral Project Approval. The DNP Final Defense Rating Tool is completed by project team leader and team member(s) and is filed in nursing office; the student will receive a copy of the Project Approval form.

If a student does not earn/receive a passing grade on the project (presentation and paper), the student must correct any deficiencies and meet again with the Doctoral Project Team to discuss it. Students are allowed to repeat the presentation and resubmit the paper once. If the student fails a second time, the student is disqualified from the DNP Program. Students who do not complete the doctoral project or do not receive final approval of the project before completion of DNP

Program coursework are required to maintain registration and pay tuition for Independent Study for a minimum of 3 credits of coursework each semester until approved by the Doctoral Project Team.

M. Authorship Credit and Other Acknowledgement

The DNP Program supports the recommendations established by the International Committee of Medical Journal Editors (ICMJE) regarding the roles and responsibilities of Authors and Contributors in scholarly writing. These recommendations should be followed for all scholarly works, including posters, produced. www.icmje.org/recommendations

“All those designated as authors should meet all four criteria for authorship, and all who meet the four criteria should be identified as authors. Those who do not meet all four criteria should be acknowledged.... These authorship criteria are intended to preserve the status of authorship for those who deserve credit and can take responsibility for the work” (ICMJE, 2021).

Student Evaluations

Course and Faculty Evaluation

Nursing Program Accreditation standards require that the Program seeks feedback from the students to understand if the instructor and assigned clinical site assisted in their ability to meet the course learning outcomes. Constructive evaluation is valuable in modifying course content and instructor teaching methods.

At the end of each semester students are asked to complete an anonymous online evaluation of the courses and faculty instructor. Instructors will not receive the results until after grades have been submitted for the semester. Faculty evaluations are utilized in the personnel review process for retention, promotion, and tenure.

To elicit the widest feedback possible and with consideration for the time commitment required of a traditional student representative, the Assistant Director of Graduate Studies and Specialty NP Coordinators will host student program evaluation sessions at least once per semester. In lieu of appointing one student representative, all DNP students will be invited and encouraged to attend these evaluation sessions to provide both confidential written feedback and engage in open dialog. DNP students are invited to provide input, suggestions, and concerns about program issues to be discussed via written or in-person communication. Summative and formative feedback from BSN to DNP cohorts are solicited each semester.

- **The Student Perception of Teaching (SPOT) Evaluation:** Provides the student with the ability to discuss their perceptions of how the course was taught. This is an anonymous evaluation that is distributed through the University. Feedback is welcome as part of the quality improvement process to plan curriculum design. This feedback is used primarily by the individual faculty member to adjust course assignments and evaluation methods.
- **BRN Agency and Preceptor Evaluation:** This is administered through a Qualtrics survey via the corresponding specialty course Canvas LMS. This is a required and graded element of each clinical course.

- **DNP Exit Survey:** All nursing students graduating with a DNP are required to complete the School of Nursing DNP EXIT Survey as part of their professional responsibility to contribute to the growth and development of the CSULB DNP program. This is administered through a Qualtrics survey via the course Canvas LMS. The evaluation will take place in the NRSG 795 Review Course as a credit/no credit assignment.

Student Graduation

Advisement

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

National Certification

Students are expected and recommended to apply for national certification from their respective specialty nurse practitioner program shortly after graduation from the program. Students may take their NP certification from several organizations of their choice following the application guidelines of the certifying organization. If requested, the Assistant Director of Graduate Studies, can provide additional details to the certification; i.e., verification of education or other requirement as needed.

Graduation

A student is advanced to candidacy after successful completion of NRSG 792A. In preparation for graduation, the student must apply for graduation, and the Assistant Director of Graduate Studies verifies all requirements for graduation are completed, based on the satisfactory completion of all state and university requirements, the specific program requirements, the recommendation of the appropriate graduate advisor and project team, and the approval of the faculty and the Graduate Studies Office.

It is highly recommended that all work for the degree, except final course examinations, be submitted by the last day of classes to ensure granting the degree by the end of the semester in question. It is the student's responsibility to file an application for a graduation and pay the graduation and diploma fee prior to the beginning of the final semester.

The application for graduation initiates a review of degree requirements and formal approval by the faculty as well as serving as the order for the diploma. The last date to file the application is listed on the [Graduate Studies Office](#).

Commencement ceremonies are held only in May of each year (the end of the spring semester). Students completing requirements at the end of fall and spring semesters and during the following summer may participate in those ceremonies. Students are asked to participate in the graduation ceremony of their home campus and are welcome to attend additional ceremonies. Additional information is sent to concerned graduates by the Registrar's Office during the final semester. Information about cap, gown, and hood rental or purchase will also be provided during the final semester.

To officially graduate from CSULB, you must apply to graduate through MyCSULB Student Center. There are calendar deadlines that must be adhered to (typically the semester prior to the one intending graduation), particularly if you wish to see your name appear in the Graduate Recognition Program. Please access information about [application](#), [commencement activities](#) through these links. There is also a handy [Graduation Checklist for Doctoral Students](#) to assist you in the process.

Hooding and Graduation

Each graduating class arranges their own hooding ceremony in consultation with the SON administration. This is a special ceremony for students and their family as well as the CSULB faculty. The hooding ceremony symbolizes the advancing to a doctorally-prepared advance practice nurse. This function is planned by a small group of graduating students with the help of a designated faculty member and all graduates are strongly encouraged to participate. In addition to the hooding ceremony, graduates are encouraged to attend the general university graduation commencement ceremony that is held every May.

Student Activities, Organizations, and Awards

Sigma Theta Tau (Iota Eta) Chapter Nursing Honor Society

Sigma Theta Tau International Honor Society of Nursing is the second largest nursing organization in the United States and among the five largest and most prestigious in the world. The Society exists to:

- Recognize superior achievements in nursing.
- Encourage leadership development.
- Foster high nursing standards.
- Strengthen the commitment to the ideals of the profession.

Membership is conferred only upon nursing students in baccalaureate or graduate programs who demonstrate excellence in nursing and to community leaders who demonstrate exceptional achievement in the nursing profession.

Graduate students are required to have completed $\frac{1}{4}$ of the required graduate curriculum, have achieved academic excellence (3.5 or higher on 4.0 scale) and meets the expectation of academic integrity. Induction of new members takes place once a year, usually in Spring.

After induction, you will need to renew your membership annually. The membership fee is used to support the activities of your local chapter (Iota Eta Chapter) and the international organization. Benefits of membership include:

- Professional recognition of your scholarly achievement in nursing.
- Local, regional, national, and international programs and conferences.
- Networking opportunities through your local chapter, regional assemblies, and international meetings.

- Subscription to Image: Journal of Nursing Scholarship.
- Access to research grants and the local and international levels.
- Professional awards in research, education, practice, leadership and informatics.

Student Awards

Awards are presented to students twice a year which coincides with graduation dates.

Recognition is given to undergraduates in the following categories:

- **Outstanding Graduate:** Awarded at May commencement from the College of Health and Human Services for service to the community and CSULB. Minimum GPA of 3.0 required.
- **Outstanding Student Citation:** Awarded from the School of Nursing to students who have demonstrated excellence in both academic and clinical practice. Students should have a strong performance of service in the community, School of Nursing and/or University.

Appendix 1: Nursing Philosophy

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

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

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

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

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

Appendix 2: Essential Performance Standards

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

Policy:

1. Background

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

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

a. *General Abilities*

- The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner.
- Hearing should be sufficient to accurately hear on the telephone; hear through the stethoscope to discriminate sounds, to hear cries for help; to hear alarms on equipment and emergency signals, and to hear various overhead pages.
- A student must possess the ability to perceive pain, pressure, temperature, position, vibration, and movement which are important to the student's ability to gather significant information needed to effectively evaluate patients.
- A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

b. *Observational Ability*

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

c. Communication Ability

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

d. Motor Ability

- The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspections, palpation, percussion, auscultation, and other diagnostic maneuvers.
- The student must also be able to demonstrate gross and fine motor skills sufficient to provide therapeutic nursing interventions that are safe and effective and maintain safety and security standards for patient care.
- A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic equipment, and such maneuvers to assist with patient care activities such as lifting, wheelchair guidance, and mobility.
- The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical settings including performance of CPR, if necessary.
 - i. Must be able to stand for at least one hour at a time for a total of 5 or more hours
 - ii. Must be able to lift at least 20 pounds and may occasionally be required to lift 50 pounds
 - iii. Must be able to walk, stand, turn, twist, bend, stoop, pull, push, and reach for extended periods.
 - iv. Must be able to reach above shoulder level.
 - v. Must be able to lift, transfer, ambulate, and position patients.
 - vi. Must possess the ability of manual dexterity that would be required for certain medication activities, such as drawing solutions in a syringe.

e. Intellectual Ability

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

f. Behavioral and Social Attributes

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

g. Ability to Manage Stressful Situations

- The student must be able to adapt to and function effectively to stressful situations in clinical settings, including emergency situations.
- The student will encounter multiple stressors while in the nursing program. These stressors may be (but are not limited to) personal, patient care, faculty, and peer relationships.

3. Reasonable Accommodations

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

Procedure:

1. Documentation
 - a. Maintain written documentation (anecdotal notes) related to performance concerns related to the essential performance standards.
2. Contacting Bob Murphy Access Center
 - a. Contact the Bob Murphy Access Center (BMAC) using email whenever the student is requesting accommodations for clinical placement.
 - Attach the student request
 - School of Nursing Essential Performance Guidelines
 - Appropriate Clinical Facility policies
 - b. Receive written guidelines from both areas as to how to proceed.

References:

[Equity & Diversity](#)

Appendix 3: School of Nursing Incident Report Form



CALIFORNIA STATE UNIVERSITY
LONG BEACH
SCHOOL OF NURSING

Incident Report

Student Name: _____

ID: _____

Facility: _____

Unit: _____

Date: _____ Time: _____

Place: _____

Client Room Number (if applicable): _____

Client Diagnosis (if applicable): _____

Instructor Name: _____ Phone: _____

Describe the incident (background, events leading up to incident):

What may have been done to prevent the incident (include active nursing actions)?

Statement as to client's reaction, if appropriate, to the incident:

Statement as to student's reaction, if appropriate, to the incident:

List the contributing factors (if any) that caused the incident:

Describe what can be done to prevent or avoid this situation in the future:

Actions (immediate, short-term and long-term) taken:

Plan for follow-up:

Comments:

Student Signature _____

date _____

Faculty Signature _____

date _____

SON Director Signature _____

date: _____

Appendix 4: Academic Warning Policy

Purpose:

1. To ensure graduate nursing students' academic competency as they advance in any graduate program within the School of Nursing.
2. To provide guidance and focused remediation to ensure academic success in graduate school.
3. To promote academic excellence among nursing graduate students.

Policy:

1. If a graduate student fails to earn 80% or “B” on any assessment in a graduate course, the following shall happen:
 - a. The professor for the course will schedule a meeting with the student to discuss a plan to improve future assessments.
The student will be asked to draft a plan for improvement to discuss with the Assistant Director of Graduate Studies.
 - c. The Assistant Director of Graduate Studies will meet with the student to discuss the expectations of graduate study in the School of Nursing and review the student's plan for improvement.
 - d. The CSULB Graduate Policy on Academic Probation will be discussed with the student.
2. Every graduate student must maintain a minimum of B grade in all graduate courses applicable to the degree.
3. Graduate students are placed on academic warning when their cumulative grade-point average or grade-point average on all courses applicable to the degree falls below 3.0.
4. A grade lower than a "C" will not count towards the graduate degree, the student will be placed on academic probation. A course with a “C” grade must be retaken once. Any student whose GPA falls below 3.0 will have one semester to bring the GPA up to 3.0. Failure to do so in the next semester will trigger the termination of the student’s degree program due to Academic Disqualification.
4. Graduate and post-baccalaureate students are subject to disqualification if while on probation they fail to earn grades of sufficient quality to remove themselves from probationary status.
 - a. Disqualification will bar such students from any further enrollment at CSULB.

References:

[University Policy: Probation and Disqualification](#)

Appendix 5. Dismissal from the Graduate Nursing Program

Dismissal from the Graduate Nursing Program Policy

Purpose: This policy outlines the conditions and procedures for dismissal from the Graduate Nursing Program due to academic and non-academic reasons, including failure to renew educational or medical leave, exceeding the program time limit, and unsatisfactory academic performance.

I. Policy for Ground for Dismissal

A graduate student may be dismissed from the graduate program for any of the following reasons:

1. Academic Grounds:

1.1 Two grades of “C” or below in any graduate nursing courses (including repeated grades).

1.2 Any student whose GPA falls below 3.0 will have one year to bring the GPA up to 3.0. Failure to do so in the next semester will trigger the termination of the student’s degree program due to Academic Disqualification.

1.3 Failure to complete program requirements within 7 years unless a formal extension is approved.

2. Non-Academic Grounds:

2.1 Failure to renew Educational or Medical Leave by the required deadline as outlined in the university policy.

2.2 Exceeding the maximum leave period without an approved extension.

2.3 Unprofessional conduct as determined by university policies or violation of the Code of Ethics for Nurses.

II. Notification and Communication Process

1. Initial Concern Identified:

1.1 The faculty advisor or course instructor identifies academic or administrative concerns.

1.2 The student is informed in writing and invited to a meeting with the NP Specialty Coordinator to discuss the issue.

2. Formal Notification

Revised June 2025

2.1 If the concern persists or meets a dismissal threshold, the NP Specialty Coordinator drafts a summary report and forwards it to the Assistant Director of Graduate Studies.

2.2 The student receives a formal notification outlining the concern, policy references, and an invitation to respond in writing or meet in person.

3. Review by Assistant Director of Graduate Studies.

3.1 The Assistant Director of Graduate Studies reviews documentation, including academic records, leave requests, correspondence, and any student responses.

3.2 If dismissal is considered, the Assistant Director of Graduate Studies submits a recommendation to the Director of the School of Nursing.

4. Final Decision by Director of Nursing School

4.1 The Director of the School of Nursing reviews the case and makes the final decision.

4.2 A dismissal letter is issued to the student, including the rationale for dismissal, appeal procedures, and options for readmission (if applicable).

III. Appeals Process

1. Students may appeal the dismissal decision by submitting a written appeal to the Assistant Director of Graduate Studies within 10 business days of notification. The appeal must include:

1.1 Grounds for appeal (procedural error, new evidence, or extenuating circumstances).

1.2 Supporting documentation.

2. A final decision will be made within 15 business days of the appeal hearing.

Reference:

University Policy: Probation and Disqualification

Appendix 6. Request for Re-Entry Form

Name (please list all names used):

Student ID #:

Phone:

Email: CSULB e-mail

Re-Entry Request:

Course Number Exited (ex. 200, 250, etc)

Semester/year when exited

Previous Cohort Code (e.g. 1224T):

Reason for Exiting Nursing Program (please circle):

Academic

Medical Leave

Educational Leave

Other

**Give Specifics:

Did you receive an Academic or Clinical Performance Plan for the course that you will be re-entering? ☐Y ☐N

If yes, which Faculty Member initiated your Academic or Clinical Performance Plan:

Please attach a copy of the Academic or Clinical Performance Plan to this form.

Have you previously applied for Re-Entry to the Program: ☐ Y ☐ N

If Yes, List Courses you have repeated (and the number of times per course):

Additional Comments:

NO RE-ENTRY REQUESTS ARE GUARANTEED

Permission to re-enter is dependent and determined on space available basis as outlined in the School of Nursing Re-Entry Policy.

Appendix 7: Due Process Policy

Purpose

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

Expected Performance Standards

A. Grade Standards:

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

B. Clinical Performance Standards:

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

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

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

E. Academic Integrity Standards: Will be evaluated based on the guidelines as stated in the University Catalog and according to the University Policy on Cheating and Plagiarism. See [University Policy Statement 08-02 Cheating and Plagiarism](#)

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

- The student may be placed on administrative or departmental probation.

Levels of Violations

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

A. Minor Violations

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

1. General unsatisfactory performance may include:
 - Below grade standard for academic or clinical courses by midterm.
 - Clinical performance places self, staff or patients at potential risk.
 - Essential performance guidelines that places self, staff or patients at risk.
 - Professional behavioral standards not met: minor incident.
2. Examples of behaviors for which a student may be placed on a Performance Plan include the following as pertinent to course specific outcomes.

Minor Violations	
Violations of Clinical Performance Standards	Basic medication administration errors (e.g. near miss, failure to check 5 Rights)
	Failure to reassess a patient with minimal risk potential (e.g. does not check patient following medication or intervention)
	Violation of professional dress code
	Failure to report changes with minimal risk potential
	Failure to protect patient from environmental hazards
	Failure to seek consultation when needed: above skill level tasks
	Failure to protect self and others from harm
	Failure to complete procedures or treatments safely: within present skill level
	Failure to demonstrate critical clinical competency with the nursing process/assessment techniques/skills expected of a student at that level.
	Demonstration of clinical judgment that may place the patients and/or interdisciplinary staff at minimal risk
	Failure to organize, prioritize and complete patient care assignment in a timely manner

	Failure to submit assignments by their due date as specified in the syllabus.
Violations of Essential Performance Standards	Demonstrating a lack of emotional control that hampers one's ability to perform safe patient care
	Inability to communicate clearly either verbally or in writing to instructor, patient, or interdisciplinary staff for safe nursing practice
	Inability to demonstrate adequate physical requirements for safe nursing practice
Violations of Professional and Academic Standards	Unprofessional behavior with peers, faculty and interdisciplinary staff, in speech, attitude, insubordination, tardiness, etc.
	Unable to recognize and assume responsibility for the consequences of his/her actions with potential risk for harm
	Acts of plagiarism: first offense of failure to paraphrase correctly; failure to cite correctly

3. Inability to meet the performance expectations will result in placement of the student on developmental written plan that is designed to improve the student's performance during that semester.
4. Prior to the development of a Performance Plan, the faculty will consult and collaborate with the course lead faculty to determine the action that is safest and most effective in remediating the student's behavior.
5. Students who are not in agreement with the Performance Plan may exercise their rights to due process using the following chain of command as specified in the *Student Handbook*:
 - Faculty
 - Course lead faculty
 - Program Coordinator if applicable
 - Undergraduate or Graduate Director of School of Nursing as appropriate
 - School of Nursing Director
6. Students who fail to complete the required Academic or Clinical Performance Plan can potentially fail the course. The student will be notified that failure to meet developmental milestones and demonstrate progression towards course specific outcomes may result in *failure of the course*.

B. Moderate Violations

Performance that results in Course Failure. Student performance that places the self, staff or patients at moderate risk will result in failure of the course and requires a Performance Plan for readmission.

1. Unsatisfactory performance may include:
 - Grade standard for academic or clinical courses *final grade* of a 2.0 (C).
 - Clinical performance that places self, staff or patients at risk.
 - Essential performance standards that places self, staff or patients at risk.
 - Professional behavioral standards not met: moderate incident.
 - Failure to complete Performance Plan for remediation.

- Further incidence of violations of the same or similar behavior during the semester.

MODERATE VIOLATIONS	
Violations of Clinical Performance Behaviors	Medication administration errors with significant risk or repeated basic medication errors; administration of medications without supervision
	Failure to reassess patient as warranted by condition with significant risk
	Failure to recognize and/or report significant changes
	Failure to protect patient from environmental hazards
	Failure to seek consultation when needed: above skill level tasks
	Further incidence of violations of the same or similar behavior during the semester before or after the probation has been removed
	Skills or organizational competency below expected standard
	Clinical judgment with significant risk
Violations of Essential Performance Standards	Demonstrating a lack of emotional control that places the patients or others at risk
	Inability to communicate clearly either verbally or in writing to instructor, patient, or interdisciplinary staff for safe nursing practice
	Inability to demonstrate adequate physical requirements for safe nursing practice
Violations of Academic and Professional Integrity	Submission of furnishing or forging false information or documentation
	Violation of one or more components of the American Nurses Association (ANA) Code of Ethics
	Violation of patient confidentiality or potential HIPAA violation (e.g. removal or patient identifiable information/records); stealing

- 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.
- 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.
- The student is also recommended to enroll in the Academic Success Program that the University offers through Academic Advising.
- 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*.

- Clinical Faculty
 - Course Lead Faculty
 - Undergraduate or Graduate Director of School of Nursing as appropriate
 - School of Nursing Director
7. Prior to being readmitted to the program, the student must follow the guidelines specified in the Progression Policy satisfactorily complete their Academic or Clinical Performance Plan.
 8. Readmission for graduate students is on a space available basis as specified in the [Policy on Readmission into the Undergraduate Nursing Program](#). Do we have this for grad program?
 9. Upon readmission to the program, the student will be notified that any further incidence of the same or similar behavior during the following semester will result in course failure.
 10. Inform the student that course failure of the course a second time and or in a consecutive semester will result in dismissal from the program regardless of their cumulative GPA status and they will not be readmitted.

C. Major Violations

Performance that may result in dismissal from the Nursing Program; egregious violations of professional behavior standards or student performances that results in major risk or actual harm to self, staff or patients.

1. Unsatisfactory performances may include:
 - Unsatisfactory grade standards: Failure of a nursing course a second time in a consecutive semester will result in the student being placed on Academic Probation with the University. Any further failure will result in dismissal from the SON.
 - Clinical performance places self, staff or patients at adverse risk.
 - Essential performance standards that places self, staff or patients at adverse risk.
 - Professional behavioral standards not met: major incident.

MAJOR VIOLATIONS	
Violations of Clinical Performance Behaviors	Medication error with serious adverse risk or actual harm to patient; unsupervised medication administration or procedure outside of the scope of practice of the student nurse
	Failure to assess, treat, report, consult, or protect patient, self or others.
	Lack of clinical judgment resulting in actual patient harm
Violations of Essential Performance Standards	Emotional lack of control placed self, staff or patients at risk or had adverse consequences; unsafe nursing practice
	Verbal or written communication placed self, staff or patients at risk or had adverse consequences; unsafe nursing practice
	Inability to demonstrate adequate physical requirements that placed self, staff or patients at risk or had adverse consequences; unsafe nursing practice

Violations of Academic and Professional Integrity	Cheating on an exam or paper; copying a test; stealing a test
	Plagiarism: submission of a document with not their own or repeated offenses of plagiarism while in the program following academic integrity remediation/assignment
	Repeated episode of furnishing or forging false information or documentation.
	Repeated violation of ethics: patient confidentiality/ HIPAA, consent, removal of patient identifiable records/HIPAA, stealing
	Abandonment of patient assignment
	Failure to tell the truth or intentionally withholding information: adverse consequences

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

References:

[Essential Performance Standards Policy](#)

[School of Nursing Student Handbook](#)

[University Policy Statement 08-02 Cheating and Plagiarism](#)

[CSULB Plagiarism Informational Resources](#)

[Academic Integrity Committee Information \(Catalog 2018-2019\)](#)

Appendix 8: Clinical Preceptorships

Policy on Graduate Clinical Preceptorships

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

Policy:

1. The assignments of Faculty are ultimately responsible for setting up clinical preceptorships for the students according to the Board of Registered Nursing Standards for NP Programs Title 16, CCR Section 1484. a.

It is the faculty's responsibility to ensure that each preceptor is academically and experientially qualified to precept students and that the facility is appropriate for the student learning outcomes according to the CCNE Standards for Accreditation.

2. Students are highly encouraged to network with nursing and medical colleagues and nursing organizations in an attempt to identify potential clinical preceptors.

a. Students should provide the names and contact information of these potential clinical preceptors to their clinical faculty for follow-up.

b. Students are NOT permitted to contact potential clinical sites. This is the responsibility of the faculty.

3. Students will be assigned to a preceptor/preceptors by the School of Nursing.

a. Because of the difficulty associated with finding appropriate clinical sites, it is the student's responsibility to maintain the preceptor that was assigned to them.

b. The School of Nursing will not find the student a replacement site.

4. Students are not allowed to precept with a relative/family member.

a. This type of preceptorship would not allow for an objective evaluation of the student's performance in clinical.

5. Students are allowed to precept at their place of employment with program coordinator approval.

a. However, the preceptor must work in a different setting within the organization/facility than the student.

6. Graduate administrative assistants will ensure that every preceptor has a valid registered nurse/nurse practitioner license/medical license (MD or DO) and is in good standing with the Board of Registered Nursing/Medical Board prior to the student's arrival in clinical placement.

7. Once a preceptor and facility have agreed to precept a student, the faculty and student must ensure that an Affiliation Agreement is in place with the University, facility, and preceptor.

a. If an Affiliation Agreement needs to be developed, the faculty and student will work with the administrative assistant to initiate the Agreement.

b. Once the Affiliation Agreement has been fully executed, the student is responsible for completing any required documents or modules for the facility or practice site by the designated time frame.

8. Preceptors will be provided a “Preceptor Handbook” before the preceptorship commences and if needed meet with the designated clinical faculty before the preceptorship commences.

9. Students are not to change clinical sites/preceptors without prior approval of the clinical faculty or Graduate Director, so as to assure that the preceptor/site are properly vetted.

a. Failure to obtain prior approval for site/preceptor change will result in course failure.

10. At the completion of the clinical experience each semester, every student is required to complete an evaluation of the preceptor and clinical site according to the SON Agency and Preceptor Satisfaction Survey Policy.

a. Completion of the evaluation is an academic and professional expectation of the student.

References:

Commission on Collegiate Nursing Education Standards for Accreditation

Title 16 Board of Registered Nursing CR 1484: Nurse Practitioner