

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

**Nursing Undergraduate
Student Handbook**

Revised May 2020

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SECTION I GENERAL INFORMATION

1. WELCOME TO CAL STATE UNIVERSITY, LONG BEACH

Dear Students,

Faculty and staff of the School of Nursing are pleased to welcome students into the Nursing major. The steps you have taken and the academic work you have completed as prerequisite to admission provide an excellent background for the work that lies ahead. You are entering a challenging and rewarding profession whose members are needed now more than ever before, to make a difference in the health status of our clients. Best wishes to all of you as you begin the Nursing program.

Sincerely,
Loucine Huckabay
Director School of Nursing

2. HISTORY OF CSULB SCHOOL OF NURSING

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

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

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

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

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

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

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

3. PHILOSOPHY OF THE NURSING PROGRAM

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

The faculty believes that professional registered nurses at the baccalaureate level are prepared as generalists, and the masters prepared nurses as experts in advanced nursing practice. Students are prepared at the master's level to assume one or more of the following roles: nurse practitioner, clinical nurse specialist, nurse educator, or nurse administrator. In addition, the master's prepared nurses are beginning nurse researchers, catalysts for change,

independent and critical thinkers and most importantly, client/patient-care advocates. This belief supports the most fundamental belief of faculty that the focus of nursing is the patient/client as individual, family or community.

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

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

See Appendix 1: Philosophy of the School of Nursing

4. **BSN Graduate Learning Outcome**

Licensing, Certification and Employment Opportunities of our BSN Graduates

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

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

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SON Website

5. **TERMINAL OBJECTIVES OF THE NURSING PROGRAM** (Expanded Version of Learning Objectives in Section 4)

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

Upon completion of the baccalaureate program in nursing, the graduate will have the following competencies and objectives:

Terminal Objective I: Liberal Education for BSN Generalist Nursing Practice

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

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

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

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

1. Perform a comprehensive and focused assessment of patients that includes physical, behavioral, psychosocial, economic, spiritual and environmental aspects of health and illness, using developmentally and culturally appropriate methodology.
2. Conduct a thorough genetic and genomics assessment related to health, illness, prevention, screening, diagnostics, effect of treatments, by taking a careful family history related to the condition at hand.
3. Implement evidence-based therapeutic nursing interventions that are holistic, patient-centered that integrate knowledge related to growth and development, pathophysiology, pharmacology, medical management, and nursing management, across the health-illness continuum, across the lifespan, and in various and diverse healthcare settings.
4. Communicate and collaborate with all members of the healthcare team, including the patient and his/her support system, to achieve optimum patient outcomes.
5. Provide patient and family centered care that is sensitive and compassionate, when end-of-life and palliative care issues are encountered, such as symptom management, patient and family preferences related to specific aspects of care, support of rituals and spiritual care.
6. Use appropriate patient teaching strategies that take into consideration the developmental stage, age, culture, patient preferences, spirituality and health literacy levels of patients, families and communities, to foster comprehension and participation in their care.

7. Monitor, evaluate and revise care to ensure achievement of patient care outcomes.
8. Provide evidence-based nursing care that creates a safe care environment, safe and high quality patient outcomes on a clinical unit or within the healthcare microsystems.
9. Use clinical judgment and take responsibility for patient care outcomes when aspects of care are delegated to other members of the healthcare team.
10. Demonstrate competence and mastery of core scientific principles underlying all skills, in providing therapeutic nursing interventions.
11. Develop an awareness of how patients' and healthcare professionals' attitudes, values, religious beliefs and affect health behaviors and delivery of health care.
12. Use high level critical thinking and clinical reasoning in making decisions, setting priorities while multitasking within the context of delivering complex nursing care to patients, families, communities under emergency situations, in critical care settings, and in disaster management situations.
13. Provide nursing care and healing techniques that promote trust, therapeutic communication and nurse-patient relationships.
14. Demonstrate the professional standards of moral, ethical and legal conduct.
15. Assume accountability for personal and professional behaviors.
16. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, civility, and attention to professional boundaries with respect to patients, families, and among caregivers.
17. Demonstrate accountability for one's self and currency in nursing practice, including continuous professional engagement and lifelong learning.

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

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

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

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

Terminal Objective IV: Scholarship for Evidence-Based Practice

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

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

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

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

1. Use patient care technologies, information systems and communication devices to enable the practice of safe nursing care to all patients, families and communities from diverse backgrounds.
2. Implement safeguards and decision-making support tools found in patient care technologies and information systems to provide a safe practice environment for both the patients and health care providers.
3. Articulate the need for and the use of clinical information systems to document interventions related to achieving nurse sensitive outcomes.

4. Evaluate data from all relevant sources, including technology to determine their validity, reliability and relevance to clinical decision making and patient care outcomes.
5. Uphold ethical and legal standards with respect to data security, confidentiality, right for individual privacy, and regulatory requirements.
6. Participate in the development of policies and procedures to safeguard the use and evaluation of information systems in practice settings

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

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

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

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

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

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

4. Participate in a professional, ethical and collegial manner with other members of the health care team.

Terminal Objective VIII: Clinical Prevention and Population Health

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

1. Assess the health of individuals, families, communities and populations in terms of protective and predictive factors that influence health, including genetic factors.
2. Identify current and possible future health problems by obtaining health history that includes environmental exposure and family history of genetic disorder risks.
3. Assess the beliefs, values, attitudes and practices of individuals, families, communities and populations related to health and illness.
4. Use evidence-based practices to guide screening, outreach, disease and outbreak investigation, health teaching, referral, and follow-up throughout the lifespan.
5. Collaborate with other members of the health team to provide coordinated care that is culturally appropriate, and takes into consideration available resources, and the range of activities to promote health and prevent illnesses, injuries, disabilities, and premature deaths.
6. Use clinical judgment and decision-making skills in assessing health, health care, emergency preparedness and the mode of delivery of appropriate, and timely nursing care during disaster, mass casualty and other emergency situations for a defined population.
7. Bring to the attention of appropriate legislators the health needs and of vulnerable populations and advocate for social justice and elimination of health disparities.
8. Use evaluation results to bring about the needed changes in the delivery of health care to promote health and prevent illnesses.

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SECTION II CSULB-CAMPUS TOPICS

6. CSULB CATALOG

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

<http://www.csulb.edu/divisions/aa/catalog/>

Cal State University, Long Beach School of Nursing

Recommended plan to complete BS in Nursing – Basic (NRSGBS01)

Semester One	Units	Semester Two	Units
Composition – A2	3	Oral Communication – A1	3
Stats 108 –B4	3	Critical Thinking – A3	3
Sociology 100 – D3	3	Chemistry 140 – B1/B3	5
GE course – C1	3	Psychology 100 – D3	3
GE course - E	3		
Total units	15	Total units	14
		Cumulative units	29
Semester Three	Units	Semester Four	Units
BIOL 207 Physiology – B2/B3	4	BIOL 208 Anatomy	4
BIOL 201 Microbiology – B2/B3	4	GE course – Any C	3
GE course – D1	3	GE course – D2	3
GE course – C2	3	GE course – Upper Division C	3
Total units	14	Total units	13
		Cumulative units	56
Semester Five		Semester Six	Units
<p><u>Apply to Nursing program:</u> Students may have a gap semester (educational leave) when they are applying to the nursing program because in-progress Nursing-prerequisite courses will be calculated as a “C” grade in the application.</p> <p>Students must be officially admitted to the School of Nursing before enrolling in Nursing courses. Once admitted to the School of Nursing, students must attend full-time.</p>		NRSG 200	6
		NRSG 305	3
		NUTR 339	3
		Total units	12
		Cumulative units	68
Semester Seven	Units	Semester Eight	Units
NRSG 250	6	NRSG 331	6
NRSG 302	3	NRSG 341	6
NRSG 312	3	NRSG 450 – Upper Division B	3
GERN400 – Upper Division D, WI	3		
Total units	15	Total units	15
		Cumulative units	98
Semester Nine	Units	Semester Ten	Units
NRSG 351	6	NRSG 402	6
NRSG 361	6	NRSG 452/453/454	6
NRSG 456	3	NRSG 458	1
Total units	15	Total units	13
		Cumulative units	126

Cumulative Units for BSN degree, Public Health Nursing Certificate: 120

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**CSULB SCHOOL OF NURSING
ONE YEAR PLAN TO COMPLETE THE BS DEGREE IN NURSING REGISTERED
NURSE (NRSGBS02)**

Semester One

Course	Units
NRSG 309 – Professional Dimensions	2
NRSG 305 – Pathophysiology	3
NRSG 312 – Physical Assess & Lab	3
Mandatory Writing Intensive Capstone	3
Total	11

Semester Two

Course	Units
NRSG 456 – Health Care Delivery Systems	3
NRSG 402 – Community Health & Lab	6
Global Issues Capstone, if	3
Total	12

Semester Three

Course	Units
NRSG 450 – Nursing Research	3
NRSG 452 – Senior Concentration in Critical Care & Practicum	6
OR	
NRSG 453 – Senior Concentration in Mother/Baby & Practicum	
OR	
NRSG 454 – Senior Concentration in Special Populations & Practicum	
Total	12

University Requirements	Units
Community College Transfer Units	70
CSULB Coursework	35
NCLEX: Demonstration of Prior Learning (up-to)	15
Degree Total	120
Required Pre-requisites:	Statistics
	Chemistry (CHEM 140 preferred)

7. STUDENT HEALTH SERVICES

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

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

8. OTHER UNIVERSITY SERVICES

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

9. FINANCIAL AID

A variety of scholarships and loans are available to nursing students. Students in need of financial assistance are urged to apply for scholarships and grants available in the School of Nursing.

Information on scholarship opportunities received by the committee from the External and Community sources are posted on the scholarship display board in the School of Nursing Learning Center or on our website <http://www.csulb.edu/colleges/chhs/departments/nursing/> and on the University Scholarship website.

<http://www.csulb.edu/divisions/students/scholarships/>

10. LEARNING ASSISTANCE RESOURCE CENTER

The University Learning Assistance Center is located in the Horn Center, Room 104. It provides a wide assortment of services. These include tutorial services and self-help programs in many academic areas.

Contact can be made at (562) 985-5350. On-line information is available at http://www.csulb.edu/divisions/aa/grad_undergrad/lac/tutoring/

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

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

12. NURSING LEARNING CENTER

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

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

13. LIBRARY

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

14. UNIVERSITY BOOK STORE

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

15. TEXTBOOKS

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

16. STUDENT ASSISTANCE CENTERS/RESOURCES

Career Development Center: <http://www.careers.csulb.edu/>

Center for Community Engagement: <http://www.csulb.edu/divisions/aa/personnel/cce/>

Counseling and Psychological Services (CAPS): <http://www.csulb.edu/divisions/students2/caps>

Bob Murphy Access Center: <http://www.csulb.edu/divisions/students2/dss>

Financial Aid: http://www.csulb.edu/depts/enrollment/financial_aid

Learning Assistance Center: http://www.csulb.edu/divisions/aa/grad_undergrad/lac

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

Technology Help Desk: (562)985-4959

http://www.csulb.edu/divisions/aa/academic_technology/thd

Testing Office: Graduate Writing Assessment Requirement (GWAR)

http://www.csulb.edu/divisions/aa/catalog/2008-2009/bacc_grad_info/bacc_gwar.html

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

17. STUDENTS IMPAIRED BY ALCOHOL AND/OR DRUG ABUSE

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

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

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

18. SCHOLARSHIPS: PROCEDURES

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

- A. External Scholarship sources are those offered by the minority/ethnic nursing associations i.e. Hispanic Nurses Association Scholarship, Korean Nurses Association Scholarships. These are not administered by the Scholarship Committee.
- B. Community Scholarships are generally from local health care organizations.
- C. School of Nursing specific endowments such as the Leticia Walsh Scholarship, Eva Alexander Scholarship, Mary Grossnick scholarship, etc. These are the only scholarship awards administered by the School of Nursing Scholarship Committee. Depending on the availability of funds, announcements are made three months prior to beginning of each semester: October for the Fall Semester and March for the Spring Semester.

Information on scholarship opportunities received by the committee from the External and Community sources are posted on the scholarship display board in the School of Nursing Learning Center or on our website

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

and on the University Scholarship website.

<http://www.csulb.edu/divisions/students/scholarships/>

SECTION III STUDENT POLICIES

1. STUDENT RESPONSIBILITIES Detailed information can be found at:

<http://www.csulb.edu/colleges/chhs/departments/nursing/studentinfo/ApplicationsHandbooksandHand-outsforUndergraduates.htm>

On this link you will find current information for New Students.

1.1. Health Requirements:

The following CPR, health testing, and insurance information must be completed prior to entering the first semester, N200, and updated per the instructions below. Clinical facilities will not allow a student into the facility that has not been medically cleared and have the proper insurance coverage. All documents must be uploaded to the Health Tracker by you *before* the specified expiration dates. Failure to do so will result in you not being allowed to attend your clinical courses and you will be dropped from the courses. Re-entry into the course will be on a space available basis. It is your responsibility to monitor the expiration dates on the tracker. RN to BSN students must provide the same documentation as stated above while enrolled in the first nursing class N309.

CPR Certification

This is an annual requirement. Each year you must obtain an American Heart Association (AHA) approved CPR certification for *Healthcare Providers* only. CPR cards must be renewed according to the date in your personal health tracker account. Students are responsible for renewal of CPR. Group certification meetings can be arranged through the California Nursing Students Association (CNSA) on campus or on an individual basis.

2-Step PPD/Mantoux Test

This is an annual requirement. **Each year you must receive a new 2-Step TB test.** You must use the *Screening of TB/Vaccine Preventable Diseases* form for documentation.

Description of Process:

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

Chest X-Ray

This is only necessary to obtain if your 2-Step TB test result is positive. Chest X-Rays are good for 4 years. Once you receive a positive TB Test, you will always test positive. Therefore, you will need to renew your Chest X-Ray every 4 years. If you receive a Chest X-Ray, please provide the following documentation:

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

Influenza/H1N1 Vaccinations

This is an annual requirement. Every fall there will be a Flu Immunization deadline for the entire CSULB School of Nursing in mid-October/November. Please consult your personal health tracker account for the deadline this year. Everyone must provide proof of a flu immunization or turn in a *Flu Declination* form by the fall flu deadline. If you decline the immunization, some facilities will require you to wear a mask at the hospital.

Tdap Vaccination

Due to recent outbreaks of Pertussis in Southern California, you will need to obtain the **Tdap** immunization booster (Tetanus, Diphtheria, and Pertussis). If you have received the Tdap, it is good for 10 years. Please make sure your immunization record (or physician/healthcare provider) specifies which type of Tetanus vaccine you have received and that it included the Pertussis portion. Your Physical Exam form is not sufficient documentation for this; please provide your vaccine record.

Vaccination Records

You must turn in all documentation you have for the MMR, Hep B Series, Varicella, Tetanus, 2-Step TB tests, and annual flu immunization. **Anytime you receive a new vaccine, you must upload the updated documentation to your online tracker account.** If you are missing any of your vaccine history, you will need to upload a *Missing Documentation* form.

Titers

Titer results don't expire. If the results are immune, you do not need any further titer labs. Instructions: you must have serum **quantitative IgG** titers (with numerical values) documenting immunity to Measles (Rubeola), Mumps, Rubella, Hepatitis B, and Varicella. Simply having the vaccination records for these diseases is not enough - you must provide quantitative titer lab documentation. If you receive titer results indicating you are not immune to any of these diseases, you need to consult your physician (or the School of Nursing) about receiving a booster(s). After obtaining a booster(s), you must receive a follow-up titer 6-8 weeks later. *If you get a follow-up titer too soon after the booster, it will come back non-immune.* **In light of this, all documentation for boosters and follow-up titers must be uploaded to your online tracker account as is appropriate - even if obtained during the course of the semester.**

Malpractice Insurance

This is an annual requirement. You must renew your malpractice insurance each year according to the date set in your personal health tracker. Only the actual malpractice certificate indicating proof of coverage as a “nursing student” will be accepted. **While in clinical, it is crucial that there is no lapse in the malpractice documentation attached in your tracker. If your continual malpractice coverage isn't on file in your tracker account, you will be removed from clinical.** You can purchase at the Nurses Service Organization website. www.nso.org

Uploading Note: If you're uploading renewed malpractice before your current policy expires, and you're currently in clinical, you must upload BOTH (current and future) policies as one combined document.

Personal Health Insurance

You were required to upload a copy of your personal health insurance to your personal online tracker account when you started the program. This must only be re-submitted if you have had a health insurance change. Please submit a copy of new card. If you are not currently covered by a health insurance, policies are available to students through the CSULB Associated Students. Additional information may be found at the Student Health Services website: <http://www.csulb.edu/divisions/students/shs/>

Level Specific Requirements

3rd Semester

Non-Violence Crisis Intervention Course: This one-day course must be completed by all students entering their Critical Care/Psych clinicals. You will receive all information from the School of Nursing Office detailing sign-ups and course details prior to the start of your 3rd semester. Completion of prerequisite courses: PSY 100 and SOC 100 prior to starting 3rd semester.

4th Semester

Updated Physical Exam: This is a routine physical exam that must be done within a year before starting your 4th semester clinical. A couple of things to note: You don't need to have your titers drawn again for this physical - those you turned in when starting the Nursing Program are sufficient.

There is no specific physical exam form which you must use for this. You simply need a physician to sign off on the fact that you're cleared to work in a health-related field. You can submit your physician's physical exam documentation, the CSULB Nursing physical exam form (if you choose to use it), a letter, etc. The physician/healthcare provider's signature is the most important component.

Copy of current auto insurance: If your auto insurance expires during the semester, you are responsible to upload a copy of the renewed auto insurance to your online tracker account to avoid a grade deduction or being pulled from clinical. Your name must be listed on the policy. If the policy is not in your name, you must show proof that you are covered under the insurance.

1.2 Policy on Nursing Admissions Regarding 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*

- For the safety and well-being of patients and others in the nearby work environment, the student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner to assure the safety and well-being of patients being served.
- Hearing should be sufficient to accurately hear on the telephone; hear through the stethoscope to discriminate sounds, to hear patient requests or pain indicators; to hear alarms on equipment and emergency signals, and to hear various overhead pages.
- A student must possess the functional ability to perceive pain, pressure, temperature, position, vibration, and movement which are important to the student's ability to gather significant 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*

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

c. *Communication Ability*

- A cornerstone of safe patient care involves the ability to communicate effectively both verbally and non-verbally to elicit information and translate that information to others within the healthcare team.
- Each student must have the ability to read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings.

- For the safety and well-being of patients and others in the nearby work environment, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient instruction to effectively care for patients and their families.
- The student must possess verbal and written communication skills that permit effective communication with instructors and students in both the classroom and clinical settings.

d. Motor Ability

- For the safety and wellbeing of patients and others in the nearby work environment, the student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspections, palpation, percussion, auscultation, and other diagnostic maneuvers.
- The student must also be able to demonstrate gross and fine motor skills sufficient to provide therapeutic nursing interventions that are safe and effective and maintain safety and security standards for patient care.
- A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic equipment, and such maneuvers to assist with patient care activities such as lifting, wheelchair guidance, and mobility.
- The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical settings including performance of CPR, if necessary.
 1. Must be able to stand for at least one hour at a time for a total of 5 or more hours
 2. Must be able to lift at least 20 pounds and may occasionally be required to lift up to 50 pounds
 3. Must be able to walk, stand, turn, twist, bend, stoop, pull, push, and reach for extended periods.
 4. Must be able to reach above shoulder level.
 5. Must be able to lift, transfer, ambulate, and position patients.
 6. 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

- Reasonable compassion, integrity, motivation, effective interpersonal skills and concern for others are personal attributes required of those in the nursing program. Personal comfort and acceptance of the role of a nurse functioning under the supervision of a clinical instructor or preceptor is essential for the nursing student. Additionally, the student must be able to accept accountability for one's actions.
- The student must possess the skills required for full utilization of the student's intellectual abilities: the exercise of good judgement; the prompt completion of all

- responsibilities in the clinical setting; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team.
- The student must develop the ability to learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.
- 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 CSULB Office of Equity and Diversity and Bob Murphy Access Center (BMAC).
 - Students must be able to perform the essential job duties required to ensure the safety and well-being of patients served as well as maintaining the safety and well-being of others in the work environment.
 - Student requests for accommodation must be aligned with the clinical policies and procedures of the assigned clinical Agency to assure student and patient care safety.

Procedure:

1. Contacting Office of Equity and Diversity
 - a. Students should contact the Office of Equity and Diversity @ OED@csulb.edu or 562-985-8256, and the Bob Murphy Access Center (BMAC) to request accommodations for a medical condition or restriction for clinical placement.
 - b. Students will receive written guidelines from both areas as to how to proceed to ensure both federal and state legal compliance for students in an educational setting.
 - These guidelines must be shared with the clinical faculty member to assure the safety of the student and patient.

References:

[Office of Equity and Diversity](#)
[Bob Murphy Access Center](#)
[American Nurses Association \(ANA\) Code of Ethics](#)
[California Nurse Practice Act](#)
[Title 16: Standards of Competent Performance](#)

1.3. Social Media Policy

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

Background: The California State University, Long Beach (CSULB) School of Nursing (SON) supports the use of social media to reach audiences important to the University such as students, prospective students, faculty, and staff. The University presence or participation on social media sites is guided by

university policy (Executive Order 999: Acceptable Use of CSULB Electronic Communications Systems and Services). This policy applies to School of Nursing students who engage in internet conversations for SON-related purposes or SON-related activities such as interactions in or about clinical or didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

1. General Information

- a. Social media is defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples include but are not limited to LinkedIn Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com Twitter, Facebook, Tik Tok, and YouTube.
- b. While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the new policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations. Students will want to represent the University and the SON in a responsible, accurate, and legal manner while protecting the brand and reputation of the institution.
- c. When publishing information on social media sites, students must remain aware that information may be available for anyone to see and can be traced back to an individual. Since social media typically enables reposting and comments by an audience, the original poster will have less control about how material will be use by others. As one person remarked, “If you wouldn’t put it on a flyer, carve it into cement in the quad, or want it published on the front of the Wall Street Journal, don’t broadcast it via social media channels.”
- d. There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date, even if the post has been deleted. Comments can be forwarded or copied. Online posts live forever: archival systems save information, including deleted postings.

Policy:

1. Be aware of your association with CSULB in online social networks. If you identify yourself as a student, ensure your profile and related content are consistent with CSULB policy and with how you wish to present yourself to colleagues, clients, and potential employers.
 - a. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on CSULB’s behalf, unless you are authorized to do so in writing.
2. Protect confidential, sensitive, and proprietary information:
 - a. Never transmit or place online individually identifiable patient information.
 - b. Do not post confidential or proprietary information about the University, faculty, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a CSULB School of Nursing student.
3. Respect copyright and fair use.
 - a. When posting, be mindful of the copyright and intellectual property rights of others and of the university.
 - b. For guidance, visit the University’s Libraries site or seek consultation through the [Copyright Office, Libraries](#).
 - c. Do not use CSULB or School of Nursing marks, such as logos and graphics, on personal social media sites.
 - d. Do not use CSULB’s name to promote a product, cause, political party, or candidate.
 - e. Do not use the CSULB name as part of the title of any social media site as it is against University regulations.
 - f. Use of the School of Nursing marks (logos and graphics) for University-sanctioned events must be approved (posters, flyers, postings) by administration.
4. During clinical, it is expected that use of phones and other devices employed for social media will be used only as authorized by faculty. It is expected cell phones be silenced during clinical hours and not be used at all in patient care areas.

5. Never take pictures in patient care areas or other areas where patient/client care activities take place, including community health agencies and client homes.
 - a. No personal phone conversations, texting, or other personal uses are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.
6. Use of computers (phones, tablets, etc.) during class shall be restricted to note-taking and classroom activities. Other use is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
7. No student shall videotape professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall patients/clients be videotaped or photographed without written permission of the patient/client and of the facility.
8. HIPAA guidelines must be followed at all times. Never share or post information gained through the nurse-patient relationship. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or web page.
9. Ultimately, you have sole responsibility for you post. Be smart about protecting yourself, your and others' privacy, and confidential information.

Procedure:

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

Consequences:

1. Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
2. Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.

3. Improper use of social media by nurses may violate state and federal laws established to protect patient privacy and confidentiality. Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. This could include civil and/or criminal penalties, including fines and possible jail time, and/or be found personally liable and be individually sued for defamation, invasion of privacy, or harassment.
4. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

References:

NCSBN – [Nurses’ Guide to the Use of Social Media](#)

American Nurses Association [Social Media Guidelines](#)

American Nurse Today: “[Social media missteps could put your license at risk](#)”

[University Copyright offices](#)

1.4. Background Testing

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

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

1.5. Transportation

Students must provide their own transportation to clinical agencies. Clinical sites are located throughout Los Angeles and Orange Counties. Therefore, students need to plan in advance to ensure they are able to reach these locations. In the Nursing 402 course, you will be required in addition to show proof of your driver’s license and auto insurance coverage.

1.6. Equipment and Fees

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

1.7. Nursing State Licensing Preparation Fee: Assessment Technologies Institute (ATI)

All students are required to enroll in the ATI Total Testing Program of content assessment in preparation for successful completion of the nursing licensure exam (National Council Licensing Examination (NCLEX)). Evaluations and assessments are conducted at scheduled intervals throughout the program. The student will receive by email a group code that represents their group and estimated date of graduation (e.g. 0517S means a Semester student who will graduate May 2017). Testing fees for content mastery exam series must be paid on line by the student on the ATI website prior to a specified deadline to avoid a late penalty fee.

1.8. Dress and Behavior Code Guidelines for the Clinical Agencies

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

Policy:

1. Students are expected to be clean and neat at all times. Daily requirements include personal body hygiene, oral hygiene, and clean clothing.
2. Students are to wear the pre-selected uniform for most clinical rotations. The uniform must be clean and unwrinkled. Necklines and hemlines are to be non-revealing, undergarments should be neutral in color and not visible. The uniform needs to be loose enough to permit freedom of movement. Pants must be hemmed so they do not touch the floor. Students may wear a white t-shirt under their uniform top; sleeve length must be above the elbow. If the uniform skirt is worn, black or neutral tights or stockings are be worn if black shoes are worn and white or neutral tights or stocking if white shoes are worn. No socks may be worn over the tights or stockings.
3. When the pre-selected uniform is not required, i.e. NRS 402 or when representing the School of Nursing, the following dress code must be observed: no jeans, no oversized apparel, no leggings, no sweats, no hoodies, no hats or ball caps unless for religious or cultural purposes, no midriff or abdomens are to be visible, no bare arms or cleavage may be revealed, no T-shirts, undergarments must not be visible, logo apparel may not be worn with exception of CSULB apparel. Skirts and dresses must come to the top of the knee.
4. Facial hair shall be clean, neatly trimmed and allow for a secure fitting mask.
5. No headbands are allowed. If a student is wearing a hijab, the color must be white, tan or black and secure, so it does not fall forward when the student leans forward.
6. Students are to wear picture ID name badges on the upper left side of their uniform top. One ID badge is from CSULB identifying them as a Student Nurse. A second ID badge will be obtained at the facility that they are completing their clinical rotation and must also be worn.
7. Students are to wear clean, solid white or solid black shoes with enclosed toes and heels. Shoelaces and above the ankle socks are to be the same color as the shoes.
8. Students at their clinical site for orientation or pre-planning may not need to wear a student uniform. They are required to wear a clean, unwrinkled lab coat with the CSULB emblem with professional attire and have their CSULB student picture ID and facility ID badges visible. No jeans, sweats, jogging suits, leggings, shorts, tank tops, printed T-shirts, tight fitting clothing, hem lines above the knee, open-toed or open heeled shoes are permitted.
9. Students are expected to be equipped with a black pen, small note pad, bandage scissors, pendant watch with a second hand, portable aneroid blood pressure cuff, and stethoscope.
10. The only jewelry permitted is a pendant watch and one pair of non-dangling earrings in the earlobe.
11. Hair is to be off of the collar and should be clean, neatly trimmed and arranged. Hair should not fall forward when the head/neck is flexed or when the student leans forward in the performance of tasks. Hair needs to be of a natural color.

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

2. STUDENT COURSEWORK

2.1. Course Syllabus

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

2.2 Guidelines for Written Papers

The School of Nursing requires the *Publication Manual of the American Psychological Association*, 6th edition, for all academic papers in their course work. APA format is the approved writing style.

2.3 Academic Standards

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

2.4 Academic Integrity/Plagiarism

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

Policy:

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

1. The following definitions of cheating and plagiarism shall apply to all work submitted by a student. Any change or refinement in the following definitions or applications of the definitions, necessitated by the nature of the work involved, shall be made by the faculty member or departments desiring the change. Any change shall be announced, in writing, in the relevant classes before the work is assigned and a copy of the changes will be filed in the department office and in the Office of Judicial Affairs.

- a. Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source.
 - Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.
 - Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary.
 - Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to

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

b. Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means.

- Examples of cheating during an examination would include, but not be limited to the following:

1. copying, either in part or in wholes, from another test or examination;
2. discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor;
3. giving or receiving copies of an exam without the permission of the instructor; using or displaying notes;
4. "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure;
5. allowing someone other than the officially enrolled student to represent the same.

- It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

2. Before a faculty member charges a student with cheating or plagiarism, the faculty member should have reasonable evidence with respect thereto. Reasonable evidence includes documentary or other physical evidence, personal observation, or testimony. Prior cheating or plagiarism is not reasonable evidence. In order to establish facts of the student's knowledge or skill, the faculty member may ask the student to provide such additional demonstration of competency as the faculty member deems necessary to evaluate scholarship and academic performance. The faculty member must advise the student that a decision to provide an opportunity for such an additional demonstration of competency is entirely at the faculty member's option and that the student may comply with the request of the faculty member at the student's option. Neither compliance nor non-compliance shall be considered an admission of cheating or plagiarism.

3. One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- a. Review – no action.
- b. An oral reprimand with emphasis on counseling toward prevention of further occurrences
- c. A requirement that the work be repeated

- d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade
- e. Assignment of a failing final grade
- f. Dismissal from the School of Nursing
- g. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.

Procedure:

1. Arrange for an informal office conference with the student as soon as possible. At the conference the student shall be notified by the faculty member of the charge and supporting evidence.
2. The faculty member shall inform the student(s) that both students and faculty have the right to submit a request to the [Academic Integrity Committee](#).
3. Fill out the University [Academic Integrity Form](#)
4. Describe to student the learning activities assign to them. Activities can include:
 - a. Rewriting the assignment with proper citation and paraphrasing (after reviewing the CSULB library site: <https://csulb.libguides.com/c.php?g=354886&p=2393910>)
 - b. Written paper on plagiarism, including the following information:
 - (have student use CSULB library site, not google search)
 - What is plagiarism
 - The 10 most common types of plagiarism
 - What type of plagiarism did they commit?
 - How they can avoid this in the future
 - How can violations of academic integrity impact my future in nursing?
 - Length maximum of five (5) pages that do not include the cover or reference page
 - APA format for professional paper writing and referencing.
 - c. IU Plagiarism Tutorials and Test
 - <https://plagiarism.iu.edu/certificationTests/index.html>
 - student must print out certificate at end of tutorial and turn it in to instructor
5. Charges of cheating or plagiarism cannot be brought against a student more than 120 calendar days after discovery that the work in question may have been plagiarized or that cheating may have taken place.
6. All notes and discussions between the student and the faculty member are confidential.
7. Notes and evidence shall be kept by the department chair or program director for a minimum of five years after the case is settled.
8. Students who are not in agreement with the assessment and recommendations made by the faculty member may exercise their rights to due process using the following chain of command. See Progressive Discipline Policy

References:

Understanding & preventing plagiarism: Strategies & resources for students and teachers:
<https://www.accreditedschoolsonline.org/resources/preventing-plagiarism/>
[Academic Senate Cheating and Plagiarism Policy](#)
[University Catalog: Cheating and Plagiarism](#)
[Academic Integrity Committee](#)

2.5 Health Insurance Portability and Accountability Act (HIPAA)

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

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

2. General Information

- a. Social media is defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples include but are not limited to LinkedIn Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com Twitter, Facebook, Tik Tok, and YouTube.
- b. While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the new policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations. Students will want to represent the University and the SON in a responsible, accurate, and legal manner while protecting the brand and reputation of the institution.
- c. When publishing information on social media sites, students must remain aware that information may be available for anyone to see and can be traced back to an individual. Since social media typically enables reposting and comments by an audience, the original poster will have less control about how material will be use by others. As one person remarked, "If you wouldn't put it on a flyer, carve it into cement in the quad, or want it published on the front of the Wall Street Journal, don't broadcast it via social media channels."
- d. There is no such thing as a "private" social media site. Search engines can turn up posts years after the publication date, even if the post has been deleted. Comments can be forwarded or copied. Online posts live forever: archival systems save information, including deleted postings.

Policy:

1. Be aware of your association with CSULB in online social networks. If you identify yourself as a student, ensure your profile and related content are consistent with CSULB policy and with how you wish to present yourself to colleagues, clients, and potential employers.
 - a. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on CSULB's behalf, unless you are authorized to do so in writing.
2. Protect confidential, sensitive, and proprietary information:
 - a. Never transmit or place online individually identifiable patient information.
 - b. Do not post confidential or proprietary information about the University, faculty, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a CSULB School of Nursing student.
3. Respect copyright and fair use.

- a. When posting, be mindful of the copyright and intellectual property rights of others and of the university.
 - b. For guidance, visit the University's Libraries site or seek consultation through the [Copyright Office, Libraries](#).
 - c. Do not use CSULB or School of Nursing marks, such as logos and graphics, on personal social media sites.
 - d. Do not use CSULB's name to promote a product, cause, political party, or candidate.
 - e. Do not use the CSULB name as part of the title of any social media site as it is against University regulations.
 - f. Use of the School of Nursing marks (logos and graphics) for University-sanctioned events must be approved (posters, flyers, postings) by administration.
4. During clinical, it is expected that use of phones and other devices employed for social media will be used only as authorized by faculty. It is expected cell phones be silenced during clinical hours and not be used at all in patient care areas.
 5. Never take pictures in patient care areas or other areas where patient/client care activities take place, including community health agencies and client homes.
 - a. No personal phone conversations, texting, or other personal uses are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.
 6. Use of computers (phones, tablets, etc.) during class shall be restricted to note-taking and classroom activities. Other use is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
 7. No student shall videotape professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall patients/clients be videotaped or photographed without written permission of the patient/client and of the facility.
 8. HIPAA guidelines must be followed at all times. Never share or post information gained through the nurse-patient relationship. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or web page.
 9. Ultimately, you have sole responsibility for you post. Be smart about protecting yourself, your and others' privacy, and confidential information.

Procedure:

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

10. Monitor comments. You can set up your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
11. Don't use ethnic slurs personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
12. You are responsible for regularly reviewing the terms of this policy.

Consequences:

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

References:

NCSBN – [Nurses' Guide to the Use of Social Media](#)
American Nurses Association [Social Media Guidelines](#)
American Nurse Today: "[Social media missteps could put your license at risk](#)"
[University Copyright offices](#)

2.6 Holiday Scheduling of Classes

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

Policy:

1. The Academic Affairs Calendar published by the University is the official record of first and last day of classes, holidays, campus closures, and final examinations.
2. The School of Nursing follows the University published calendar.
 - a. Any time the campus is closed, no classes will be held.
 - b. Clinical courses that are held in off-campus venues will abide by the same rules.
 - c. Any course (clinical or didactic) that occurs during a regularly schedule day will be held regardless of the number of similar sections that do not meet.
3. There is no need to make up coursework of scheduled classes that fall on holiday or campus closure days.
4. In the event that an agency closes for a holiday that is not recognized by the University Academic Affairs Calendar, an alternative assignment will be provided by the faculty.

References:

[CSULB Academic Affairs Calendar](#)

2.7 Missed Clinical Hours Policy

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

Policy:

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

References:

[University Policy on Class Attendance](#)

[University Policy on Educational Leave](#)

[University Policy on Final Course Grades, Grading, Procedures, and Final Assessments](#)

[CSULB Dropping and Withdrawing from Classes](#)

[Catastrophic Withdrawal Request Form - Medical](#)

[Catastrophic Withdrawal Request Form – Beyond Student's Control](#)

2.8 Policy on Medical Clearance

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

Policy:

1. Healthcare documentation
 - a. All students must comply with all required health documentation for immunizations and proof of immunity required by the clinical agency where the student is placed.
 - b. Students are required to upload the required health documentation into the Castlebranch Health Tracker by the stated deadline dates provided by Castlebranch
 - Failure to upload the required documentation may result in a delay in matriculation for the student.
2. Illness
 - a. Students will not be allowed in the clinical setting if experiencing any signs and symptoms of illness.
 - The student must notify their clinical faculty, and/or agency when they are ill and will not be coming to clinical
 - The instructor has the final determination of whether the student can participate in clinical activities.
 - b. Illness is defined as:
 - a fever (a temperature ≥ 100.5 F)

- Flu-like symptoms (sneezing, watery eyes, malaise, sore throat, runny/stuffy nose, body aches) [CDC 9-2019](#)
 - Productive cough
 - Open wound or other drainage
- c. In the case where the student misses more than one clinical day due to illness, a student will not be allowed to return to the clinical area until a written medical clearance has been obtained.
3. Injury and/or surgical procedure
- a. In the event that the student experiences an injury or undergoes a surgical procedure that could compromise the safety of either the student or the patients in the student's care (based on the facility's policies and procedures and the SON's policy regarding Essential Performance Standards), the instructor will make a referral to the Office of Equity and Diversity and Bob Murphy Access Center (BMAC) for guidance related to accommodations.
- Progression in the course will be dependent upon the guidelines established by the Office of Equity and Diversity and BMAC.
 - Reasonable accommodation will also rely on the policies and procedures of the Clinical Agency.
4. Missed Clinical Hours
- a. Missed clinical hours are to be made up hour for hour, or by completion of an instructor approved assignment in order to earn a passing grade.

References:

[University Attendance Policy](#)

[Office of Equity and Diversity](#)

SON Missed Clinical Hours Policy

SON Essential Performance Guidelines

2.9 Student Health or Safety Clinical Incident Policy

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

Policy:

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

Procedure:

1. The Agency will direct the student, based on the urgency of the incident, as to whether the student is to be seen by their facility or to be referred to seek care at one of the CSULB designated facilities for treatment (See step 5).
2. The CSULB instructor will report the incident to the following individuals at CSULB:

- a. The Director of the School of Nursing at (562) 985-4582 or designee and
- b. The [CSULB Worker's Compensation](#) Specialist, Cheryl Velasco, at (562) 985-2366.
 - Complete [Worker's Comp Claim Form DWC1](#) and [Authorization for Medical Treatment](#).
 - If the incident occurs on an evening or weekend, leave a message and FAX forms to 562-985-7180
 - The paperwork must be filed *within 24 hours*. All clinical instructors must carry the web link to access the forms as needed.
3. If capable, the student is to accurately document and describe the events leading up to the incident with assistance from the CSULB Instructor to insure that all pertinent data are detailed and included.
 - a. Utilize the Agency Supervisor's Review form.
 - This form should be faxed to The [CSULB Worker's Compensation](#) Specialist, Cheryl Velasco, at (562) 985-7180.
 - Note that on the form the student is the employee, the employer is CSULB (do not complete this section), and the clinical instructor is the supervisor.
4. The student has the following options:
 - a. If the student is injured and wishes to seek out treatment for now or other long-term needs, they must complete the *Worker's Compensation Form* (DWC 1) and the *Supervisor's Review* form.
 - b. If the injury is life threatening, they must seek out treatment at the facility until they can be stabilized or transferred.
 - c. If the injury is not life threatening, they should seek out care at one of the two treatment facilities:
 - Los Alamitos Medical Center Emergency Department if during times when Memorial Occupational Medical Services are closed.
 - Memorial Occupational Medical Services Unit at Long Beach Community Hospital if during weekday hours of operation.
 - a) Clinical instructor is to sign the form to authorize treatment.
 - b) If the student requests to see his/her own physician, the student must sign the form agreeing to follow the Worker's Compensation Guidelines.
 - c) If the student **does not wish** to seek medical treatment or file a claim with for Worker's Compensation, the student only has to complete the *Supervisors Review* form and the *Accident Investigation Report* form.
 - d) Completion of the *Privacy Log* Form is optional.
5. The forms listed in # 6 and the *Supervisors Review* form must be delivered or Faxed to the CSULB Worker's Compensation Specialist by the student and instructor. The clinical instructor will be responsible for following up to see that the official documents were delivered.
6. If the clinical agency allows, get a copy of their required documentation. Submit two copies of it and *Supervisors Review* form for placement in a confidential envelope. One envelope is to be placed in the student's School of Nursing file and one is to be given to the Director of the CSULB School of Nursing.
7. The incident reports will be reviewed by the Director of the School of Nursing, the clinical instructor, and other key nursing faculty. The report will be kept confidential. The purpose of the meeting will be to discuss whether the situation may result in risk or liability to the University or the School of Nursing, and

to identify any potential patterns of at-risk behavior(s) that need to be addressed to prevent further incidents if possible.

8. If the student's injury requires missed clinical time, the student must submit a medical release from a physician prior to returning.

a) Missed clinical hours are to be made up as determined by the clinical instructor per the policy of the School of Nursing.

b) If the student is deemed to not be able to meet the objectives of the course, University policy will be followed as to a request for a medical withdrawal or the issuance of an incomplete or failing grade for the course.

References:

[University Workers' Compensation Guide for Managers and Supervisors](#)

[Workers' Compensation Forms](#)

[University Procedures for Workers' Compensation](#)

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

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

Policy:

1 A reportable occurrence in a clinical setting involving a student and a patient is defined as a situation that resulted in, or had the potential to result in, a threat to the patient's health and well-being. Examples of such threats include, but are not limited to:

- a. Death
- b. Injury
- c. Loss
- d. Abuse/maltreatment (physical, sexual, and/or emotional).
- e. Neglect
- f. Contamination
- g. Medication error
- h. Misappropriation of property.

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

3 The student, in collaboration with the instructor, shall complete the required documentation at the clinical facility.

i) Future meetings to debrief the event may be required by the facility.

ii) These meetings may be required to occur during times other than designated clinical hours.

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

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

Procedure:

1. Reporting

a. The student must report the incident to the CSULB clinical instructor in a timely fashion.

- This is defined as immediately after the reportable occurrence is discovered by the student or another individual.

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

2. Documentation

a. The student will accurately describe and document the events leading up to and including the occurrence with as much detail as possible.

b. The CSULB instructor will supervise the completion of the Agency's reportable event occurrence document so that all pertinent data are included.

References:

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

3. STUDENT GRADING

3.1 Independent Study

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

3.2 Credit by Exam

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

Policy:

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

Procedure:

1. Following notification of acceptance to both the University and the School of Nursing, the student is to make an advising appointment with the Assistant Director of the Undergraduate Program to discuss seeking credit by examination.
2. Combined lecture and clinical or activity courses cannot be given credit by examination according to the University's Credit by Examination Policy (See [Policy 87-04](#)).
3. Credit by examination is not available for the following reasons:
 - a. for any course which is a prerequisite to one for which credit has been received, (see department for possibility of course waiver),
 - b. to remove a grade of "F," "WU," "NC,"
 - c. to satisfy the courses required for a major in a master's degree.
 - d. for any course in which the content or methodology is such that an examination does not appropriately measure competence.
4. Determination of whether a course can be offered for credit by exam will be determined by the School of Nursing. All courses may only be challenged one time.
5. Upon approval, the student is to pick up a "Credit by Exam" form from the Office of Admissions and Records (<http://www.csulb.edu/admissions>) for approval signatures from the Director of the School of Nursing and the instructor for the course PRIOR to enrolling in the course. Students must provide the instructor with a copy of the signed and dated approval form at the first class meeting.
6. Students will have an opportunity to review their exam with the course faculty once it has been scored. The grading practices for the examination parallel criteria for the course for which credit by examination is taken. (See [University Policy Statement 87-04](#))
7. Students who pass the course receive a grade of "CR".
8. Students who do not pass the examination have two options:
 - a. continue in the course as a regular student; or
 - b. withdraw from the course.

References:

[University Catalog](#)

[University Policy Statement 87-04](#)

3.3 Course Waiver or Substitution

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

Policy:

1. Course Sequencing: All nursing courses have prerequisites and must be taken in sequence and/or concurrently as identified in the curriculum plan as well as the catalog.
 - a. Undergraduate students must pass all courses in the nursing curriculum with a minimum grade standard of 2.0 or higher on a 4.0 scale
 - b. For any course with a clinical component:
 - i. Students must meet the minimum grade standard in each component of the course. Failure of either component will require the student to repeal the entire clinical and lecture course.
 - ii. Students may not register for any course in the sequence until the prerequisite course(s) have been completed, unless special permission has been granted by the Assistant Director for Undergraduate or Graduate Program.
 - iii. Readmission into the course will be on a space available basis, as outlined in the [Readmission Policy](#)
2. Course Withdrawal
 - a. Students who wish to withdraw from a nursing course may do so if they meet the following criteria as specified in the University Catalog:
 - i. A student may not withdraw from a course because they are earning less than a “C” grade in the course.
 - ii. A student must withdraw by the census date established by the University
 - iii. Withdrawals after the census date and prior to the last 20% of instruction may occur *only for serious and compelling reasons* and with the approval of the instructor and the Director of the School of Nursing.
 - iv. Withdrawals after the last 20% of instruction may occur *only* in cases of an accident, serious illness, or a circumstance clearly beyond the student’s control and the assignment of an “Incomplete” is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services.
 - b. Students with approved withdrawals from nursing courses may return to the School of Nursing on a space-available basis. (*See Policy on Readmission to or Transfer*)
 - c. A pattern of withdrawals may influence requests for consideration of reinstatement.
 - d. Limits on withdrawal

- i. No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation. The following exceptions apply:
 - 1. Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
 - 2. Withdrawals in terms prior to fall 2009 at CSULB,
 - 3. Withdrawals at institutions other than CSULB, and
 - 4. Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).
- e. Medical Withdrawal
 - i. CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:
 - 1. A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
 - 2. The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

3.4 Student Grievance

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

See [University Policy Statement 95-21](#).

3.5 Student Grade Appeal

Purpose: To establish the process for grade appeals

Policy:

- 1. Background
 - a. The Grade Appeal process has been established to protect students against academic and administrative evaluations and decisions that are prejudicial, capricious, or arbitrary, and to assure that instructors evaluate student work in a nonprejudicial, objective, and consistent way. This procedure is available to undergraduate and graduate students.
 - b. The primary authority of the instructor to assign grades must be respected. An instructor's evaluation of a student's work and performance must not be over-ridden merely because of a difference of opinion or judgment, provided this judgment is

made in accordance with the standards and expectations of the CSULB School of Nursing. The SON presumes that every instructor wants and tries to be non-prejudicial, objective, and consistent in the assignment of grades. This presumption, however, may be over-ridden by evidence to the contrary.

- c. The burden of proof rests upon the student submitting the appeal.
2. Students may appeal only final grades. Students who believe that individual exams and/or assignments demonstrate evidence of prejudicial, capricious, or arbitrary grading and that those grades had direct bearing on the final grade should include them in the grade appeal file as supporting documentation.
3. If a grade appeals committee decides to change a grade, the committee need not grant the student's suggested grade but should assign a grade that is appropriate to the work submitted. The new grade shall not be lower than the original grade.
4. Once a student has filed a formal grade appeal, the student's grade may not be changed until either the student or the instructor discontinues the process or the third and final level has been concluded.
5. Appeals should be filed within 40 instructional days after the end of the semester. For courses that do not follow the traditional semester pattern (such as short-term courses given during a regular semester or programs that require year-round enrollment), students must initiate an appeal within 40 regular semester instructional days of the termination of the course.
6. All grade appeal information, whether written or oral, is confidential.
7. The student may seek the assistance of an advisor in the preparation of the appeal file. The advisor may accompany the student to the departmental and/or college hearing and be privy to all confidential information relevant to the case.
8. Grades may be changed only through the grade appeal process.
9. Grade Appeals Committees
 - a. The student and the instructor involved in any given appeal shall each have one (1) peremptory challenge to remove one (1) committee member from service for that particular appeal. The SON must replace any removed members within a timely fashion. If peremptory strikes of members are exercised by either party, the committee shall have an additional ten (10) instructional days to review the file and render its decision.
 - b. The Grade Appeals committee shall consider all information submitted and may, if necessary, obtain clarification in writing from the student, the instructor, and/or committees at other levels of the process. The committee may request information to help it understand the basis for assignment of the grade. If either party does not supply appropriate grade appeal information within ten (10) instructional days when requested, then that committee may base its decision on the information supplied by the other party.
 - c. All parties to an appeal shall be notified by the committee chair in writing of all responses and deadlines at all points of the appeal process and shall have full opportunity to comment in writing within ten (10) instructional days

Procedure:

1. Initiation of Grade Appeal (Informal level)
 - a. Student contacts the instructor
 - Students who believe they have received a final course grade that reflects prejudicial, capricious, or arbitrary grading of their academic performance must first contact the instructor(s), either orally or in writing, before they begin the formal appeal process.

- b. If the student cannot resolve the problem after informal consultation with the instructor and intends to continue the process, the next step is for the student to prepare a grade appeal file.
 - The file must include:
 1. a written statement describing the reasons for the appeal and the recommendation for a new grade, addressed to the Assistant Director of the SON for undergraduate or graduate program, as applicable;
 2. a Grade Appeal Form obtained from the CHHS dean's office and fully completed; and
 3. supporting documents, such as the class syllabus, exams, assignments or other corroborating documents, that show evidence of the alleged improper grading.
 - The grade appeal file must be delivered to the Assistant Director within the first 40 instructional days of the regular semester immediately following the semester or special session in which the course was completed.
- c. After receiving the student's grade appeal file, the Assistant Director will consult with both the student and the instructor(s) involved to attempt a resolution to the grade appeal.
- d. If the Assistant Director is unable to broker a decision between the student and the instructor, the case may be referred to the Director of the SON, who will review the file and may talk with the instructor and the student in an attempt to come to an informal decision.

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

- a. If consultation fails to resolve the appeal, and the student chooses to continue the process, the student must ask the Director of the SON to forward the appeal to the SON grade appeals committee. The student must make this request in writing by the last day of instruction of the regular semester immediately following the semester or special session in which the course was completed.
- b. The student may terminate the appeal at any point by submitting a written request to withdraw the appeal.
- c. If the appeal is granted by the committee, the committee will then determine a grade for the student based upon the evidence included in the appeal file (e.g., exams, papers, and assignments).
- d. If both the student and instructor accept the committee's decision, the instructor will then have ten (10) instructional days to initiate the grade change, at which point the grade appeal process is over.
- e. If the SON grade appeals committee rejects the appeal, the chair of the committee shall send copies of the statement to all parties involved.
 - If, within ten (10) instructional days, the student does not request further review of the appeal, the grade appeal process is terminated.
 - If, within ten (10) instructional days, either the instructor or the student files in writing an appeal of the SON committee's finding, the committee chair shall forward the file (including the committee's decision and rationale) to the college grade appeals committee.

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

- a. An appeal of the SON grade appeals committee decision begins with a written letter of appeal to have that decision reviewed.

- This letter of appeal should be directed to the CHHS college grade appeal committee, by way of the Director of the SON.
 - b. For more detail on the actions of the College Grade Appeal Committee, see the University policy at <http://catalog.csulb.edu/content.php?catoid=5&navoid=369#grade-appeals>
- 4. SON Reconsideration of CHHS grade appeal committee decision:**
- a. When a grade appeal decision has been returned for reconsideration by the CHHS grade appeal committee, the SON grade appeals committee shall undertake to remedy procedural faults identified by the CHHS committee. It shall consider anew the substance of the grade appeal, with attention to the recommendations have been advanced by the CHHS committee.
 - The SON grade appeals committee shall render a new decision on the appeal, which may be a reiteration of its original decision or may be a different decision (which may, but need not be, in agreement with the CHHS committee's recommendations).
 - b. If a grade change is recommended by the committee and the change is not appealed by either the instructor or the student, the CHHS dean will authorize the grade change as determined by the committee.
 - c. The student then has ten (10) instructional days following notification of the CHHS committee's decision to communicate in writing her/his wish to continue the appeal process.

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

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

3.6 ATI Policy and Procedures

Purpose: To provide specific policy guidelines regarding ATI practice, content mastery, and RN comprehensive predictor examinations in the Undergraduate Nursing Program, School of

Nursing at California State University, Long Beach.

Policy:

1. **ALL** ATI Undergraduate tests are to represent 10% of the lecture evaluation criteria for courses that use ATI testing. The awarding of the ATI 10% is as follows:
 - a. The online non-proctored (practice) exam is worth 2% of the course lecture grade.
 - Students must achieve a minimum score of 90% on the test in order to earn a grade of 2%.
 - Students who fail to pass the non-proctored (practice exam) will not be allowed access to the proctored exam.
 - b. The online proctored exam is worth 8% of the lecture grade.
 - The student's grade of 8% will be based on the level scored on the test (first time taken) as follows:

Level	ATI Exam points	
Level 3	100 %	8%
Level 2	85%	6.8%
Level 1	70%	5.6%
Less than level 1	% correct (individual) score.	

- Students who receive less than a Level 1 score will be required to re-test until they achieve the required Level 1, 2, or 3 score.

2. ATI non-proctored test per course/semester

Non proctored ATI Test	Testing Semester	Course	Points
RN Fundamentals 2016	1 st semester	NRSG 200	Cr/NC
ATI Self-Assessment Inventory	1 st semester	NRSG 200	Cr/NC
ATI Nurse Logic	1 st semester	NRSG 200	Cr/NC
ATI Plan	1 st semester	NRSG 200	Cr/NC
RN Fundamentals 2016	2 nd semester	NRSG 250	2%
RN Maternal Newborn 2016	2 nd semester	NRSG 321	2%
RN Adult Medical Surgical 2016	3 rd semester	NRSG 331	2%
RN Mental Health 2016	3 th semester	NRSG 341	2%
RN Nursing Care of Children	4 th semester	NRSG 361	2%
RN Community Health 2016	4 th semester	NRSG 402	2%
RN Leadership 2016	5 th semester	NRSG 456	2%
RN Pharmacology 2016	5 th semester	NRSG 458	2%
RN Comprehensive predictor 2016	5 th semester	NRSG 458	2%

3. ATI proctored tests per course/semester

Proctored ATI Test	Testing Semester	Course	Points
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RN Fundamentals 2016	2 nd semester	NRSG 250	8%
RN Maternal Newborn 2016	2 rd semester	NRSG 321	8%
RN Adult Medical Surgical 2016	3 rd semester	NRSG 331	8%
RN Mental Health 2016	3 th semester	NRSG 341	8%
RN Nursing Care of Children	4 th semester	NRSG 361	8%
RN Community Health 2016	4 th semester	NRSG 402	8%
RN Leadership 2016	5 th semester	NRSG 456	8%
RN Pharmacology 2016	5 th semester	NRSG 458	8%
RN Comprehensive predictor 2016	5 th semester	NRSG 458	8%

Procedure:

1. The online ATI non-proctored examination
 - a. The course instructor is encouraged to include in the course syllabus all the information related to the non-proctored (practice) test such as test ID and password.
 - b. Students are encouraged to use the ATI materials in order to prepare for the practice test.
 - c. Students may take any version of the practice test multiple times without penalty in order to achieve the required individual score of 90% to receive a grade of 2%.
 - d. Students must submit documentation of passing any version of the practice test (A or B) one week prior to the proctored test date.
 - e. The course instructor will verify the student’s eligibility to take the proctored test prior to the test date.

2. The online ATI proctored examination
 - a. The instructor will review the student passing scores to insure that a Level 1, 2, or 3 has been met.
 - Grading will be according to the designed rubric noted in the policy section.
 - b. Students that receive less than a Level 1 score will be required to retake the examination at a time arranged between the instructor and student prior to the end of the semester.

References:

[ATI Pulse](#)

4. STUDENT EVALUATIONS

4.1 Course and Instructor Evaluation

Purpose: To establish guidelines for the evaluation of instruction

Policy:

1. Background: Student Perceptions of Teaching (SPOT) is an assessment instrument used at CSULB to gather student feedback on faculty teaching. Faculty evaluations help guide the academic department in planning curriculum and determining course offerings. A summary of the evaluations from all the students in a class will be read by your instructor only after the semester grades have been submitted. Please be candid in your responses. These

evaluations are used to assess the quality of teaching by this instructor as perceived by the students. Responses may be used in making personnel decisions regarding your instructor.

Procedure:

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

References:

[Policy on Evaluation of Teaching](#)

4.2 BSN Agency and Preceptor Evaluation Survey

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

Policy:

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

References:

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

4.3 BSN Exit Survey (Generic BSN & RN to BSN)

All nursing students graduating with a BSN are required to complete the School of Nursing BSN EXIT Survey as part of their professional responsibility to participate in the evaluation of their CSULB BSN program. The student is given an electronic access link to the survey. It takes about 20 to 30 minutes to complete. This program evaluation activity is part of the course evaluation criteria for all generic BSN student completing nursing research (NRS 450.) The ADN to BSN students must complete this survey either in their last semester of nursing coursework (NRS 452, 453, and 454) or in (NRS 450) if that is taken in their last semester of nursing course work.

Completion of the BSN EXIT survey is considered a professional role responsibility and is a School of Nursing exit requirement of all graduating BSN students. Failure to complete the survey will result in a no credit for this assignment because it is a course requirement to pass NRS 450 for generic students or to pass NRS 450, NRS 452, NRS 453, or NRS 454 depending on when the last semester of ADN to BSN coursework is taken.

5. STUDENT GRADUATION INSTRUCTIONS

5.1 Advisement

The Assistant Director of the Undergraduate Programs is the designated Faculty Advisor. You are expected to consult with the Assistant Director for assistance in planning your program of study. The coordinators of the RN and Trimester programs can also be consulted regarding program specific requirements and schedules. The Counseling Center for the College of Health and Human Services should also be consulted on regular bases to assist you in meeting non-nursing and graduation requirements.

5.2 Graduation Instructions

Senior students planning to graduate at the end of any semester or summer session must complete the Request to Graduate Form the semester prior to your expected graduation date. The appropriate request for Spring/Summer candidates must be filed prior to the preceding October 15th, and prior to the preceding March 1st for Fall/Winter candidates. You must get the form off the University website and pay the \$45.00 filing fee. It is the student's responsibility to abide by these deadlines. There is a late filing fee of \$10.00. Only the names of candidates who file within these deadlines will appear in the Commencement Program published each spring. More information can be accessed on the University website.

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

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

Policy:

1. Procedure Before Graduation: According to the BRN Regulations, Section 1428.6 (a), at least 2 weeks prior to its established graduation date, the School of Nursing (SON) program shall submit to the board:

- a. Roster of names of those nursing students and their expected date to graduate with all required course work completed.
 - i. Students are eligible to take the NCLEX after completion of all University and BRN requirements
2. The nursing program shall notify the board immediately by telephone, facsimile, or email names of any students who have failed to complete the course work as expected; deeming them to be ineligible to take the examination at this time.

Procedure

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

References:

[NCLEX Application and Registration](#)

[NCLEX Registration and Authorization to Test](#)

[California Board of Registered Nursing NCLEX Testing](#)

Title 16: [BRN Policies relating to establishing eligibility for examination](#)

5.4 Public Health Certificate

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

Policy:

Background: All graduates of a BSN program are eligible to apply for a Public Health license, provided the school includes the appropriate curriculum. CSULB is such a school.

Procedure:

1. Procedure for students graduating from CSULB with a BS in Nursing and with a license, in active status, to practice as a registered nurse in California:
 - a. Obtain the "Application for California Public Health Nurse Certificate" form and the "Request for Transcript Public Health Nurse Certification" form online from the California Board of Registered Nursing (BRN) at <https://www.rn.ca.gov/pdfs/applicants/phn-app.pdf>
 - b. Complete the application and transcript request and mail the application form *along with the required fee directly to the BRN.*
 - In the section asking for the name and address of the school where you completed your Community Health nursing course, enter

- “same as above”, where you entered the address for CSULB as institution for your baccalaureate or master’s degree.
- In the section asking for verification the Child Abuse/Neglect Training, enter CSULB as the CE Provider/School; for the course name and number write BSN degree; and leave the hours blank.
- c. Students will request an official transcript from CSULB
 - d. Students will need to:
 - Submit to the School of Nursing (SON) office:
 1. Request an Official Transcript (sealed) from Enrollment Services after the BSN degree has been recorded.
 2. Turn in the transcript to the SON with their name printed on the front of the envelope.
 3. Completed BRN form “Request for Transcript Public Health Nurse Certification.”
 4. Designated staff member will attach the BRN Request for Transcript to the sealed university transcript. The BRN Request for Transcript and the sealed university transcript will be mailed to the BRN
 2. Information regarding response time for the BRN and the responsibilities can be located within the California Code of Regulations. Students will hear back directly from the BRN, not the SON.

References:

[California Board of Registered Nursing](#)

SECTION IV STUDENT ACTIVITIES AND RESOURCES

1. STUDENT PARTICIPATION IN SCHOOL OF NURSING COMMITTEES

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

2. NURSING STUDENT ASSOCIATION

Nursing or pre-nursing students may become involved in the CSULB chapter of California Nursing Student Association (CNSA) and the National Student Nursing Association (NSNA). Nursing students can be involved in activities at the University, State and National levels. Membership activities include community health activities, recruitment of students into the nursing program, legislative activities, conventions, educational programs and newsletters. Meetings are held in the nursing department. The dates are posted on the bulletin board outside of the learning center and in the nursing office.

3. STUDENT AWARDS

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

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

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

4. PINS AND GRADUATION

4.1 CSULB Nursing pins are available to order for graduating senior students. The deadlines for ordering them are September 30th and February 28th. A designated faculty member will have the electronic forms. Prices may vary depending on the type of pin ordered. Each school of nursing has its own unique pin which identifies the student as a graduate when worn with the nursing uniform.

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

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

SECTION V SIGMA THETA TAU

LETTER TO STUDENTS

Sigma Theta Tau International, Inc. HONOR SOCIETY OF NURSING

Iota Eta Chapter Department of Nursing
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90804-0301

Dear Baccalaureate Nursing Student:

Sigma Theta Tau International, Honor Society of Nursing, is dedicated to improving the health of people worldwide through increasing the scientific base of nursing practice. The **purposes** of Sigma Theta Tau International are to:

**Recognize superior achievement and scholarship Recognize the
development of leadership qualities Foster high professional
standards**

Encourage creative work

Strengthen commitment to the ideals and purposes of the profession

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

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

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

**In one of the last two semesters of the undergraduate nursing program In the upper 35% of your class in scholarship
Have a minimum cumulative grade point average of 3.0**

Rare exceptions may be made when an outstanding student has an overall GPA of below 3.0 or a GPA that is below the upper 35%, but a GPA in the nursing major of 3.0 or higher. This criterion is used for truly exceptional situations and may not be used on a regular basis.

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

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

Benefits of membership include:

- **Professional recognition of your scholarly achievement in nursing**
- **Local, regional, national, and international programs and conferences**
- **Networking opportunities through your local chapter, regional assemblies, and international meetings**
- **Subscriptions to Image: Journal of Nursing Scholarship, one of nursing's most widely read research journals; and Reflections, the Society's quarterly magazine.**
- **Access to research grants at the local and international levels**
- **Electronic information access through the Society's Virginia Henderson International Nursing Library located at the Sigma Theta Tau Center for Nursing Scholarship.**
- **Subscribers can access databases, research abstracts, and The Online Journal of Knowledge Synthesis for Nursing**
- **Professional awards in the areas of research, education, practice, leadership, informatics, multimedia, and writing**
- **Governance and leadership opportunities at the local, regional, and international levels, by election or appointment**

- **Student Handbook 2016**
- **Lifetime membership that can be transferred to any of over 300 Chapters around the world**

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

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

Appendix 1: Philosophy of the School of Nursing

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

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

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

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

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

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

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

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

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

Revised 8-2011

