California State University, Long Beach
School of Nursing

Nursing Undergraduate
Student Handbook

Revised August 2017

SECTION I
GENERAL INFORMATION

1. WELCOME TO CALIFORNIA 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.

   5/21/12
   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 and 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 be 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/

California State University, Long Beach
School of Nursing

Nine-Semester plan to complete BS in Nursing – Basic (NRSGBS01)

First Semester		Second Semester	
Course	**Units**	**Course**	**Units**
Composition – A1	3	Oral Communications – A2	3
Stats 108 – B2	3	Critical Thinking – A3	3
Sociology 100 – D2	3	Chemistry 140 – B1b	5
General Education Course- C1	3	Psychology 100 – D2	3
Total Units	**12**	**Total Units**	**14**
Third Semester		**Fourth Semester**	
Course	**Units**	**Course**	**Units**
Biol 208 Human Anatomy	4	Biol 207 Physiology B1a	4
Microbiology 200	4	General Education Course- C2	3
General Education Course- D1a	3	General Education Course- D1b	3
General Education Course- Any C	3		
Total Units	**14**	**Total Units**	**10**
		Cumulative Units	**50**

Students must be officially admitted to School of Nursing before enrolling in Nursing Courses. Once admitted to the School of Nursing, students must attend full time.

Fifth Semester		Sixth Semester	
Course	**Units**	**Course**	**Units**
N200 Intro to Nursing H/Care	6	N312 Physical Assessment	3
N302 Pharmacology	2	N250 Intermediate Nursing H/Care	6
N305 Pathophysiology	3	N321 Maternal Health Care	6
Nut 339 (E-Capstone)	3		
Total Units	**14**	**Total Units**	**15**
Seventh Semester		**Eighth Semester**	
Course	**Units**	**Course**	**Units**
N331 Critical Care Nursing	5	N361 Child Care	6
N341 Psychiatric/MH Nursing	6	N402 (E Capstone)	6
Gerontology 400I (E Capstone)	3	Nursing 353	2
Total Units	**14**	**Total Units**	**14**
Ninth Semester			
Course	**Units**		
Nursing 456	3		
Nursing 450	3		
Nursing 452/453/454	6		
N458 NCLEX Review	1		
	13		
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 needed	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

Disabled Student Services: 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 SECTION

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.

(See Appendix 2: Health Exam Form and FH-023/SH-016 Policy on Readmission)

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, Diptheria, 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. Y**ou can purchase at the Nurses Service Organiz ation 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

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

Reasonable accommodation for students with disabilities either temporary or permanent will be considered on a case-by-case basis and in consultation with the Office of Disabled Student Services, California State University Long Beach where appropriate.

 See FH-012/SH-006: Essential Performance Standards Policy

1.3. Social Media Policy

The California State University School of Nursing 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.

 See SH-019: Social Media Policy

 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.

See FH-008/SH-003: Background Check Policy

 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. See FH-007/SH-025 ATI Policy and Procedures

1.8. Dress and Behavior Code Guidelines for the Clinical Agencies

Students must be legally identified as student nurses in all clinical agencies. The school uniform and student ID badge must be worn in conjunction with the Dress Code Guidelines. Information for how to order the uniforms through ProWearPlus will be provided to you at orientation. The student ID badge can be obtained at the ID Card Services office inside the bookstore.

RN Pathway students will be expected to purchase a student ID badges. For N402, a lab coat with the CSULB emblem embroidered on the coat is required. For the N450 series preceptor courses, for any direct patient care rotation you will be expected to wear the standard student nurse uniform unless otherwise specified by the agency.

See the Course Syllabus for site specific details and FH-011/SH-005: Policy on Dress and Behavioral Code for specific details on appropriate appearance.

2. POLICIES AFFECTING 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.

See FH-018/SH-011: Matriculation Course Sequencing and Withdrawal of Nursing Courses Policy and FH-023/SH-016: Readmission Policies

2.4   Academic or Clinical Performance Standards

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

See FH-022/SH-015: Progressive Disciplinary Action for Violations of Academic or Clinical   Performance Standards Policy

2.5   Academic Integrity/Plagiarism

Academic integrity, cheating and plagiarism is not expected to occur and is treated very seriously in accordance with the University guidelines. These violations can occur in the clinical setting as well as in the class room. This includes not only for written theory papers but also patients assessments and clinical care plans. Most courses will utilize the University plagiarism detection feature offered on the BeachBoard dropbox.

See your course syllabus for any specifics that apply to that course and SH-001: Academic Integrity/Plagiarism Policy for SON guidelines

See the University Course Catalog http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html

2.6   Health Insurance Portability and Accountability Act (HIPAA)

Patient confidentiality is taken very seriously in all clinical areas. Disclosure of patient information to any unauthorized individuals may be grounds for dismissal from the program and/or criminal action.
See SH-009: HIPAA Policy

2.7   Holiday Scheduling of Classes

All holidays that occur during the normal Monday through Friday university schedule

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

See [FH-015/SH-010: Holiday Scheduling](#)

2.8   Missed Clinical Hours Policy

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

See your course syllabus for specifics and [FH-020/SH-013: Missed Clinical Hours Policy](#).

2.9   Policy on Medical Clearance

Nursing is considered to be a high-risk profession for exposure to multiple contagious diseases. Immunizations required by the School of Nursing reduce this risk for nursing students, but do not eliminate it entirely. Students with an impaired/ deficient immune system or are pregnant women need a written medical clearance to participate in the program. If a student is absent due to medical reasons; he/she must show proof of medical clearance from their health care practitioner prior to returning to the clinical area.

See [FH-012/SH-006: Policy on Essential Performance Standards](#) and [FH-019/SH-012: Medical Clearance Policy](#)

2.10   Untoward Student Health or Safety Clinical Incident Policy

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

See [FH-030/SH-023: Untoward Student Health or Safety Clinical Incident Policy and Procedure](#).

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

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

See [FH-024/SH-017: Reportable Patient/Client Clinical Occurrence Involving a Nursing Student Policy and Procedure](#).

3. POLICIES AFFECTING STUDENT GRADES

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

Not all nursing undergraduate didactic courses may be challenged by examination once appropriate prerequisite courses have been completed.

See FH-010/SH-004: Credit by Examination Policy.

3.3 Course Waiver or Substitution

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

See FH-028/SH-022: Course Substitution or Waiver Policy

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

The student grade appeal policy and procedure must follow the University policy (CSULB Policy Statement 99-16 and any policies that supersede it). http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/ grade_appeals.html

See SH-008: Procedure for Grade Appeal for instructions for the SON.

3.6   ATI Policy and Procedures

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.

4. STUDENT EVALUATIONS

   4.1 Course and Instructor Evaluation

   Written student evaluations are conducted in accordance with university policies. Student course evaluations are conducted in classes' representative of the nursing faculty's teaching assignment. The results of these evaluations are used by the School of Nursing to maintain its reputation of high academic standards in teaching. See SH-020: Example of Student Evaluation of Instructor

   4.2 BSN Agency and Preceptor Evaluation Survey

   All CSULB BSN students are required to complete the School of Nursing's Agency and Preceptor Satisfaction Survey as part of the BSN clinical course evaluation requirements. Completion of this survey is considered a professional role responsibility in which the student provides faculty with a personal assessment of the clinical practicum experience. Students are to respond to the questions asked in the agency and preceptor survey located in the survey section of BeachBoard. It takes no more than 15 minutes to do so. This survey (Agency and Preceptor Evaluation Survey) is completed by the student as a credit/no credit assignment that is part of the clinical course evaluation criteria. Failure to complete the survey will result in a grade of no credit for this assignment because it is a requirement for successfully passing a BSN practicum clinical course.
   See FH-006/SH-002: Agency and Preceptor Satisfaction Survey Policy

   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 (NRSG 450.) The ADN to BSN students must complete this survey either in their last semester of nursing coursework (NRSG 452, 453, and 454) or in (NRSG 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 NRSG 450 for generic students or to pass NRSG 450, NRSG 452, NRSG 453, or NRSG 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)

Students are required to complete the CA BRN NCLEX account application in the fourth semester as a credit/no credit assignment for NRSG 353. Graduating nursing students will need to submit the following completed documents to the designated SON administrative staff, approximately *8 weeks prior* to graduation: CSULB transcript request form and check to "CSULB" for $14.00; postdated to expected graduation date. Instructions for how to become eligible to sit for the examination can be found on the Nursing website and in FH-021/SH-014: National Certification Licensing Examination (NCLEX) Policy

Students should be aware that failure to complete the remaining course work required for the baccalaureate degree in nursing may jeopardize their ability to practice as a Registered Nurse in any state that requires a nursing degree or diploma for licensure.

Students who have a previous conviction for a felony as well as some misdemeanors **may not** be eligible to sit for the State Board of Nursing Exam even if you have completed your degree. Students should also be aware that the BRN requires background testing in order to sit for the licensure exam. This is in addition to the background check which is required upon entrance to the nursing program.

Refer to the BRN website for additional information.

    5.4   Public Health Certificate

    Upon graduation a student is eligible to apply for a life-time Public Health Certificate. Instructions can be found on the Nursing website and in [FH-025/SH-018: Procedure for Public Health Certificate](#)

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SECTION IV
STUDENT ACTIVITIES AND
RESOURCES

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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.

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SECTION V
SIGMA THETA TAU

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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 though 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

Appendix 2

California State University,
Long Beach School of Nursing
Physical Exam Form
Only to be completed by an M.D., D.O., N.P. or P.A.

Last Name:	First:	MI:	DOB:
			SID:
Email:			Phone # ( )

EXAMINATION

Height	Weight	□Male	□Female
BP / (/) Pulse	Vision R20/	L/20 Corrected □Y □N	

MEDICAL	NORMAL	ABNORMAL FINDINGS
APPEARANCE		
EYES/EARS/NOSE/THROAT o PUPILS EQUAL o HEARING		
LYMPH NODES		
HEART o MURMORS (AUSCULATION STANDING, SUPINE, +/- VALSALVA) o LOCATION OF POINT OF MAXIMAL IMPULSE (PMI)		
PULSES o SIMULTANEOUS FEMORAL AND RADIAL PULSES		
LUNGS		
ABDOMEN		
GENITOURINARY (MALES ONLY)		
SKIN o HSV, LESIONS, SUGGESTIVE OF MRSA, TINEA CORPORIS		
NEUROLOGIC		
MUSCULOSKELETAL		
NECK		
BACK		
SHOULDERS/ARMS/HANDS/FINGERS		
HIP/THIGH		
KNEE/LEG/ANKLE/FEET		

I have examined the above named student. Based on the health history provided by the student and this physical exam:

- □ **The student is in good mental and physical condition, and is cleared to work in a health related field.**
- □ **Cleared for participation with/without (please circle one) restriction with recommendations for further evaluation or treatment for:** _____

_____

_____

Signature of Health Care Provider: Date: _____

Physician's Address: Phone: _____
Office Stamp: