CSUF | School of Nursing
COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

NURSING GRADUATE STUDENT HANDBOOK

School Nurse Services Credential (SNSC) &

Master of Science in Nursing (MSN)

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SECTION I: SCHOOL OF NURSING GENERAL INFORMATION

A. Mission, Vision, and Philosophy of the School of Nursing (SON)

SON Mission Statement

We educate and transform nurses to practice in dynamic health care environments with diverse populations.

SON Vision Statement

To be an exemplar of excellence in the preparation of nursing leaders and scholars.

SON Goals
- To provide quality nursing programs which are accessible to a diverse student population.
- To prepare graduates who can provide culturally sensitive and competent care within a framework of scientific and professional accountability and function independently in a variety of settings.
- To prepare graduates with the necessary foundation for further education and specialization within their chosen career path and who demonstrate commitment to lifelong learning for personal and professional growth.
- To establish and maintain innovative educational partnerships to promote health and meet societal imperatives.
- To be recognized as a center of excellence in nursing education.

SON Philosophy

The SON faculty supports the goals and mission of the College of Health and Human Development and the University, which include teaching, scholarship, and service to the university and community. The philosophy of the School expresses beliefs about human beings, health, the environment, and nursing:

Human beings are multi-dimensional, dynamic, open systems in continual interaction with the environment. They are complex wholes who seek balance through their unique abilities. They exhibit age, cultural, spiritual, ethnic, gender, and sexual orientation diversity. Accountable for their actions, human beings have the potential for self-direction and rational decision-making as they maintain, preserve, and promote health throughout the lifespan.

Health is a dynamic process—a way of life—that involves complex responses between internal and external factors. It is the integration of the multiple dimensions of life, which, when working in harmony, create wholeness and lead to a sense of well-being and satisfaction. Health is influenced by individual genetic endowments, levels of development, lifestyles, and sociocultural and physical environments and is manifested as a pattern. Health can also refer to the needs of a larger community or society.

The **environment** is composed of internal and external components. The internal environment includes physical, psychological, social, cultural, and spiritual realities within human beings. The external environment includes social organizations and systems, such as economics, politics, and policy development, as well as the physical environment. Environment is also the aggregate of societal expectations, reflected in the intracultural and intercultural interaction of human beings within families, groups, and communities.

Nursing is a unique, practice-oriented discipline that meets a societal goal. The science of nursing is concerned with critical thinking, problem-solving, and the application of knowledge. The art of nursing involves interacting, caring, and valuing. The goals of nursing contribute to health enhancement via health promotion, risk reduction, and disease prevention. The ultimate goal of nursing is to optimize health by interpreting and influencing responses to health and illness. Attainment of optimal health requires collaboration between nurse and client as well as with professionals from other disciplines. Professional nursing involves the provision of compassionate patient-centered care – using the nursing process, employing evidence-based practice, applying quality improvement, working in intra and interdisciplinary teams, and using informatics.

The nursing process is a dynamic and ongoing means of addressing clinical problems. A collaborative endeavor, it depends on nurse and client observations, perceptions, and consensual validations of physiological, psychosocial, emotional, and spiritual needs. This process requires nurse, client, family, and members of collaborating health care teams to work together. The nursing process involves:
1. Assessing factors that influence the position of the client, group, community, or population on a health-illness continuum;
2. Determining actual or potential health problem(s);
3. Establishing mutually acceptable goals;
4. Intervening by promoting adaptation through modification of influencing factors or increasing the coping response;
5. Evaluating the position on the health-illness continuum to reaffirm or modify nursing interventions.

B. Teaching/Learning Philosophy

Teaching is a complex, interactive, and outcome-focused operation. Well applied evidence-based teaching strategies consider learning goals, student diversity (including learning styles), and faculty and student resources. Teaching strategies are matched to student learning styles, reflect ongoing formative and summative assessment, and are driven by the ideal of continuous improvement. The instructor focuses on learners and provides environments that facilitate student learning where desired learner outcomes (cognitive, affective, psychomotor) are achieved.

Liberal learning that prepares students to live responsible, productive, and creative lives is the foundation of professional nursing education. Liberal education requires respect for truth, recognition of the importance of context (e.g., historical, cultural), and an examination of connections among formal learning, citizenship, and community service.

Integration of liberal education and nursing education comes from faculty members guiding students to build bridges between key concepts in both. Students must achieve competency with critical thinking, communication, ethical decision-making, evidence-based practice, and information literacy. Information literacy enables students to recognize when information is needed and locate, appraise and effectively incorporate salient information.

Ideally, nursing education takes place in an environment that promotes true transdisciplinary experiences where individuals from each discipline show mutual understanding and respect towards and for the other's discipline and contribution.

C. Practice Model

The CSUF SON practice model is grounded in the assumption that nurses practice as members of collaborative teams. The model applies to nursing practice throughout the continuum of care and works to maximize the health of human beings in diverse communities. It also applies to practice where nurses manage the care of individuals and their families within complex environments of hospitals and other health care systems.

In the center of the SON Conceptual Model is the practice model (see Figure 1 below). The inner circle depicts the key elements of care, the population base (individual/family, community, systems/organizations), which are interrelated. The model is aimed at enhancing understanding nursing's focus and the process by which nurses evaluate health indicators to develop or use interventions that can maximize health. Nurses are integral members of interdisciplinary and transdisciplinary teams, providing a broad approach to patient care and community problems.

Processes of assessment, diagnosis, outcome identification, planning, interventions, and evaluation – when systematically applied – facilitate the use of the nursing process at all levels of practice. Thus, the three central interwoven circles show the levels of population-based practice. Systems, community, and individual/family are nested within population-based care that is compassionate and evidence-based, which is applied at all points of the nursing process. The ultimate goal of nursing care is healthy people in healthy communities. For individual patients, success is measured by improvement in or maintenance of health; for the community, success is measured by improvement in overall community health and quality of life indicators. Focusing on these goals and evaluating patient and community outcomes completes the nursing process and allows modification of the plan of care as needed.
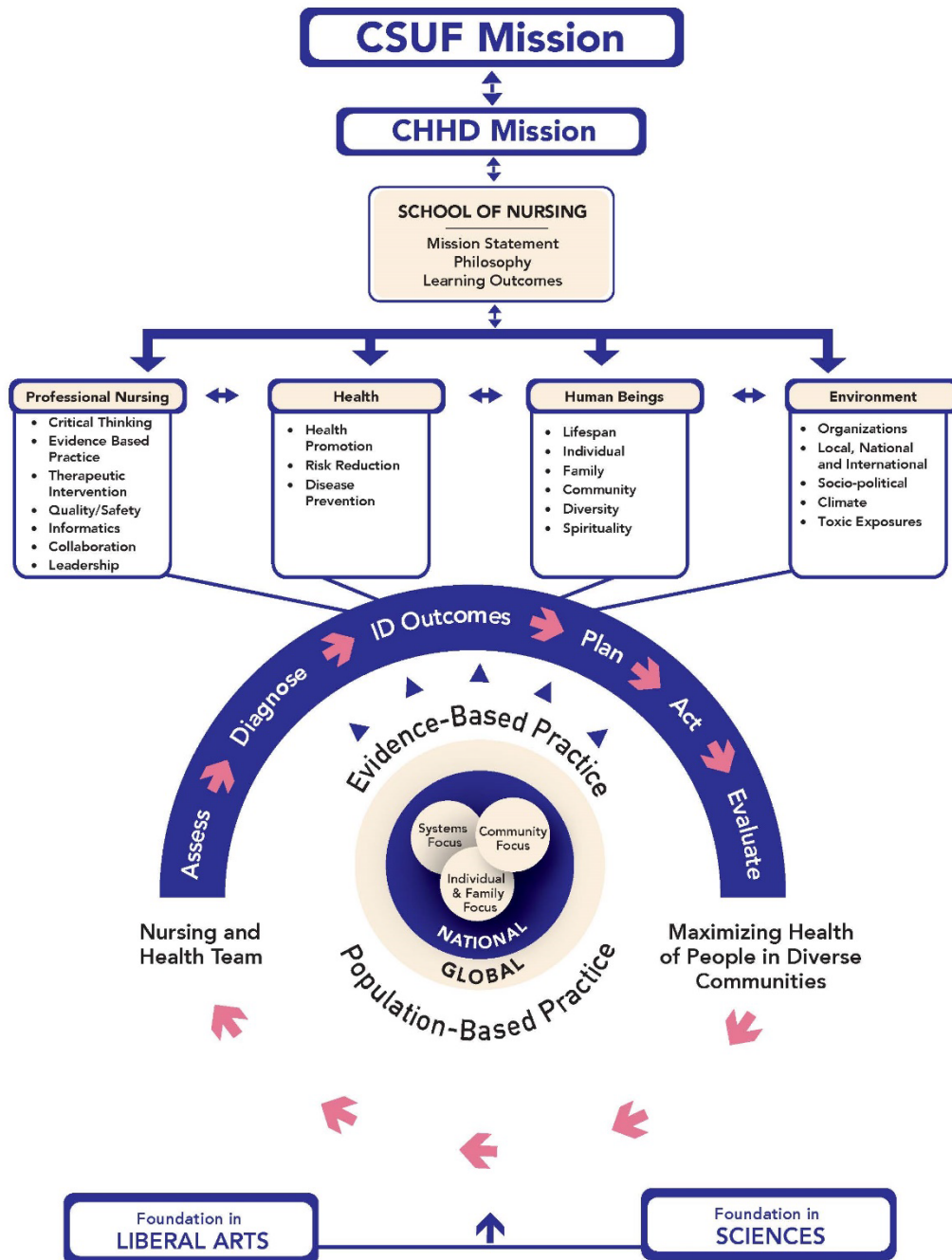
Figure 1. CSUF SON Practice Model. SON faculty has adapted a revised version of the Public Health Practice Model (Smith & Bazini-Barakat, 2003)

D. Diversity, Equity, and Inclusion (DEI) Statement

We, as the School of Nursing, are committed to creating a learning experience for students that supports diversity of thoughts, perspectives, and experiences. We honor individual identities along a number of dimensions, including but not limited to race, ethnicity and national origins, gender and gender identity, sexuality, disability, socioeconomic status, opinion and religion. The learning environment shall foster a sense of belonging and be safe for all students to share their unique perspectives and experiences and interact in a meaningful and respectful manner.

We, as the School of Nursing, are mindful of the historical implicit and structural biases in society and in our profession and include diverse experiences and perspectives in the understanding of course content specifically and nursing in general. We, as faculty and staff, assert the importance of life-long learning and to this end we embrace students as partners in the process.

E. Masters and Credential Programs

School Nurse Services Credential (SNSC)

The SON offers coursework for the School Nurse Services Credential (SNSC). School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement of students, preschool through high school. Emphasis is placed on the attainment of knowledge and experience, which will enable the School Nurse to practice with autonomy and skill in school districts with regular and special education students (0 to 22 years of age) and managing school and district health services activities.

The SNSC program is accredited by the California Commission on Teacher Credentialing (CCTC). Upon completion of coursework, students are recommended to the CCTC to receive a clear professional School Nurse Services Credential.

Master of Science, Nursing (MSN)

The graduate will be conferred an MSN degree with a Nursing major. The term MSN will be used throughout these documents; however, technically, the degree is the MS. For clarification, the degree is written MS, Nursing. The MSN prepares students for a specialty focus to expand their career options. As part of this specialty focus, students gain an advanced knowledge base and skill set that is grounded in the scientific discipline and art of professional nursing. This level of professional education is necessary to meet the needs of a complex and changing health care system and new client demands for optimum outcomes and quality. The degree program is designed to foster interdisciplinary collaborative skills and independent functioning within a focused specialty area, called an MSN concentration.

Students must select an area of concentration in the graduate nursing program. The MSN program offers both functional and advanced practice nursing options. The functional options are the Nursing Leadership and School Nursing concentrations. The advanced practice nursing option is the Women's Health Care concentration. Within the Women's Health Care concentration, two specialty options exist, Women's Health Nurse Practitioner and Nurse-Midwifery.

The MSN program allows the graduate to function within a framework of scientific and professional accountability. *Nurse Leaders* who understand health care delivery and patient outcomes are in high demand. *School Nurses* focus on the care of regular and special education school children ranging in age from 0 to 22 years. Practice settings include infant programs, preschools, elementary and secondary schools. School nurses influence the health and well-being of individual students and advance their academic success and lifelong achievement. *Women's Health Nurse Practitioners* provide primary health

care to women across the life span, primarily working in out-patient offices but also in hospitals, community clinics, and other settings. *Nurse-Midwives* care for women during pregnancy and postpartum periods as well as providing well-woman gynecologic health care across the life span. They work in a variety of outpatient, hospital, and community clinic settings. There are many career possibilities for MSN, Nursing degree graduates in the community, in medical centers, corporate health care, group practice, and other independently owned health care services.

The SON faculty believe that professional nurses are uniquely situated to positively influence health care through their discipline-based understanding of health and clients, collaborative team-building skills, and the profession's social contract to provide health care to clients, families, and communities. Advanced education with a specialty focus provides additional skills to achieve optimum health care for specific populations.

F. MSN Student Learning Outcomes
- *Background for Practice from Sciences and Humanities:* Ability to integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for continual improvement of nursing care across diverse settings.
- *Organizational and Systems Leadership:* Ability to apply leadership, organizational, and critical decision-making skills emphasizing ethics, effective working relationships, and a systems perspective to promote high quality and safe patient care.
- *Quality Improvement and Safety:* Fluency in methods, tools, performance measures, and standards related to quality, as well as ability to apply quality principles within an organization.
- *Translating and Integrating Scholarship into Practice:* Ability to apply research findings within practice, resolve practice problems, work as a change agent, and disseminate research results.
- *Informatics and Health care Technologies:* Ability to use patient-care technologies to deliver/enhance care and use communication technologies to integrate and coordinate care.
- *Health Policy and Advocacy:* Ability to intervene at the system level through policy development and to employ advocacy strategies to influence health and health care.
- *Interprofessional Collaboration for Improving Patient and Population Health Outcomes:* Ability to communicate, collaborate, and consult with other health professionals, as a member and leader of interprofessional teams, to manage and coordinate care.
- *Clinical Prevention and Population Health for Improving Health:* Culturally appropriate concepts in planning, delivery, management, and evaluation of evidence-based clinical prevention and population care for individuals, families, and aggregates/identified populations.
- *Master's-Level Nursing Practice:* Ability to engage in both direct and indirect care to influence health care outcomes for individuals, populations, or systems, based upon an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice.

G. School Nurse Credential Program Standards
1. Program Design
2. Collaboration in Implementing the Program
3. Relationships Between Theory, Research, and Practice
4. Preparation to Promote Student Health and Wellness
5. The Sociocultural Context of School Nursing
6. Legal and Ethical Aspects of School Nursing
7. Preparation for Health Management Responsibilities within the School Setting

8. Field Work Experience
9. Assessment of Candidate Competency

H. School Nurse Credential Competencies

The standards listed above incorporate a set of three school nursing competencies:

Competency 1: Providing health and wellness services (Primary Level Intervention) Examples of school nurse duties and responsibilities:

- Child abuse and neglect
- Community health resources and connections
- Mental health
- Nutrition
- Substance use and abuse

Competency 2: Providing direct client care services (Secondary and Tertiary Level Intervention) Examples of school nurse duties and responsibilities:

- Acute and chronic health care management
- Care of the medically fragile (e.g., Spina Bifida, Cerebral Palsy)
- Case management in the school setting
- Health screenings
- Acute injury assessment/intervention
- Crisis intervention

Competency 3: Demonstrating Professional Management Skills Examples of school nurse duties and responsibilities:

- Data
- Documentation and record keeping
- Collaboration
- Advocacy (student, family, community, professional)
- Professional organizations

SECTION II: UNIVERSITY AND SON POLICY RESOURCES

A. Nursing Graduate Student Handbook

The *Nursing Graduate Student Handbook* was developed by the SON faculty to provide information and guidance for current and prospective graduate students in the School of Nursing at California State University, Fullerton, as you work toward your goal of furthering your education and career in nursing. The information contained in this Handbook provides detailed explanations of the SON's policies and procedures. Students are expected to be familiar with the policies and procedures of the most current *Nursing Graduate Student Handbook*. It is important that you read this Handbook thoroughly, ask for clarification of any part you do not understand, and keep it for reference throughout your enrollment in the program. Enrollment in nursing courses indicates student consent to abide by all the policies and procedures contained in this Handbook. The Handbook is updated annually, and students must abide by the policies contained in the handbook during their entire time of enrollment in the MSN and SNSC programs.

For further information regarding the policies and procedures of the SNSC and MSN programs, please refer to the program website or the SON webpage.

B. University Catalog

The SNSC and MSN Programs comply with the policies and procedures of the University and the Office of Graduate Studies (OGS). It is the student's responsibility to be familiar with current University and OGS policies. Students are advised to refer to the University Catalog and the OGS Website for comprehensive information regarding University and Graduate Studies policies. In addition to understanding and abiding by the policies contained in the *Nursing Graduate Student Handbook*, all students are also responsible for adhering to the policies of the university contained in the University Catalog.

C. University Policy Statements

The Academic Senate of CSUF creates and maintains University Policy Statements which clarify policies and procedures for many university departments and constituents.

D. Advisement for MSN and SNSC Students

Concentration Leads

Each MSN concentration and the credential program has a designated lead faculty member. The Concentration Lead is available to advise students on concentration-specific courses, course sequences for the concentration, and other concentration-specific information.

Graduate Advisor

MSN and Credential students also have access to a professional advisor through the Nursing Advising Center who works specifically with graduate nursing students. The Graduate Nursing Advisor is available to help students throughout their time of enrollment with a variety of things, including connecting students to campus resources, assisting with course sequence and/or registration issues, and helping students understand university and SON policies and procedures.

SECTION III: MSN & SNSC CURRICULUM AND CONCENTRATIONS

A. Overview

The SNSC program requires students to complete 24 units in three semesters of study. The MSN program offers study plans that allow students to earn a master's degree in one of several concentrations. The Nursing Leadership concentration offers a part-time study plan. The Women's Health Care concentration offers two emphases: Nurse-Midwife/Women's Health Nurse Practitioner and Women's Health Nurse Practitioner and both offer full-time or part-time study options. The School Nursing concentration (post-SNSC) concentration offers full-time or part-time study plans. These concentrations offer nurses the ability to keep up with the pace of an ever-changing health care profession using a foundation of evidence-based health care. Additional details about these concentrations can be found on the SON website.

The SNSC and MSN programs offer classes where learning can flourish. The programs are closely linked with community expertise in nursing leadership, education, women's health care, school nursing, and research. The programs are offered in a supportive, congenial atmosphere.

Courses focus on the theoretical and research basis of practice, including:
- Applying practice-oriented theory in unique, creative ways to meet health care needs of clients;
- Using research to guide practice;
- Proposal writing related to the study of nursing practice or projects to implement change;
- Making sound decisions within legal and ethical frameworks;
- Influencing health care policy decisions;
- Understanding and utilizing the scientific basis of a specialty;
- Collaborating to change practice to meet health care goals of clients, families, and communities;
- Understanding the unique needs of vulnerable populations.

B. MSN Core Courses

Foundation or core courses in the MSN degree program address ethical and legal aspects of decision making, the formulation and implementation of health care policy, complex interdisciplinary psychosocial issues, and insight into vulnerable population issues. All students in the Leadership and School Nursing MSN concentrations are required to take four graduate core courses:
- NURS 502: Theoretical & Research Perspectives for Advanced Nursing Practice (3 units)
- NURS 505B: Seminar in Nursing Research (3 units)
- NURS 507: Advanced Decision Making: Nursing Issues (3 units)
- NURS 508: Advanced Nursing: Vulnerable Populations (3 units)

Women's Health Care students take three of the core courses. The content from core course NURS 507 is included in the professional role course for the advanced practice specialties.

Please refer to the University Catalog for the year you were admitted or to your specific study plan to review the core courses required for your program.

C. Concentration Specific Courses

In addition to MSN core courses, each student will complete courses designed specifically for their MSN concentration of study. Please refer to the University Catalog for the year you were admitted, or to your specific study plan to review the concentration courses required for your program.

1. *Nursing Leadership*

The curriculum of the nursing leadership concentration offers coursework and clinical experiences which prepare nurses to expand their career options with a focus on leadership roles at the systems level for positions in practice, administration, and education and to create work environments that promote professional nursing. The degree prepares nursing leaders to apply their skills across the health care continuum, from acute care settings to community-based agencies.

The leadership concentration is offered as a blended format utilizing distance methodologies. All classes, except for practicums, are delivered in an asynchronous online format. The practicum courses use community-based mentors contracted to work with students. Students will obtain experience through supervised practice in utilizing theory and research in nursing leadership positions.

2. *School Nursing (SNSC or MSN)*

CSUF's SON offers two options for School Nurses:
- School Nurse Services Credential (SNSC)
- MSN, School Nursing Concentration

The curriculum of the School Nursing Concentration MSN, commensurate with current evidence, emphasizes the development of skillful, autonomous practitioners. Combining theory, practice, and research provides the foundation to advance knowledge and produce competent school nurses who are prepared to influence the health and well-being of individual students and to advance their academic success and lifelong achievement. School Nursing students will be prepared to function independently in leadership roles in school nursing, education, and advanced clinical practice and in collaboration with students, their families, other members of the health community and teachers, school support professionals, and administrators in the school district and educational community.

The School Nursing Concentration MSN utilizes various distance education curricular modalities to increase access for working students. The SNSC and MSN courses all web-synchronous or web-asynchronous. Students completing the School Nursing MSN program are well-prepared to pursue doctoral study.

School Nurse Services Credential (SNSC)

The SNSC curriculum is designed as a three-semester program. Students wishing to pursue only the School Nurse Credential are required to take the following courses:

NURS 507 – Advanced Decision Making: Nursing Issues (3)
NURS 508 – Advanced Nursing: Vulnerable Populations (3)
NURS 524 – Advanced Health Assessment: Ambulatory Pediatrics (3)
NURS 530 – School Nurse Specialist I (3)
NURS 532 – School Nurse Specialist II (3)
NURS 533L – School Nurse Specialist Practicum (3)
NURS 552 – Advanced Pharmacology: Prescriptive Authority (3)*

*For Fall 2024 cohort only, students have the option to take NURS 518 as a substitute for NURS 552.

Students must show proof of a completed school audiology course from an approved college-level institution within the first year in the program to apply for their clear credential.

SNSC students must be employed and working as a School Nurse throughout the entirety of the program. Program courses utilize hands-on experience carried out during the workday to practice desired skills (e.g., students complete a physical assessment on a student at their school/district) and work toward competency.

NURS 533L requires 135 practicum hours; students must complete **all** practicum hours during the semester they are enrolled in the course. If a student plans to take maternity/paternity leave during the semester they plan to take NURS 533L and cannot complete the required hours during that semester, they must wait to take the course in a future term. Incompletes are not granted for NURS 533L except for extenuating circumstances.

MSN, School Nursing Concentration
Students who complete the SNSC Program have the option to continue towards an MSN degree. Students will need to be classified as an MSN student and successfully complete additional coursework. To complete the MSN program for school nurses, the student must take the core MSN courses (listed above), in addition to the School Nurse Credential courses, and the courses listed below, for a total of 32 units:

NURS 540 – Advanced Pathophysiology: Clinical Implications for Nurses (2)
NURS 597 – Project (3)

The School Nurse Credential and School Nursing Concentration MSN study plans can be found on the SON [website](#).

3. Women's Health Care
Graduates of the MSN with a concentration in Women's Health Care are prepared to provide primary health care to women across the life span. Registered nurses attain advanced education and clinical preparation to assume an advanced practice role in one of two specialty areas: nurse-midwifery and/or women's health nurse practitioner. Clinical placements are arranged in conjunction with the CNM/WHCNP faculty. This course of study provides the scientific, professional, and clinical foundations needed to establish a quality clinical practice.

The curriculum of the Women's Health Care Concentration emphasizes development of safe primary care providers for a diverse population of women and newborns through acquisition of knowledge and skills that are commensurate with current evidence. Combining theory, practice, and research provides the foundation to advance knowledge and provide competency in advanced practice clinical midwifery. Students will be prepared to function independently and in collaboration with clients and other members of the health care disciplines towards improving health care for women and their families across community and inpatient settings. Graduates will be eligible for licensure through the BRN and are expected to complete the national certification examination through the American Midwifery Certification Board and/or the National Certification Council.

Women's Health Nurse Practitioner: The graduate of the nurse practitioner specialty assumes responsibility for the primary ambulatory health care needs of women, in collaboration with physicians and other health care professionals, in a wide variety of settings such as outpatient offices, hospitals, clinics, and community agencies. Program emphasis is placed on attaining knowledge and experience in the care of women, primarily in the outpatient setting, throughout the life span.

Nurse-Midwifery: The program is accredited through the Accreditation Commission for Midwifery Education. Graduates of the nurse-midwifery specialty assume responsibility for the primary health care needs of women in collaboration with physicians and other health care professionals occurring in a wide variety of settings, such as outpatient, hospital, and community agencies. Program emphasis is placed on the attainment of knowledge and experience in women's care during pregnancy, early newborn care, and well-woman gynecologic health care. The main areas addressed include intrapartum management and initial care of the newborn and management of women's health needs for family planning, interconception care, and well-woman gynecology inclusive of perimenopause and menopause health care.

D. Culminating Experience (Project or Comprehensive Examination Option)

Students must choose to complete a project or a comprehensive examination to meet the requirements for the granting of the MSN degree. *Currently, there is no comprehensive examination option for Nursing Leadership or School Nursing concentrations.*

Guidelines for the culminating experience are outlined in [University Policy Statement (UPS) 330.163](#).

The SON's *Guidelines for Master's Directed Project* ([Appendix B](#)) and *Guidelines for Comprehensive Exam* ([Appendix C](#)) are the primary resources for student use in the MSN program.

MSN students must enroll in a total of 3-4 units of Project/Comp activities. Directed project students will enroll in 597 for three units while completing their project with a chairperson. Comp students will enroll in 596A and B for two units over two semesters and work with a chairperson for completion of the written and practicum examinations as their culminating experience.

E. Independent Study

University guidelines for Independent Study are found in [University Policy Statement (UPS) 400.010](#). Additional information about the use of independent study courses on graduate study plans can be found in [University Policy Statement (UPS) 410.106](#).

The following SON Policies comply with the CSUF policies:
*   The SON graduate independent study course shall be designated NURS 599 — Independent Study (1-3 units).
*   The independent study project shall be of an investigative or creative nature and shall be discussed with the faculty member involved before registering for the course.
*   The student will obtain the SON Application for Independent Study ([Appendix I](#)) and will complete the study plan with the supervising faculty member prior to obtaining the Graduate Program Coordinator's signature. This form will be kept on file in the SON office. The supervising faculty member and student will also have a copy.
*   The study plan for the course will consist of the student's objectives, proposed project activities, and statement of the criteria to be used in evaluating the project.
*   Independent Study courses may be taken on a credit/no credit basis or for a grade.
*   A student may apply no more than six units of independent study to be used towards the completion of the graduate degree.
*   Tangible evidence of work accomplished (reports, bibliographies, photo essays, research data, etc.), signed by the student and supervising faculty member, will be kept on file.

SECTION IV: PROGRESSION POLICIES AND PROCEDURES

A. Course Sequences

Course Sequences are provided for appropriate progression throughout the curriculum for each concentration. Adherence to an approved full or part-time course sequence is expected. Requests to alter an approved study plan will only be considered in consultation with a nursing advisor to assure that classes selected allow for the best learning experience.

Course Sequences have been designed by the faculty for the optimal learning experience. Concentration courses build on the foundations established in core courses and the culminating experience courses, drawing on all knowledge obtained in the program. Students who do not follow an official full-time or part-time course sequence are not guaranteed progression through the program.

B. General Requirements for the MSN Degree

The policies regarding general requirements for all master's degree study plans can be found in the university catalog and are outlined in [University Policy Statement (UPS) 410.106](#).

C. Transfer Credit Policy

MSN students may be able to transfer a limited number of course units in meeting the requirements for a master's degree. Such work can only be accepted at the discretion and with prior approval of both the MSN Concentration Lead and the Office of Graduate Studies. The use of transfer credits on the student's study plan is subject to the requirements outlined in [University Policy Statement (UPS) 410.106](#).

D. Catalog Rights

A student is admitted to the SNSC and/or MSN programs under the catalog requirements for the academic year of admission. The student retains these [catalog rights](#) if the student remains continuously enrolled in the program. If a student interrupts continuous enrollment, the student may be subject to the catalog requirements of the academic year when the student is readmitted. Readmission after a disruption of enrollment is not guaranteed.

E. MSN and SNSC Grading Policies

Grading scale for each graduate and credential course will be clearly identified in each course syllabus. The grading scale for graduate and credential courses is as follows:

Grade	Numerical value
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	75-76.9
C-	70-74.9
D+	67-69.9
D	63-66.9
D-	60-62.9

Grade	Numerical value
F	<60

Didactic/Lecture Grading Policy
SON Policy for the Graduate Program states that +/- designations are assigned for final course grades (with the exception of A+). There are no extra credit options. Grades will not be rounded up. A grade of "B" (3.0) or better is required in all courses except the core courses (NURS 502, NURS 505B, NURS 507, and NURS 508) for which a "C" (2.0) or better is required.

Concentration-specific courses require a grade of B (83%) or better to pass the course. SNSC Nursing courses require a grade of B (83%) or better to pass.

Clinical/Lab Grading Policy
The SON policy requires that credit/no credit grades be assigned as final clinical/lab grades. There are no extra credit options. Grades will not be rounded up. A grade of "CR" indicates a grade of (83%) or better and is required to pass the course. Rubrics for clinical performance will be provided in each clinical course.

F. Incomplete Grade Policy

An incomplete grade "I" can be assigned only when a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated. An "I" must normally be made up within one calendar year immediately following the end of the term during which it was assigned. This one-year limit extends from the last day of instruction of the semester of session in which the "I" was assigned until the last day of instruction in the same semester or session one year later. Individual instructors may specify a time period less than this one-year limit. The specified time period limitation applies whether or not the student maintains continuous enrollment at CSUF.

Failure to complete the assigned work will result in an "I" being converted to an "IC" (or "NC") symbol, unless the faculty member assigns a specific letter grade, which would replace the "I" in the student's record.

A grade of Incomplete may be given only when, in the opinion of the instructor, a student cannot complete a course during the semester of enrollment for reasons beyond the student's control. Such reasons are assumed to include: illness of the student or of members of the student's immediate family, extraordinary financial problems, loss of outside position and other exigencies. In assigning a grade of "I," the instructor shall file with the department for future reference and student access a Statement of Requirements for Completion of Coursework. The requirements shall not include retaking the course. The instructor will also designate a time limit (up to one year) for completing requirements. Upon request, a copy of the document will be furnished to the student. The student should review this statement at the earliest opportunity. The statement of requirements will include an indication of the quality of the student's work to date.

G. MSN and SNSC Grade Point Average (GPA) Requirements

The official Graduate GPA Requirement policy can be found in [University Policy Statement (UPS) 410.106](). A grade point average (grade points divided by units attempted) of at least 3.0 is required for graduation with a graduate degree. This grade point average applies to (1) all 400-, 500-, and 600-level units attempted subsequent to admission to a degree program; and (2) all units required on the official graduate Study Plan including transfer courses. Each course on the master's Study Plan must be completed with a grade of "C" (2.0) or better. The SON requires that concentration-specific didactic courses must be completed with a grade of "B" (3.0) or better. No more than six units of approved coursework may be repeated to raise the Study Plan grade point average. When a course is added or repeated, the original course remains on the Study Plan and on the student's transcript and both grades are used in calculating the student's grade point average. Repetition of a course carries no additional unit credit toward the degree; however, the additional units are included in the cumulative units shown on the CSUF transcript.

H. SON MSN and SNSC Repetition of Course Policy

A required course in which a failing grade is received may only be repeated once. Failure to pass the course a second time will result in disqualification from the program. Additionally, no more than two required courses may be repeated due to failure. If a third course is failed, the student will be disqualified from the program.

I. Probation and Disqualification

The university policies on probation and disqualification for graduate students can be found in [University Policy Statement (UPS) 410.106]() and the [University Catalog](). A student enrolled in the MSN program will be placed on academic probation if either the graduate or the Study Plan grade point average falls below 3.0. A student enrolled in the SNSC program (post-baccalaureate credential student) will be subject to academic probation if after completing 12 or more units, the cumulative grade point average falls below a 2.5 average per [University Policy Statement (UPS) 300.040]().

MSN and SNSC students may also be placed on probation for reasons other than graduate and/or Study Plan grade point average. This is known as administrative-academic probation. Reasons for being placed on administrative-academic probation may include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities and in the Academic Dishonesty sections of the [University Catalog]().

MSN students are allowed two further semesters on academic probation before being subject to disqualification for academic reasons. Students will remain on administrative-academic probation contingent upon conditions required for their continuing in the program. The Graduate Studies Office maintains a list of students on probation and subject to disqualification.

The Associate Vice President, Academic Programs (or designee), in consultation with the student's graduate program advisor, will disqualify an MSN student who is on probation if the student does not, or cannot, raise the Study Plan and graduate grade point average to 3.0 by the completion of the second regular semester, following the semester in which the grade point average fell below the minimum 3.0 standard. SNSC students on probation will be subject to disqualification if the cumulative grade point average is not raised to 2.5 the semester after being placed on probation.

If an MSN student's grade point average becomes so low that it cannot be raised to 3.0 within the prescribed limits of coursework, the student will be disqualified from the MSN program.

Students placed on probation for reasons other than grade point average will be disqualified if
1. the conditions for removal of administrative-academic probation are not met within the period specified;
2. the student becomes subject to academic probation while on administrative-academic probation; or
3. the student is removed from administrative-academic probation and subsequently becomes subject to administrative-academic probation for the same or similar reasons as originally placed on probation.

Disqualification removes a student from graduate standing and prevents further enrollment in university courses (except through University Extended Education). A student who has been disqualified from a master's degree program may not apply for readmission to that program. A student who has been disqualified from one degree program may apply for readmission to a different degree program. A readmitted student must file a new Study Plan that meets current requirements and policies. Any disqualified student who wishes to use previous coursework must have it approved by the Associate Vice President, Academic Programs (or designee).

Appeals related to graduate degree probation or disqualification should first be directed to the Graduate Program Coordinator in the SON. Please contact the Graduate Studies Office for further information and procedures.

J. Leave of Absence
The university leave of absence policy can be found in University Policy Statement (UPS) 330.124.

K. Graduation Requirements, Policies and Procedures
A student who has been granted classified standing becomes a candidate for graduation after a request is submitted and the fee is paid for graduation by the student and an affirmative recommendation is made by the graduate program advisor. An overall minimum graduate grade-point average of 3.0 (B) for all 400-, 500- and 600-level coursework attempted subsequent to admission to a degree program, including all transfer work and previous coursework approved for use in the graduate career, and an overall minimum grade-point average of 3.0 for all Study Plan coursework is required. Other scholastic, professional and personal standards, the passing of examinations, and other qualifications, may be required.

All coursework for the degree, except final course examinations, must be submitted by the last day of classes, to assure granting of the degree by the end of the semester or session. The degree is awarded upon the satisfactory completion of all state and university requirements, as well as the specific requirements approved on the student's graduate Study Plan. Award of the degree also requires the recommendation of the appropriate graduate program advisor and committee, the approval of the faculty, and the approval of the associate vice president, Academic Programs (or designee).

Applying for Graduation
Students must apply for a graduation check and pay the graduation and diploma fee prior to the deadline. The last date to file the application is listed in the Registration Guide for each regular semester

and is posted on the [Office of the Registrar website](#). Students who fail to complete requirements as planned must update the application for a graduation check and do so by the appropriate deadline. A fee is required to change the graduation date. Forms for changing the graduation date are available at the Graduate Studies Office.

Graduation and Commencement
The effective date of graduation will be the last day of the specific term in which requirements are completed. Commencement ceremonies are held only at the end of the spring semester. Once you have completed the graduation check process, i.e., filed for graduation check and paid the graduation fee, you are eligible to participate in the commencement ceremonies appropriate to your graduation date. Students completing requirements at the end of the fall and spring semesters and during the following summer may participate in those ceremonies.

Information concerning commencement activities is sent to students by college dean's offices usually in April of each year. Check the university's [Commencement website](#) for further details about commencement events and procedures. Arrangements for cap, gown and hood purchase are made through the campus bookstore, Titan Shops.

L. Pre-Admission Background Check and Drug Screen Information

Matriculation into the MSN Leadership and MSN Women's Health Care programs require all applicants to successfully complete a background check through the SON's current vendor as part of the admission process. Some nursing programs/pathways will also require a drug screen for full admission. It will be the applicant's responsibility to pay for the required background check and potentially required drug screen. The background check will, at a minimum, include the following:

- Seven years history
- Address verification
- Excluded Parties Listing System (EPLS)
- Felony and misdemeanor criminal record search
- Office of Inspector General (OIG) search
- Sex offender search
- Social Security Number verification
- Three counties
- Two names (current legal and one other name)

Applicants who have reason to believe that a background check would not be clear are advised to contact the [California BRN](#) to explore how this may impact the applicant's ability to be licensed as a registered nurse and/or obtain advanced practice certification in the state of California.

The SON will provide instructions and timelines to conditionally admitted applicants to complete the background check and potentially required drug screen, as explained below.

1. Pre-Matriculation Background Check and Drug Screen Policy
Applicants for each SON program will be considered for admission per the admission requirements posted for each program on the SON website each admission cycle.

Applicants selected for admission via the posted process for the program to which they are applying will initially be conditionally admitted. At that point, conditionally admitted applicants will be provided with

the necessary information to complete the designated background check and potentially required drug screen within a specified time frame. It is the applicant's responsibility to pay any charges/fees incurred when ordering the background check and potentially required drug screen.

Results of the background check and potentially required drug screen will be reviewed by the program coordinator, program advisor and clinical placement coordinator. Conditionally admitted applicants with clear background checks and drug screen results, if required, will be offered full, unconditional admission.

Applicants with non-clear background checks and/or positive drug screen results will be considered for full admission on a case-by-case basis. If the background check or drug screen issue will preclude an applicant from being placed in any of our partner facilities for clinical/practicum experience(s), the applicant may not be admitted.

Should an applicant's background check become clear in the future, they would be welcome to reapply to the program for admission consideration at that time and must meet all program requirements for the term to which s/he is applying.

Admission to a CSUF SON program does not guarantee an applicant's eligibility for nursing licensure and/or advanced practice certification.

In accordance with California BRN regulations, a person with convictions, offenses, or disciplinary action against a health care-related license may not be eligible for registered nursing licensure and/or advanced practice certification. For additional information about BRN licensing regulations, visit http://www.rn.ca.gov/applicants/lic-faqs.shtml#discipline. For additional information about BRN advanced practice and certification requirements visit http://www.rn.ca.gov/applicants/ad-pract.shtml. Conditionally admitted students are advised to consider RN licensure and/or advanced practice certification requirements prior to starting a program if it appears that past criminal acts or convictions may jeopardize one's eligibility for licensure or certification.

2. Additional Screenings During Enrollment
Students may be required to complete additional background checks (through the SON vendor and/or Live Scan through the Department of Justice) and/or drug screenings at any time after the initial background check/drug screening. If the student does not clear these additional checks, s/he may not be permitted to attend clinical rotations and risks dismissal from the program.

Should any incidents occur after the initial background check/drug screen that would potentially cause a background check or drug screen status to change, it is the student's responsibility to notify the SON Program Coordinator immediately and complete additional background check(s) or drug screens as required. Background check and drug screen status changes and/or failure to promptly report such potential changes to the SON Program Coordinator may result in removal from any current clinical placement(s) and potentially prohibit future clinical placements.

M. Clinical/Practicum Course Requirements
All MSN concentrations except the School Nursing concentration require clinical or practicum work. In collaboration with the CSUF offices of Risk Management and Contracts and Procurement, a fully-executed Clinical Affiliation Agreement between CSUF SON and the clinical agency is required for ALL nursing student clinical learning experiences. Negotiations to secure affiliation agreements can take up

to a year. Clinical placements for the Leadership concentration are facilitated by the SON Clinical Placement Office. Clinical placements for the Women's Health Care concentration are facilitated by the WHC concentration lead.

1. *Clinical Application*

The following MSN/SNSC courses require students to submit an online clinical application the semester before enrolling in the course:

- NURS 514: Nursing Service Leadership Practicum I (3 units)
- NURS 515: Nursing Service Administration Practicum IIA (3 units)
- NURS 548L: Advanced Practice Nurse Clinical Practicum II (3 units)
- NURS 573A: Internship in Basic Midwifery Practice (5 units)
- NURS 573B: Basic Women's Health Care Practicum (3 units)
- NURS 577A: Internship in Intermediate Nurse-Midwifery Practice (7 units)
- NURS 577B: Intermediate Women's Health Care Practicum (3 units)
- NURS 579A: Advanced Nurse-Midwifery Internship (5 units)
- NURS 579B: Advanced Women's Health Care Practicum (5 units)

Students will receive instructions to apply online for upcoming semester clinical/practicum placements from the Graduate Nursing Advisor. The application provides the opportunity for students to confirm their contact information, residential address, health care-related employment, and any helpful information the Clinical Placement Team will need to facilitate clinical placements. Fall semester applications are due April 1st, Spring semester applications are due October 1st, and Summer semester applications are due March 1st. Students will not be able to register for clinical courses if an application is not electronically filed by the dates listed above.

2. *SON Core Document Requirements*

The SON is required to maintain and have access to a number of documents for each student during their time of enrollment in the nursing program. For a complete list of required documents, review the SON Core Document information found on the SON website. Students will be required to submit all necessary documentation by the stated deadline upon admission to the program and are required to keep all documents current at all times while enrolled at CSUF.

Many clinical facilities do require additional documentation. Students will be notified of additional requirements when they receive their clinical placement notification from the Clinical Placement Office via their CSUF email account.

3. *Encumbered RN License*

Students with an encumbered RN license must notify the Graduate Program Coordinator of such immediately. A permit for enrollment in courses will be determined by the Graduate Program Coordinator on a case-by-case basis; based on the level of restriction imposed by the BRN.

4. *Professional Liability Insurance*

The clinical agencies require that students are covered by sufficient professional liability insurance as required by the facility and will not permit anyone to use the facility who does not present current verification of such. As a CSUF student, you are covered under the CSUF Certificate of Insurance for your clinical practice as a CSUF student. The liability insurance provided by CSUF will NOT cover students for

any work outside of the requirements of clinical/practicum instruction or any work that is outside of the supervision of faculty.

5. Criminal History/Background Checks
Although criminal history/background checks are not required for admission, a Criminal History/Background Check is required for clearance into clinical placements and/or classes. Thus, a specified criminal history/background check must be completed prior to enrollment in any course where a student is placed at a partnering agency or entity. Nursing students are required to have clear criminal background checks to participate in placement(s) at clinical/partnering agency or entity.

The SON cannot guarantee a clinical placement if a student's background check is not clear.

The initial background check satisfies this requirement during continuous enrollment in the program; should the educational process be interrupted, or the SON is made aware of a new infraction after the initial background check is completed, a new background check will be required.

Should any incidents occur during a student's time of enrollment that would potentially cause his/her background check status to change, it is the student's responsibility to notify the SON immediately and complete additional background check(s) as required. Background check status changes and/or failure to promptly report such potential changes to the SON may result in removal from any current clinical placements and potentially prohibit future clinical placements.

Students are financially responsible for any fees required for completing the background check(s). Some clinical agencies may require more detailed background checks/DOJ Live Scans. Students will be notified of any additional agency requirements at the time of placement.

The CSUF SON follows the Orange County/Long Beach (OC/LB) Consortium for Nursing position statement on background checks (Appendix F) unless a partnering agency or entity maintains stricter and/or differing requirements and/or are not OC/LB Consortium members.

6. Transportation
Students are required to provide their own individual transportation when enrolled in a clinical/practicum placement setting that includes visiting patients or clinical sites. It is not an option to carpool or rideshare in courses where students are assigned individual patient caseloads, as scheduling patient visits precludes this convenience. Clinical/practicum placements may be a distance from your home.

7. Placement Opportunities
The Clinical Placement Team, in collaboration with Program Coordinator/s, review the applications to determine the student placement needs (i.e., number of preceptors needed, specific preceptor specialties needed, etc.) After reviewing the application data, the team follows procedures determined by partnering agencies and consortia to request preceptors through the academic liaison/coordinator at facilities. Students have the option to request/suggest placement with a specific preceptor, and the Clinical Placement Team works with the corresponding facility academic liaison/coordinator to discuss the availability of the preceptor. It is permissible for students to request placement at their place of employment, as employers are often supportive of degree completion and the potential contribution to the agency. Placement at place of employment is permissible both for the student's convenience and the employing agency's goodwill, if course objectives are met.

The SON can only guarantee clinical learning experiences within the CSUF catchment area (Orange, Los Angeles, Riverside, and San Bernardino counties).

SNSC students are expected to identify their own preceptor within their own district, neighboring district, or county office of education. Students who are having difficulty locating a qualified preceptor should reach out to the SNSC Program Coordinator for guidance.

8. Additional Fees
Additional fees for clinical/practicum courses may apply. Students may be required to order an additional Castle Branch tracker(s), depending on their clinical/practicum site. If fees are required, students will be notified by the Clinical Placement Team and given appropriate instructions.

9. New Preceptors
When a new preceptor has agreed to accept a student for a clinical/preceptorship learning experience, the Clinical Placement Team and/or Lead and/or course faculty conducts a phone/email interview and/or site visit to discuss the following information with the preceptor:
- Student and course objectives
- Preceptor expectations
- Evaluation process
- Description of clinical/preceptorship agency
- Preceptor's credentials including submittal of a current CV or Résumé to be kept on file for accreditation purposes
- Fully executed affiliation agreement between CSUF and partnering facility
- Other information as requested by the preceptor or necessary to the preceptor and/or faculty member, including but not limited to required accreditation information

10. Ongoing Approval of Preceptors
Student evaluation of preceptors are submitted via online Practicum Evaluations available on the SON website; any student concerns about preceptors or below-average evaluations are brought to the attention of the Program Coordinator. Only preceptors with at least average scores on student evaluations will be used for future placements.

N. Professional Standards in Clinical Practice Criteria and Policy
Professional standards are to be maintained at all times, whether in the classroom, online, or clinical settings. Professional behavior and personal accountability must be exhibited at all times (non-professional behavior includes use of abusive language, substance abuse – alcohol and drugs, and other behavior indicating loss of emotional control). A student who demonstrates unprofessional or unethical behavior, or behavior which indicates unsafe practice may be denied progression or may be dismissed from the program and/or concentration (by CSUF or one of its partner facilities).

It is expected that all students adhere to the ANA *Code of Ethics* (see Appendix D) and *Standards for Clinical Practice,* and specialty-specific standards/guidelines. Criteria are:
- Safety
  - Demonstrates safe clinical performance skills.
  - Notifies the instructor or agency immediately if an error has been made or safety has been violated.

- o Protects the patient from environmental hazards and provides for the safety of the patient, self, and others.

- Personal/Professional Accountability
  - o Consistently takes initiative in seeking faculty consultation and supervision.
  - o Seeks assistance in aspects of patient assessment in which student lacks confidence or skills.
  - o Communicates in a manner that maintains and promotes professional relationships with co-workers, patients, and staff members.
  - o Communicates important patient problems identified during the clinical experience to the appropriate persons accurately and without delay.
  - o Performs all clinical assignments or informs the instructor of inability to do so in adequate time or with the required level of competence.
  - o Recognizes and assumes responsibility for the consequences of own actions.
  - o Demonstrates organizational skills and priority setting appropriate to the clinical setting.
  - o Assumes responsibility for attempting to identify and organize data for problem-solving.
  - o Exhibits decision-making and leadership skills appropriate for an independently functioning professional.
  - o Demonstrates judgment appropriate for an independently functioning professional.
  - o Demonstrates professional conduct at all times while performing clinical assignment (non-professional conduct will include use of abusive language, substance abuse — alcohol and drugs, and other behavior indicating loss of emotional control).
  - o Demonstrates honesty at all times.
  - o Reports to the agency prepared for assignment on time and dressed appropriately (hair and clothes clean and appropriate for the assignment).
  - o Notifies appropriate persons of absences or when late in arriving for clinical experience.
  - o Demonstrates ethical behavior as outlined in the ANA Code of Ethics.
  - o Provides services with respect for human dignity and the uniqueness of the client, unrestricted by consideration of social or economic status, personal attributes, or the nature of the health problem.
  - o Safeguards the client's right to privacy by judiciously protecting client information.
  - o Acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical or illegal practice of any person.

Policy
- The student is expected to meet all clinical assignments and to arrive on time.
- The instructor, who becomes aware of a student failing to meet one or more critical behavior, will notify the student immediately.
- If the student fails to meet the same critical behavior a second time, the student will stop attending clinical lab sessions and will receive a grade of "no credit" or failure.
- If a gross error in clinical performance places a patient in jeopardy, the student will be immediately dismissed from the clinical unit, follow up measures, after investigation of the incident, will be instituted at the discretion of the instructor, in consultation with the SON Director.
- Substance abuse will result in dismissal from the clinical setting and will be reason for termination from the nursing program.

O. Impaired Student Policy

The SON faculty members follow the guidelines established by the BRN related to Impaired Nursing Students:

Impaired Nursing Students Guidelines for Schools of Nursing in Dealing with the Matter of Nursing Students Impaired by Alcoholism, Drug Abuse, and Emotional Illness

In the matter of nursing students impaired by alcoholism, drug abuse, and emotional illness the California BRN recognizes that:

- these are diseases and should be treated as such;
- personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in her or his care;
- nursing students who develop these diseases can be helped to recover;
- it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
- confidential handling of the diagnosis and treatment of these diseases is essential.

Therefore, the BRN expects schools of nursing with students impaired by these diseases to offer appropriate assistance, either directly or by referral.

Furthermore, the BRN expects that schools of nursing will ensure that instructors have the responsibility and authority to take immediate corrective action about the student's conduct and performance in the clinical setting.

It is outside of the BRN's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed [or losing their license] to practice nursing in the State of California.

As a preventive measure, schools of nursing are asked to provide factual material to incoming students regarding school policy on drug or alcohol abuse and mental illness among nursing students.

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Concern of Faculty
The nursing faculty is committed to facilitating the success of the nursing student and will make every effort to assist in maintaining optimal health to safely achieve academic and clinical performance objectives. Impaired health status, which includes physical problems, mental/emotional problems, and drug and alcohol use/abuse, affects academic and clinical performance. Substances that may impair student performance include legal drugs (prescription and over the counter), illegal drugs, alcohol, and other chemicals. The impaired nursing student is a danger to self and to others in his/her care. The nursing faculty, out of concern for the impaired student, has developed the following policy, which is consistent with the BRN Guidelines of 11/84. Confidentiality will be strictly maintained at all times.

Policy
A student who, in the opinion of the instructor, is exhibiting impaired behaviors will be removed from any classroom or clinical setting. It is in violation of law, and of university regulations to obtain, possess,

prescribe, administer to self or to another person any controlled substance or patient medications not prescribed by the physician. It is in violation of law, and of university regulations to falsify, alter, or misuse records for controlled substances.

Assessment
The student shall be removed from the classroom or clinical setting when the student's behaviors and performance pose a danger to the safety and well-being of self or others. These behaviors may include:
- physical impairment
- mental or emotional impairment
- impaired judgment
- disruptive actions
- inconsistent behavior patterns

Procedure
When a student, in the instructor's opinion, is exhibiting any of the above behaviors, the following actions will be taken:
- The student shall be excluded from the classroom.
- The instructor shall immediately report the incident to the Director of the SON.
- The student shall immediately report to the Director of the SON for investigation pursuant to university regulations.
- The student shall be referred for further professional assessment. The student shall be given a referral form indicating the impaired behaviors which led to the classroom exclusion. This form must be signed by a health care professional, indicating clearance, and returned to the instructor before the student may be readmitted to the nursing classroom.
- The professional assessment shall be performed by someone other than a member of the CSUF faculty.
- The instructor shall call the student's emergency contact person for transport from the campus if, in the instructor's judgment, the student is incapable of driving safely.

Dismissal from the Program as an Impaired Student
If the student is believed to be impaired, and therefore a danger to self or others, and refuses to submit to further professional assessment, the student will be dismissed from the Nursing Program. The student may also be subject to suspension or expulsion from other university programs in accordance with the university rules and regulations. If the student submits to further professional assessment and is found to be impaired, and therefore a danger to self or others, the student will be dismissed from the Nursing Program and required to provide proof of having received professional treatment prior to re-entry.

Readmission to the Program After Dismissal for Impairment:
After a minimum period of six months from the time of dismissal, the student may petition for readmission to the Nursing Program. The requirements for readmission are:
- The student shall submit a petition to the Director of the SON.
- The student shall provide proof of active participation in a recognized treatment program on a regular basis and evidence of rehabilitation and/or recovery at the time of petition for re-entry.
- The student may be required to participate in ongoing rehabilitation treatment as a condition of readmission.

- If admitted to the Nursing Program and required to participate in ongoing rehabilitation treatment, the student shall provide evidence of such continued rehabilitation treatment on a schedule as determined by the Director of the SON.
- Failure to submit evidence of ongoing rehabilitation treatment will result in permanent dismissal from the Nursing Program.
- Readmission is on a space-available basis.
- A second documented incident of impaired behavior will result in permanent dismissal from the Nursing Program.

SECTION V: ADDITIONAL IMPORTANT POLICIES AND INFORMATION

A. Petition Policies

Any nursing major who requests a waiver of any SON policy must submit a petition to the SON Director. Materials submitted will be considered at the next Graduate Program Committee meeting. Include supporting documentation with the petition. The student may be requested to submit additional information before a final decision is reached. The decision is based on the majority vote of the committee membership. Petition forms are available in the CSUF SON Office.

B. Policy on Civility

It is an expectation that everyone is treated with respect and that all communication and behavior is civil and respectful. Review the [University Policy Statement (UPS) 100.006 "A Commitment to Civility at CSUF"](#) for more information.

C. Grievance Process

A student who has an academic grievance/complaint is expected to first discuss it with the instructor involved. If no resolution is made, the student can contact the program coordinator or concentration lead. However, a formal complaint is defined as one which has been submitted in writing (includes email) by the student to the Director, SON. At that time a review is undertaken and a decision reached. If the student is still not satisfied, they may take the matter to the Dean of the College and ultimately to the CSUF Academic Appeals Board.

D. Course/Faculty Evaluation Process

At the end of each semester students will be asked to evaluate both the courses and the faculty instructor(s). Students will complete standardized forms from both the university and the SON in the last few weeks of the course. Responses are anonymous. Instructors will not receive the results until after grades have been submitted for the semester. Constructive evaluation is valuable in modifying course content and instructor teaching methods. Faculty evaluations are utilized in the personnel review process for retention, promotion, and tenure.

E. SON Social Media Policy and Guidelines

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

The SON Social Media Network Guidelines and Policy provides guidelines for the use of social networking by nursing students. Prior to engaging in social network communication, students must remind themselves that they represent the university, SON, and nursing profession. In online social networks, the lines between public and private, personal and professional may be potentially blurred. When you identify yourself as a student of the CSUF SON, you are creating perceptions about the SON and your expertise.

Students are expected to follow the ANA (2011) recommendations:
1. Remember that professional standards are the same online as in any circumstance.
2. Do not take, share, or post any patient-related images or information.
3. Maintain professional online boundaries.
4. Do not make disparaging comments about patients, staff, employers, co-workers, other students even if they are not identifiable.
5. Do not use personal devices, including cell phones to record patient information or images.
6. Report any violation of confidentiality or privacy.

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

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

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

Your Online Reputation
The information posted and shared online is NOT confidential. Therefore, anything posted, tagged, or copied is visible to the world-at-large, and may affect your professional reputation in the future. Many employers and academic institutions search potential candidates' online postings.

Social networking forums provide an efficient medium for communication that is highly accessible and easy to use. Never has there been a time where individuals can communicate with one another so conveniently. The social networking process and experience should foster critical thinking and reflect the responsibility of professional development by student nurses who are part of a profession that encourages compassion and connection to others.

Lack of adherence to these guidelines is potential cause for immediate dismissal from the SON.

F. MSN Student Participation in SON Committees
Graduate student representatives are members of the following School committees:
- Graduate Program Committee (GPC)

- Ad hoc committees: as needed

The GPC has been established to conduct all business related to MSN curriculum and curriculum development and evaluation, learning styles, teaching methods, and business related to student issues. GPC also develops and disseminates student policies. The committee nominates students for awards, scholarships, and/or special honors, and provides recommendations regarding the procedures and processes for recruitment, admission, advisement, and retention of students. The committee is made up of both students and faculty. Meetings are held once a month between August and May.

Student participation will be solicited at the start of each Fall semester. Student representatives shall share in the work of the committee and have voting rights. However, the Chair of the GPC may ask students to excuse themselves should the meeting topics include confidential or sensitive information.

Students interested in being representatives on GPC will be required to submit an application that includes the following:
- Student group represented (Concentration)
- Plan for communication both to and from the students represented
- Goals/Objectives for participating in the GPC Committee

The GPC will review student representative applications; the student representatives will be selected based on the above-listed criteria. The GPC would like a representative from each concentration. Student representatives are expected to represent the entire graduate nursing student population. Student representatives should gather information from students in all concentrations to bring to the committee.

During their term of representation, the students are expected to:
- Represent the views of peers and not just their own interests or views
- Maintain integrity by acknowledging the confidentiality of some committee business
- Refrain from using individual student or faculty names when issues are discussed in the meetings
- Attend all meetings as scheduled (If unable to attend, representative will notify Committee Chair)
- Gather student feedback each month to bring to the committee and appropriately disseminate committee information back to the student body
  - Should students provide feedback or concerns to student representatives that are not within the scope of the committee's work, student representatives should appropriately refer students to other avenues.
    - For concerns about individual courses or faculty members, students should be directed to the Concentration Lead and/or Graduate Program Coordinator
    - If student representatives have any questions about what type of feedback to bring to the committee, representatives can speak with the Committee Chair, Graduate Advisor, or Graduate Program Coordinator prior to the monthly meeting.
    - When unsure, student representatives can always refer students to speak with the Graduate Advisor and/or the Graduate Program Coordinator for assistance with any issue/concern/question.

G. Continuing Education Requirements

State Boards of Nursing consider academic studies as one form of continuing education. In California, each theory hour of a course is accepted as one hour of continuing education. This means 1 unit of coursework equals 15 hours of continuing education for the semester. One 3-unit course, which equals 45 contact hours, more than fills the state requirements—since you only need 30 contact hours for re-licensure. These hours must, however, be accumulated within two years prior to your renewal. Since the CSUF SON has a BRN provider number (13309), any academic course on this campus, as long as it shows evidence of increasing your competency and knowledge in relationship to your area of practice, is accepted by the California BRN.

H. STTI, International Nursing Honor Society

The CSUF chapter of Sigma Theta Tau International (STTI), Upsilon Beta was chartered on April 29, 2006. Its purposes are to 1) recognize superior achievement, 2) recognize the development of leadership qualities, 3) foster high professional standards, 4) encourage creative work, and 5) strengthen commitment to the ideal and purposes of the profession. Upsilon Beta, STTI officers may be students, alumni, and/or community members. Several academic events are held each year (for continuing education credits); all students are encouraged to participate in these events.

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

To qualify for invitation to join Upsilon Beta, graduate students must:
- have completed at least ¼ of the nursing curriculum
- achieve academic excellence (at schools where a 4.0 GPA system is used, this equates to a 3.5 or higher)
- meet the expectation of academic integrity

I. Student Awards

Each year the SON recognizes student achievements in the graduate program by presenting students with awards in the spring semester. The awards are:
- Wilma J. Traber Humanism Award
- Vera Robinson Humor Award
- Collegiality Award
- Outstanding Student Award

APPENDIX A

MSN & SNSC Admission Requirements

Applicants must meet both CSUF and SON requirements for admission to the MSN or SNSC program. Students must complete application materials for both the university and the SON.

Requirements for Admission to the MSN or SNSC program
In addition to university requirements, students must have:
- A baccalaureate degree in nursing, or other field as allowed, from a regionally accredited institution
- A cumulative or last 60-unit GPA of 3.0 on a 4.0 scale
- Undergraduate upper-division courses in statistics (descriptive and inferential; not required for SNSC or MSN School Nursing programs)
- Community health nursing with a grade of C or better
- Current California RN license, unrestricted, with no disciplinary action pending or imposed
- Completion of an interview as requested by faculty

Concentration Specific Requirements
In addition to the general requirements for the SON, the following are also required:

Leadership
- One year of work experience as a Registered Nurse

School Nursing:
- SNSC applicants must have a California preliminary school nurse services credential and must be employed and working as a School Nurse at the time of application and throughout the entirety of the program
- MSN applicants must have a clear California school nurse services credential

Women's Health Care:
- One year of clinical experience as an RN for the Women's Health Care Nurse Practitioner option, and at least six months labor and delivery experience, within the one year of RN experience, for the Nurse-Midwifery option
- All selected candidates must complete an interview

APPENDIX B

Guidelines: Directed Project

Completion of a project is a requirement for the master's degree in nursing at CSUF. The project is the culminating experience and demonstrates scholarship in nursing. The project should reflect significant originality, independent thinking, and analytic processes.

The project is a scholarly endeavor in the student's area of interest completed under the mentored direction of the project advisor, who must have a CSUF SON faculty appointment. There is wide latitude in selection of a project. The student identifies a problem in an area of interest, reviews and summarizes the literature dealing with the problem area, and refines a problem statement. The student then investigates the problem systematically using one of the following approaches: (this is not intended to be an exhaustive list, and others can be used with approval of the faculty advisor)

- EBP/Performance Improvement Product - may be patient-focused, staff-focused, or other. Examples of products are a) algorithms to direct care, b) a policy/procedure, c) recommendations for specific practices that incorporate ties to evidence, c) educational plans for a staff program/conference, or d) a patient education booklet
- Manuscript Integrative review of the literature (state of the science) - a critical synthesis of the literature in a focused topic area that results in drawing conclusions about the quality and quantity of knowledge development in the area. This review would be prepared in manuscript format suitable for publication
- Clinical case study (single longitudinal case or multiple related cases) – investigating a clinical phenomenon in which there is synthesis and analysis of observations and evaluation and recommendation of nursing therapies.
- Concept analysis - systematic review of the literature on a particular concept to clarify the meaning of that concept.
- Data collection - gathering data in the context of a larger project being carried out by a faculty member. The student identifies a research question, reviews appropriate literature, collects, analyzes, and reports the data – this may be a considered a pilot study or a methodological paper.
- Data analysis - analysis of data already collected, usually as part of a larger study by a faculty member. The student identifies a research question, reviews appropriate literature, and analyzes and reports the data. A QA/outcomes-focused project regarding a specific health problem could be the focus of this type of project.
- Research utilization plan - a plan for incorporating and evaluating research findings into a specific practice setting. This could include reviewing and updating a practice protocol, developing an in-service for colleagues on the latest research in an area, or reviewing or developing educational materials for a lay audience based on the latest research findings.
- Clinical problem analysis - identification of a clinical problem, investigating the evidence or research available on the problem, analyzing practice in a local site compared to the evidence, making recommendations to align with the evidence.
- Program evaluation - analysis and evaluation of the result of a new policy, procedure, or practice.
- Replication of a published study

All projects must have the components of design, implementation, and evaluation. At the end of the process, the student writes a scholarly report of the project in abstract form and may develop a poster for presentation at a professional conference. Another project outcome option is to write and submit a manuscript to a peer-reviewed journal. The poster or related project findings will also be shared with students in the specialty (see oral report section below).

Eligibility: All students must complete a project if not completing the comps option. Students register for a total of 3 units of NURS 597 during one of the last two semesters following completion of NURS 505. NURS 597 will be available for students completing projects during fall and spring semesters.

The student shall prepare a written proposal that serves as a basis for student-initiated discussion with a project advisor. The proposal developed as one of the requirements for NURS 505 can serve this purpose unless project ideas change. Areas to be addressed include: background of the project, including a statement addressing the need for the project, related literature, proposed methods, and plans for evaluation of the project. Protection of the rights of human subjects must be addressed if the project includes the collection of data specific to human subjects, including plans and timelines for obtaining approval of the project in clinical settings.

Regardless of the grade or comments received on the NURS 505 paper, it is up to the project advisor to agree that the project is substantive, meets requirements, and is feasible. Students must remain open to suggestions and changes during the refinement of the proposal and in the preparation of the final report. Conceptual and reporting clarity are enhanced by the iterative writing process and input from the project advisor. The SON requires that students follow the latest edition of the American Psychological Association (APA) style for preparation of the project report. The faculty advisor is responsible for grading the report and assuring that APA style is followed.

Students must keep their project advisors informed of progress and problems. Students should make regular appointments with the project advisor in person or via electronic format to ensure that the project is completed in a thorough and timely manner.

When the project advisor agrees that the written report is satisfactorily completed, the advisor will counsel the student if a reader for the report is required. The student will seek a reader for a data-based report in consultation with the project faculty advisor. A reader to provide specific content expertise may also be suggested by the faculty advisor. The student will provide the reader with a copy of the written report. The reader will review the project report and may make suggestions for changes to the report.

This option requires an oral presentation of the project. The oral presentation is arranged with the advisor. This brief, oral presentation is a formal presentation of the project and includes a question-answer period. The oral presentation is rated by those present at the presentation, and these oral presentation forms are submitted to the SON Assessment Committee for purposes of aggregate program evaluation outcome measures.

Students should provide a final copy of the project to the project advisor and reader, if used, as requested. The deadline for submission of the project report is the day before the last day of classes each semester or summer session.

Faculty members are not routinely available to work with students during the summer months. Students must file a School and Graduate Studies summer completion petition prior to May 15 if they want to make arrangements for summer completion of the project.

Protection of the Rights of Human Subjects
Project proposals must address the protection of the rights of human subjects. Following acceptance by the project advisor, a request for review of the protection of the rights of human subjects is submitted on the appropriate approval form to the CSUF Institutional Review Board (IRB) or agreed upon by SON or Divisional Committee Representative. One role of the IRB is to review proposals and make pertinent suggestions to further protect human subjects. At the completion of the project, an IRB Completion/Continuation Form must be filed as well.

Students will also be required to comply with institutional review procedures at the clinical facility where the project is being conducted.

APPENDIX C

Guidelines: Comprehensive Examination

A student may elect to complete a comprehensive written and practicum examination as a culminating experience for the MSN Degree in Nursing in those concentrations where the SON has designated this as an option. This graduation option serves as the culminating experience for the student who does not intend to continue his or her graduate education beyond the Master's Degree level. It provides the student with the opportunity to synthesize and articulate the knowledge acquired throughout the graduate program and helps to prepare for national certification in their chosen clinical specialty. There are two 2-unit courses that need to be completed for the comprehensive examination culminating experience in the SON. These courses include the written and practicum testing: NURS 596 A/B.

1. The student electing to complete a written comprehensive examination is required to complete NURS 596A/B for a total of 4 units. Registering for comprehensive examination courses NURS 596 A/B is in lieu of NURS 597 or 598A/B.
2. The student must be in the final year of their graduate program and be in good standing to be eligible for the comprehensive examination.
3. The student is required to complete the comprehensive examination in their concentration area. The comprehensive examination will have both a written and practicum portion. The examination will be administered by the concentration specialty faculty, who will determine the number of questions to be answered on the written examination, and the cases to be utilized for the practicum examination. The written examination will cover all areas of the concentration specialty, including health assessment, anatomy, physiology, pathophysiology, management strategies, evidence-based practice, role integration, and advanced decision making. In addition, some specialty examinations will include questions specific to health promotion/disease prevention and care for vulnerable populations. The practicum examination will be a simulated case study that the student will be responsible for completing the history, physical examination, diagnosis(es), management plan, education needs, and appropriate charting.
4. The examining committee is comprised of the individual concentration faculty. The written examination committee includes two faculty members who will be responsible for the construction of the examination and grading. The practicum examination committee includes the NURS 596 chair and one other member of the faculty to review the practicum exam.
5. Students must complete the examination by their final semester at the location designated by the comprehensive examination faculty coordinator. A grade of "B" or better is required to pass both the comprehensive written examination and the practicum examination. In the event the student does not pass the examination at a score of B or better, the student will be given the opportunity to retake the examination once. Should the student not pass the examination a second time, the student will forfeit the awarding of the degree.
6. The student must pass the written examination prior to advancing to the practicum examination. The practicum examination is to be scheduled following the completion of the written portion of the comprehensive examination.
7. When all required course work is successfully completed and both the written and practicum portions of the comprehensive examination are successfully completed, the student is eligible to receive the degree.

8. The student is responsible for obtaining the signature of approval from their comprehensive examination chair following successful completion of both components of the comprehensive examination.

APPENDIX D

ANA Code of Ethics

On June 30, 2001, the House of Delegates of the ANA adopted a new Code of Ethics. The Code was revised in 2015 with input from nurses throughout the United States. The code establishes the ethical standards for the nursing profession and is a guide for ethical decision-making and ethical analysis.

Provisions:
1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession and integrate principles of social justice into nursing and health policy.

APPENDIX E

Orange County/Long Beach (OC/LB) Consortium for Nursing
Position Statement – Background Checks

To comply with any regulatory agency regarding background checks for health care providers, the following position statement has been drafted by the OC/LB Consortium for Nursing:

Nursing students must have criminal background checks to participate in placement(s) in clinical facilities. The background check is not a requirement for admission to a nursing program and will be completed after an invitation for admission is received. Background checks are required for registration in clinical nursing courses. The initial background check satisfies this requirement during continuous enrollment in the program; should the educational process be interrupted, a new background check will be required.

Background checks will minimally include the following:
- Seven years history
- Address verification
- Excluded Parties Listing System (EPLS)
- Felony and misdemeanor criminal record search
- OIG search
- Sex offender search
- Social Security Number verification
- Three counties
- Two names (current legal and one other name)

Students will be unable to attend clinical facilities for the following convictions:
- Class B and Class A misdemeanor theft
- Drug and alcohol offenses (without certificate of rehabilitation)
- Felony assault
- Felony possession and furnishing (without certificate of rehabilitation)
- Felony theft
- Fraud
- Murder
- Other felonies involving weapons and/or violent crimes
- Sexual offenses/sexual assault

Students may be denied access to clinical facilities based on offenses appearing on the criminal record, which may have occurred more than seven years ago.

Students must provide schools with information allowing the school (and clinical facilities as necessary) access to the background check. If the student's record is not clear, the student will be responsible for obtaining documents and having the record corrected to clear it. If this is not possible, the student will be unable to attend clinical rotations. Clinical rotations are a mandatory part of nursing education; therefore, the student will be ineligible to continue in a SON.

If after reviewing the background check, the school is unable to determine placement status, the school may check with two Consortium-member facilities; if both agree that the student should be cleared for placement in a clinical facility, the school may place the student in clinical rotations. Final placement status based on background check information is the school's determination.

Students under 18 years of age are exempt from this requirement.

Applicable BRN and/or BVN/PT guidelines will be incorporated into these guidelines as they become available.

APPENDIX F

STATEMENT OF CONFIDENTIALITY

The California Civil Code Section 1798 Information Practices Act and the California Civil Code Section 56-56.06 Confidentiality of Medical Information Act both state that the right to privacy is a fundamental right and that all individuals have a right of privacy in information pertaining to them. This is also outlined in the ANA Code for Nurses. Therefore, the following statements reflect these standards and the philosophy of the CSUF Nursing Program:

I understand that as a nursing student, I may be granted access to confidential information reported by patients or maintained by the clinical facility, which may be verbal, written, or via electronic medium, which includes patient information, medical records information, and information about the operation of the clinical facility.

I agree that any disclosure of, unauthorized use of, or unauthorized access to confidential information will cause harm to the patient and to the clinical facility.

I agree that any disclosure of, unauthorized use of, or unauthorized access to confidential information will cause harm to the patient and to the clinical facility.

I agree to only use confidential information for the sole purpose of my clinical practice as a Student Nurse at CSUF.

I agree to only disclose confidential information as is necessary in my role as a nurse.

I agree to not use patient names when identifying patients on student clinical forms.

I agree to not copy or reproduce or permit any other person to copy or reproduce any confidential information.

I agree to comply with the clinical facility policies regarding security of confidential information.

I agree that I will not disclose any computer password/access code or utilize any unauthorized password/access code.

I agree to report immediately to my instructor any unauthorized use of confidential information.

I understand that any violation of these statements will be a breach of confidentiality and will result in disciplinary action.

APPENDIX G

HIPAA Policy

Since the adoption of the Health Insurance Portability and Accountability Act of 1996, additional considerations have been added to the SON's procedures to protect the confidentiality of client-related information. The student's health information, such as titers and other health-related data, is protected. The concept of *"minimum necessity"* is relevant to nursing students and faculty. It is very important that the student protect client identity when gathering data for class assignments. This includes computerized records, papers, or any student-created presentations. Both online and in-person communications are protected.

Although the CSUF SON is not considered a *"covered entity,"* every faculty member and student has the responsibility to ensure client privacy is protected. Refer to the U.S. Department of Health & Human Services for more HIPAA information and resources. All students are required to view three HIPAA videos and sign the SON Mandatory Reporter form indicating they have viewed these videos.

HIPAA provisions mandate that all health care personnel, support staff, students, and volunteers protect Patient Health Information (PHI). The regulations that affect nurses providing direct and indirect patient care, including students, include the following:

1. Anyone who has access to medical records, including computerized records.
2. Inadvertent displays of personal information on computer screens.
3. Use of publicly accessible "name boards" to note client name, room number, nurse and physician, etc.
4. Identification of client by name and diagnosis on published operating room schedules.
5. Answering questions in person or on the phone from friends and family about the client's medical condition.

These regulations include teaching students under the definition of "health care operations" in the list of privacy rules. Actual implementation of HIPAA regulations may vary from facility to facility, and how each facility views student access to PHI may also vary. The assigned clinical faculty will give additional information about following HIPAA regulations during clinical orientation. In general, however, students should abide by the following practices:
1. Remember, confidentiality is ALWAYS practiced. Thus, there should be no talking about clients, how the day went, etc., especially in the cafeteria or elevator.
2. Know the facility's regulations regarding the release of PHI.
3. If charting on the computer, close out of the screen before leaving the work area.
4. Do not photocopy any part of the client's chart.
5. In preparing clinical paperwork, do not include any patient identifiers.
6. If a friend or family member asks about the client's condition, result of tests, or other privileged information, refer the person to the nurse or physician. This is true whether the family asks the question in person or on the phone.
7. If in doubt, ask the assigned faculty member or another nurse for guidance.
8. Think before speaking.
9. Failure to abide by HIPAA regulations may result in dismissal from the course and/or program.

According to the regulations of HIPAA, nursing students are permitted to have access to Protected Health Information (PHI) when observing and performing direct patient/client care and as part of their learning activities. As such, students must follow approved HIPAA policies on the usage of PHI. Students will be expected to comply with requirements and expectations for appropriate storage and transmittal of patient information. No PHI can leave a covered entity site unless it is de-identified.

To de-identify information, HIPAA requires the removal of all of the following identifiers:
- Names/initials
- Geographic subdivisions smaller than a state, e.g., county, city, Indian Reservation
- In certain circumstances, the first three digits of a zip code can be used
- All elements of dates (except year) for dates directly related to an individual
- Telephone numbers
- Fax numbers
- Social security number
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate/license numbers
- Vehicle identifiers and serial numbers
- Web universal resource locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voiceprints,
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code

Documented completion of an OC/LB Consortium approved HIPAA training program is required of all nursing students prior to attending the first clinical experience. Information about how to complete this training will be made available upon admission to the program. However, it is each student's responsibility to ensure that this activity has been accomplished and adequately documented. Students who fail to complete HIPAA Training may not attend clinical.

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Student's Name _____

Student I.D. Number _____

Date _____

Local Address _____

Semester _____ Year _____ Major: _____

City: _____ Zip: _____

Telephone _____ - _____ - _____
(Include area code)

NOTE:
A student enrolled in an independent study is required to spend a minimum of 3 hours each week in study or research for each unit of credit. See the department for specific requirements. Regular contact should be made with the supervising professor.

EXTRACT OF POLICY
Independent study… The work is of a research or creative nature, and it shall culminate in a paper, project, or comprehensive examination, or performance. Before a student may register, they must obtain written approval from the instructor and the department chair…

…a study plan shall be prepared by the student and the instructor and shall be submitted to the department chair, or his or her designee, for approval. The approved study plan shall be kept on file in the department/program office, and it shall include a statement of the basis for the final evaluation of the independent study.

Lower-division students normally enroll in independent study 299; upper-division students in 499; and graduate students in 599, respectively. Independent study courses may be repeated. A student may enroll in a maximum of 6 units of independent study at the undergraduate level in any one semester and may apply a maximum of nine units toward the degree. A graduate student may apply no more than six units of independent study (499 or 599) toward completion of the graduate degree unless written approval is obtained from the appropriate school dean.

APPROVAL
Before registering, the student must have the topic approved by the supervising faculty member and the chair of the sponsoring department. The completed forms should be retained in the department office.

Class Code _____ Department/Program _____ Units

❑ 599 Graduate independent study

❑ 499 Undergraduate upper division

❑ 299 Undergraduate lower division

TITLE OF STUDY*

_____

_____

STUDY PLAN*

_____

_____

_____

Faculty member who will supervise the project:

_____
Signature – Faculty Member

_____
Signature – Department Chair

* CONTINUE ON REVERSE SIDE IF ADDITIONAL SPACE IS NEEDED

STUDY PLAN AND OBJECTIVES (CON'T)

_____

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BASIS FOR FINAL EVALUATION

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APPENDIX I

Nursing Graduate Student Handbook Acknowledgment Form
2024-2025 Academic Year

I have read and understand the policies, procedures, and requirements in the CSUF Nursing Graduate Student Handbook. I understand that my eligibility to participate in this program may be terminated if I cannot meet these expectations.

I am aware that the Handbook is revised annually, and I must abide by the current policies and procedures in the current academic year handbook each year of my enrollment in the program. Should revisions to the handbook occur during an academic year, I understand I will be notified of changes via my CSUF email address, and the most current handbook will be posted on the SON website at all times.

I acknowledge that I know how to access the Nursing Graduate Student Handbook. I understand that I am responsible for knowing the information contained in this handbook and will abide by all policies set forth in the handbook during my time of enrollment in the program. I will seek clarification of policies I do not understand.

I acknowledge that I have read and understand the [COVID-19 Addendum](#).

This acknowledgment form is specific to the Nursing Graduate Student Handbook with revisions made for the 2024-2025 Academic Year and the COVID-19 Addendum.

_____

(Print Name)

_____

(Signature)

_____/_____

(CWID)   (Date)