NURSING GRADUATE STUDENT HANDBOOK

School Nurse Services Credential (SNSC) &

Master of Science in Nursing (MSN)

California State University, Fullerton
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# TABLE OF CONTENTS

**Section I: School of Nursing General Information**
- A. Historical Background 4
- B. Kaiser Permanente School of Anesthesia 5
- C. Mission, Vision, Goals and Philosophy of the School of Nursing 5
- D. Teaching/Learning Philosophy 7
- E. Practice Model 8
- F. Masters and Credential Programs 10
- G. MSN Student Learning Outcomes 11

**Section II: University and SON Policy Resources**
- A. Nursing Graduate Student Handbook 13
- B. Kaiser Permanente School of Anesthesia Handbook 13
- C. Graduate Student Handbook 13
- D. University Catalog 14
- E. University Policy Statements 14
- F. Advisement for MSN and SNSC Students 14

**Section III: MSN & SNSC Curriculum and Concentrations**
- A. Overview 15
- B. MSN Core Courses 15
- C. Concentration Specific Courses 16
  - a. Nurse Anesthesia
  - b. Nurse Educator
  - c. Nursing Leadership
  - d. School Nursing (SNSC and MSN)
  - e. Women’s Health Care
- D. Culminating Experience 20
- E. Independent Study 21
- F. University Writing Requirement 21

**Section IV: Progression Policies and Procedures**
- A. Course Sequences 22
- B. Study Plans 22
- C. General Requirements for the MSN Degree 22
- D. Transfer Credit Policy 22
- E. MSN and SNSC Grading Policies 22
- F. MSN and SNSC Grade Point Average (GPA) Requirements 23
- G. School of Nursing MSN and SNSC Repetition of Course Policy 24
- H. Probation and Disqualification 24
- I. Leave of Absence 25
- J. Graduation Requirements, Policies and Procedures 25
K. Clinical/Practicum Course Requirements  
   Clinical Application  
   SON Core Document Requirements  
   Encumbered RN License  
   Professional Liability Insurance  
   Criminal History/Background Checks  
   Transportation  
   Placement Opportunities  
   New Preceptors  
   Ongoing Approval of Preceptors  
L. Professional Standards in Clinical Practice Criteria and Policy  
M. Impaired Student Policy  

Section V: Additional Important Policies and Information  
A. Petition Policies  
B. Policy on Civility  
C. Student Files  
D. Course/Faculty Evaluation Process  
E. SON Social Media Policy and Guidelines  
F. MSN Student Participation in SON Committees  
G. Continuing Education Requirements  
H. STTI, International Nursing Honor Society  
I. Student Awards  

References  

Appendices  
A. MSN & SNSC Admission Requirements  
B. Guidelines: Master’s Thesis or Directed Project  
C. Guidelines: Comprehensive Examination  
D. Graduate Student Checklist  
E. ANA Code of Ethics  
F. Recommendation Letter Request Form  
G. OC/LB Consortium for Nursing Position Statement – Background Checks  
H. Statement of Confidentiality  
I. HIPAA Policy  
J. Application for Independent Study  
K. Course Descriptions  
L. Nursing Graduate Student Handbook Acknowledgement Form
SECTION I: SCHOOL OF NURSING GENERAL INFORMATION

A. Historical Background

The Donahoe Higher Education Act of 1960 brought together the individual California State Colleges as a system. In 1982, the system became the California State University. Today, it is the largest system of higher education in the United States and consists of 23 campuses. In 1957, Cal State Fullerton (CSUF) became the twelfth State College in California to be authorized by the Legislature. In 1959, Dr. William B. Langsdorf was appointed as founding president. Premiering as Orange County State College, classes began for 452 students in September 1959—using local high school facilities for classrooms.

In the fall, 1960 the college opened classes on its own campus but in temporary buildings. The first permanent building [McCarty Hall] was occupied in 1963. A succession of name changes eventually led to California State University, Fullerton in June 1972. The current President, Dr. Mildred Garcia, was appointed as the fifth president in June 2012. CSUF is accredited by the Western Association of Schools and Colleges (WASC) and has received favorable reports since the initial accreditation in February 1961.

The School of Nursing (SON) was developed in direct response to identified needs for professional level nursing education in Orange County. In the 1960s there was no educational program leading to a baccalaureate degree in nursing in the county. This lack of baccalaureate prepared nurses and nursing leaders was identified as a major deficit in available professional human resources and for quality health care delivery.

In 1969 an ad hoc group of Orange County nursing service administrators joined forces with representatives from the eight institutions of higher education in the area to delineate a framework for an improved system of nursing education; and, to seek support for the implementation and evaluation of a new system. An Educational Consortium was formed with members from CSUF, CSULB, Cypress College, Golden West College, Long Beach City College, Saddleback College, Santa Ana College, and UCI.

Given that 85% of the 13,000 RNs in Orange County at the time were either Diploma or ADN prepared, it was decided that a BSN program for RNs took precedence over a generic, pre-licensure BSN program. CSUF was identified as the institution of choice to implement the two-year upper division Bachelor of Science nursing program for Orange County nurses. In the fall of 1974 the RN to BSN nursing program offered its first courses under the office of the Vice President for Academic Affairs. The program moved to the School of Human Development and Community Service in 1976 and achieved Department status in 1979-1980. We became the School of Nursing (SON) in 2010.

The first class of RN-BSN students began with 51 students and 4 full time faculty members and now has over 3000 graduates. The SON has a national reputation for excellence and the BSN and MSN programs have full CCNE accreditation. In fall 2000, the MSN program was launched.
with concentrations in Nurse Anesthesia [in partnership with the Kaiser Permanente School of Anesthesia] and in Nursing Administration. CSUF is the only public campus-based graduate nursing program in Orange County that offers Master’s degrees in Nurse Anesthesia, Leadership, Women’s Health (NP and Midwifery), Nurse Educator and School Nursing. The first group of graduate nursing students to complete their degrees was the twenty-one students who completed the CRNA concentration in 2001. The current School of Nursing Director is Dr. Stephanie Vaughn. School of Nursing faculty are all actively involved in teaching, scholarship, and service—to the institution, the nursing profession, and the community at large.

As part of the Southern California CSU DNP Consortium, which includes CSU Fullerton, Long Beach and Los Angeles, the first cohort of DNP students was enrolled through CSUF in 2012. The CSU Chancellor has designated CSU Fullerton as the lead campus for Los Angeles and surrounding area. This post-master’s DNP program addresses the changing demands of this nation’s complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure quality patient outcomes. The purposes of the DNP are to develop advanced competencies for increasingly complex practice, teaching, and leadership roles in nursing and to provide an advanced educational credential for those in practice.

B. Kaiser Permanente School of Anesthesia

The School of Nursing has formed a joint partnership arrangement (by contractual agreement) with the Kaiser Permanente School of Anesthesia (KPSA) located in Pasadena, California [Phone: 626-564-3000; FAX: 626-564-3099; www.kpsan.org; Dr. John J. Nagelhout, PhD, program director]. This collaborative union results in shared authority and responsibility for the Nurse Anesthetist concentration of the MSN program.

As the country’s largest non-profit health maintenance organization, Kaiser Permanente has been the leader in providing integrated health care in 17 states for more than 50 years. The Anesthesia program was started in 1972 as part of the Department of Professional Education at Kaiser. The CSUF School of Nursing/KPSA program partnership was established in June 2000. The expectations and responsibilities of each institution include establishment of mutually agreeable curricula, clinical experiences, liability coverage, student health care, and nondiscrimination in all matters of admission, graduation and internal programmatic policies and procedures, based on shared values related to mission and philosophy of graduate nursing education.

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

SON Mission Statement
We educate and transform nurses to practice in dynamic healthcare 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 School of Nursing 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 is consistent with the metaparadigm of nursing in that:

**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 provision of compassionate patient-centered care – using the nursing process, employing evidence-based practice, applying quality improvement, working in inter- and intradisciplinary teams, and using informatics.

The nursing process is a dynamic and on-going 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.

D. Teaching/Learning Philosophy

Teaching is a complex, interactive, and outcome-focused operation. Well applied evidence-based teaching strategies take into account learning goals, student diversity (including learning styles), and faculty and student resources. Teaching strategies are matched to student learning styles, reflect on-going formative and summative assessment, and are driven by the ideal of continuous improvement. The teacher 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. Nursing education fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of ideas and actions (Statement on liberal learning, 1998). Liberal education requires a respect for truth, recognition of the importance of context (e.g., historical, cultural), and 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. In a practice discipline such as nursing, assisting students to make these connections is the basis or foundation for development of clinical judgment skills required for professional nursing practice (American Association of Colleges of Nursing [AACN], 2008). 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. Such transdisciplinary practice is patient-centered, results oriented, and enhances care effectiveness for patients (Greiner & Knebel, 2003).

E. Practice Model

The CSUF School of Nursing 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 care of individuals and their families within complex environments of hospitals and other healthcare systems.

In the center of the SON Conceptual Model is the practice model (see Figure 1). 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 intradisciplinary and transdisciplinary teams, providing a broad approach to patient care and community problems. Processes of assessment, diagnosis, outcomes identification, planning, interventions, and evaluation – when systematically applied - facilitate 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 Nursing Practice Model (Smith & Bazini-Barakat, 2003)
F. Masters and Credential Programs

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.

The California State University, Fullerton School Nursing concentration offers coursework for the School Nurse Services Credential (SNSC). All credential coursework is delivered in a distance education format.

This Credential program prepares the professional school nurse to “facilitate positive student responses to normal development, promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management self-advocacy, and learning.” (NASN 1999)

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 a Master of Science 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 Master of Science, Nursing. The Master of Science Degree, Nursing (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, Nurse Educator, and School Nursing concentrations. Advanced practice nursing options are the Nurse Anesthetist and Women’s Health Care concentrations. 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. Nurse Educators prepare future nurses to teach in academic settings, develop education programs for community settings, and maintain and enhance skills of practicing nurses in staff development roles. Certified registered nurse anesthetists administer approximately 65% of the 26 million cases of anesthetic delivered each year. 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 Master of Science, Nursing degree graduates in the community, in medical centers, corporate health care, group practice and other independently owned health care services.

The California State University, Fullerton (CSUF) School of Nursing 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.

G. 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 Healthcare 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 healthcare 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.
SECTION II: UNIVERSITY AND SON POLICY RESOURCES

A. Nursing Graduate Student Handbook

The Nursing Graduate Student Handbook was developed by the School of Nursing faculty to assist you 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 School of Nursing's policies and procedures. 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/or SNSC programs.

B. Kaiser Permanente School of Anesthesia (KPSA) Handbook

The KPSA policies and procedures are organized to assist in achieving the mission and outcome criteria of the Nurse Anesthesia program. The program is accredited by and meets the standards set by the Council on Accreditation of Nurse Anesthesia Educational Programs. The KP School of Anesthesia Student Handbook contains relevant policies and procedures and other information necessary for student orientation and for the thorough understanding of the graduate program concentration. This includes such matters as the School’s vision statement, outcome measures, course documents, clinical guidelines, schedules and evaluation criteria/process, academic and other student policies, financial information, and methods and forms of self, faculty and program evaluation. Nurse Anesthesia students are held to all policies in the KPSA Student Handbook, especially related to clinical performance, criteria for graduation and/or dismissal from the concentration.

All new students in the Nurse Anesthesia concentration receive their KPSA Student Handbook during the initial orientation session at KPSA at which time it is discussed in depth. Each student is asked to sign a form, which states the Handbook has been reviewed and the contents understood. Any revisions or additions to the Handbook are shared with students as they occur.

C. Graduate Student Handbook

Graduate and Credential students can find university policies specific to their programs in the Graduate Student Handbook which is published annually by the Office of Graduate Studies.
D. University Catalog

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.

E. University Policy Statements

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

F. Advisement for MSN and SNSC Students

Graduate Program Coordinator
A Graduate Program Coordinator is designated by the School of Nursing to coordinate the graduate and credential programs. Currently, the Graduate Program Coordinator is Dr. Penny Weismuller. The Graduate Program Coordinator can also serve as an individual student’s faculty advisor, but individual concentrations coordinators also provide advisement for students in the respective concentrations.

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. The Concentration Lead works in tandem with the Graduate Program Coordinator to assist students as needed. Current concentration leads are as follows:
- Nurse Anesthesia – Dr. John Naglehout
- Nurse Educator – Dr. Sue Robertson
- Leadership – Dr. Beverly Quaye
- School Nurse (MSN and SNSC) – Dr. Rachel McClanahan
- Women’s Health Care – Dr. Ruth Mielke

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. The current Graduate Nursing Advisor is Jennifer Crum.
SECTION III: MSN & SNSC CURRICULUM AND CONCENTRATIONS

A. Overview

The SNSC program requires students to complete 24 units in 4 semesters of part time study. The MSN program offers study plans that allow students to earn a master's degree in one of several concentrations. In the Nurse Anesthetist concentration, full-time study (71 units) is required. The Nursing Leadership concentration offers full and part time (40 units) options. The Women’s Health Care concentration offers two emphases: Nurse-Midwife/Women’s Health Nurse Practitioner (62 units) and Women’s Health Nurse Practitioner (52 units). Both offer full-time or part-time study options. The School Nursing concentration (post School Nurse Services Credential) requires 30 units of part time study. The Nurse Educator concentration offers both full and part time study (42 units). 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 small, intimate classes where learning can flourish. The programs are closely linked with community expertise in nursing leadership, education, nurse anesthesia, 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 Master of Science 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, Nurse Educator and School Nursing MSN concentrations are required to take five graduate Core courses (15 units), which include:

- NURS 501 Theoretical Perspectives for Nursing Practice (3 units)
- NURS 505A Nursing Research and Evaluation for Practice (3 units)
Women’s Health Care students take four of the core courses (NURS 501, 505A, 505B and 508). Nurse Anesthesia students take 3 of the course courses (NURS 501, 505A and 505B). The content from core course NURS 507 is included in the professional role course for the advanced practice specialties.

C. Concentration Specific Courses

In addition to MSN core courses, each student will complete courses designed specifically for their MSN concentration of study.

**Nurse Anesthesia Concentration**

The curriculum of the nurse anesthesia concentration provides the student with scientific, clinical, and professional foundations upon which to build a sound and safe clinical practice. A total of 71 units are required for the degree, consisting of 9 units of Core courses, 58 units of specialty concentration courses, and 4 units of a Comprehensive Exam.

In addition to the core nursing courses, instruction in anesthesia practice provides content such as induction maintenance, and emergence from anesthesia; airway management; anesthesia equipment; and anesthesia for specialty populations such as obstetrics, pediatrics, and geriatrics. The supervised clinical residency provides students the opportunity to incorporate didactic anesthesia education into clinical practice. During the clinical experience, students are supervised by anesthesiologists and nurse anesthetists who provide instruction in the safe administration of anesthesia. In addition, the clinical faculty evaluates the technical and critical thinking skills of students on a daily basis.

Students must successfully complete a national certification exam administered by the National Board for Certification/Recertification of Nurse Anesthetists in order to become a Certified Registered Nurse Anesthetist (CRNA).

The curriculum for the MSN degree with a concentration as a Nurse Anesthetist, takes 6 semesters (2 years) of full time study taking 10-13 units per semester as laid out in the study plan. Concentration specific courses include:

- NURS 542/L Advanced Health Assessment with Lab (2/1 units)
- NURS 580 Advanced Pharmacology for Anesthesia I (3 units)
- NURS 581 Anesthesia Basic Principles and Health Assessment (3 units)
- NURS 582 Anesthesia Advanced Principles (4 units)
- NURS 584 Advanced Pharmacology for Anesthesia II (3 units)
- NURS 585L Nurse Anesthesia Practicum I (2 units)
- NURS 586 Pediatric and Obstetric Anesthesia (3 units)
Nursing Educator Concentration
This concentration prepares tomorrow’s nursing faculty and educators by focusing on a synthesis of nursing and educational theory, research knowledge, and instructional approaches to learning. Students will obtain experience through supervised practice in utilizing theory and research in university, community college, institutional, or community settings. Foundation or core courses in the MSN Nurse Educator program address theoretical concepts, ethical and legal aspects of decision making, use of evidence-based practice, instructional design, development and evaluation of nursing curricula, student assessment and evaluation strategies, and insight into vulnerable population issues. All students complete a project or thesis at the end of their studies.

Cal State Fullerton (CSUF) utilizes experts in the field to facilitate learning and application of educational skills. Clinical fieldwork in the Nurse Educator concentration consists of supervised learning experiences working with preceptors in academic, institutional, and community settings, either in academic areas, clinical education, or community teaching programs. In order to experience the educator role, students are required to select a site where they have no direct reporting responsibility and to work under the supervision of a preceptor who is also not within a direct reporting relationship to the student in the workplace.

Students in the Nurse Educator concentration complete the following concentration specific courses:
- NURS 510 Development and Evaluation of Nursing Curricula (3 units)
- NURS 512 Instructional Design in Nursing Education (3 units)
- NURS 516A Nurse Educator Teaching Practicum (3)
- NURS 516B Nurse Educator Clinical Practicum (3)
- NURS 517 Assessment and Evaluation of Nursing Education (3 units)
- NURS 540 Advanced Pathophysiology: Clinical Implications for Nurses (2 units)
- NURS 542/L Advanced Health Assessment (2 units)/Lab (1 units)
- NURS 552 Advanced Pharmacology: Prescriptive Authority (3 units)

Nursing Leadership Concentration
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. A total of 40 units is required, consisting of 15 units of Core courses, 21 units of specialty concentration courses, and 4 units of Thesis/Project work.

The leadership concentration is offered as an on-campus option, with all courses on the Fullerton campus, and as a blended format which utilizes distance methodologies. Both options will utilize community-based mentors contracted to work with students in practicum. Students will obtain experience through supervised practice in utilizing theory and research in a variety of nursing leadership positions.

Both the campus based and distance based formats offer 2 year and 3 year study plans. Concentration specific courses include:

- NURS 511 Theoretical Basis of Leadership and Organizations in Nursing (3 units)
- NURS 513 Nursing Service Economics (3 units)
- NURS 514 Nursing Service Leadership Practicum I (3 units)
- NURS 515A Nursing Service Administration Practicum IIA (3 units)
- NURS 518 Healthcare Quality and Safety (3 units)
- NURS 519 Informatics in Healthcare (3 units)
- NURS 520 Advanced Concepts in Leadership and Healthcare Systems (3 units)

School Nursing Concentration (SNSC or MSN)
CSU Fullerton’s School of Nursing offers two options for School Nurses.

- School Nurse Services Credential (4 semesters of part-time study)
- MSN, School Nursing Concentration (Post SNSC; 5 semesters of part-time study)

The curriculum of the School Nursing Concentration, 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 and in collaboration with students, their families, other members of the health community and teachers, other professionals and administrators in the school district and educational community.

The School Nurse Services Credential program requires completion of 24 units. SNSC coursework includes the following Nursing coursework:

- NURS 524 Advanced Health Assessment: Ambulatory Pediatrics (3 units)
- NURS 526 Health Care for the Young Family (3 units)
- NURS 530 School Nurse Specialist I (3 units)
- NURS 532 School Nurse Specialist II (3 units)
- NURS 533L School Nurse Specialist Practicum (3 units)

SNSC students also complete the following courses through other CSUF departments:
• SPED 462 Practices and Procedures in Special Education (3 units)
• COUN 511 Pre-Practicum (3 units)
• HCOM 461 Audiology and Audiometry (3 units)

The MSN School Nursing program requires completion of the 15 units of MSN core courses, 4 units of project/thesis work and the following concentration specific courses:
• NURS 540 Advanced Pathophysiology: Clinical Implications for Nurses (2 units)
• NURS 552 Advanced Pharmacology: Prescriptive Authority (3 units)
• HESC 455 Designing Health Education Curricula (3 units)
• Graduate Elective (3 units)

Women’s Health Care Concentration
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 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 Board of Registered Nursing (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, hospital, clinics, and community agencies. Program emphasis is placed on the attainment of 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. The graduate of the nurse-midwifery specialty assumes responsibility for the primary health care needs of women in collaboration with physicians and other health care professionals. This occurs 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 the care of women during pregnancy, early newborn care, and on well woman
gynecologic health care. 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.

The curriculum for the MSN degree with a Women’s Health Care concentration offers a 2 year and a 3 year study plan. WHC concentration specific course include:

- **NURS 540 Advanced Pathophysiology: Clinical Implications for Nurses (2 units)**
- **NURS 542/L Advanced Health Assessment (2 units)/Lab (1 unit)**
- **NURS 544 Health Promotion/Disease Prevention (2 units)**
- **NURS 546 Primary Care of Women I: Family Planning/Gynecology (3 units)**
- **NURS 548A Primary Care: Acute Problems I (2 units)**
- **NURS 548L Advanced Practice Nurse Clinical Practicum II (3 units)**
- **NURS 552 Pharmacology for Advanced Practice Nurses (3 units)**
- **NURS 570 Basic Women’s Health Assessment and Management I (2 units)**
- **NURS 574 Intermediate Women’s Health Assessment and Management I (2 units)**
- **NURS 594 Professional Role for the Advanced Practice Nurse as a Midwife or Nurse Practitioner (3 units)**

**Nurse-Midwifery specific courses:**

- **NURS 572 Basic Women’s Health Assessment and Management II (3 units)**
- **NURS 573A Internship in Basic Midwifery Practice (5 units)**
- **NURS 576 Newborn Assessment and Management (1 units)**
- **NURS 577A Intermediate Women’s Health Care Practicum (7 units)**
- **NURS 579A Advanced Women’s Midwifery Internship (5 units)**

**Nurse Practitioner specific courses:**

- **NURS 573B Basic Women’s Health Care Practicum (3 units)**
- **NURS 577B Intermediate Women’s Health Care Practicum (3 units)**
- **NURS 579B Advanced Women’s Health Care Practicum (5 units)**

**D. Culminating Experience (Thesis, Project of Comprehensive Examination Option)**

Students must choose to complete a thesis, a project or a comprehensive examination to meet the requirements for the granting of the MSN degree. The Lead Faculty member for each concentration determined which groups would be given the comps option. *At this time 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 School of Nursing’s *Guidelines for Master’s Thesis or Directed Project* (Appendix B) and *Guidelines for Comprehensive Exam* (Appendix C) are the primary resources for student use in
the MSN program. Students completing a thesis should also pick up a Thesis Manual available in the Graduate Studies Office for University-wide guidelines on format and acceptable supplementary style manuals. The student makes all necessary arrangements for the typing of the thesis/project/comp exam. A list of typists is available in the Graduate Studies Office.

MSN students must enroll in a total of 4 units of Thesis/Project/Comp activities. Thesis/project students will enroll in 598A and B (thesis) or 597A and B (project) for 2 units each semester while completing a thesis or project with a chairperson. Comp students will enroll in 596A and B for 2 units each semester and work with a chairperson for completion of the written and practicum examinations as their culminating experience. It is expected that each student will require a minimum of two semesters to complete the activity.

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 California State University, Fullerton policies:

- The School of Nursing 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 J) 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.

F. University Writing Requirement

According to University Policy Statement (UPS) 320.020, students working toward a graduate degree are required to demonstrate writing ability commensurate with the department or program responsible for the student’s academic work. Students enrolled in the MSN program will demonstrate meeting the University Writing Requirement by successfully completing NURS 501: Theoretical Perspectives of Nursing Practice.
SECTION IV: PROGRESSION POLICIES AND PROCEDURES

A. Course Sequences

Course Sequences are provided for appropriate progression throughout the curriculum for each concentration. In some concentrations, such as Nurse Anesthesia, the course progression is lockstep and must be followed exactly in order to progress. In other concentrations, 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 draw 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. Study Plans

The University requires that an official Study Plan must be filed with the Office of Graduate Studies before 13 units of course work towards the MSN degree have been completed at CSUF. The Study Plan must include all course work the student will complete for the graduate degree. A student remaining in continuous attendance in regular semesters and continuing in the same curriculum may elect to meet degree requirements in effect at the time of admission or at the time of completion of degree requirements.

C. 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.

D. 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 with prior approval of both the Graduate Program Coordinator (or designee e.g. MSN Concentration Coordinator) 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.

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:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

**Didactic/Lecture Grading Policy**

School of Nursing 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. MSN core courses (501, 505A/B, 507, 508) require a grade of C (73%) or better to pass. Concentration specific courses require a grade of B (83%) or better to pass the course.

**Clinical/Lab Grading Policy**

The School of Nursing 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. 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 School of Nursing requires that concentration specific didactic courses must be completed with a grade of “B” (3.0) or better. In concentrations that are not lock-step (School Nurse, Nurse Educator, Nursing Leadership and Women’s Health Care), no more than six units of approved coursework may be repeated in order 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 Cal State Fullerton transcript. In the Nurse Anesthesia
concentration, which is a lock-step program, there is no option to repeat coursework to raise the grade point average. Students failing a course in Nurse Anesthesia are disqualified from that concentration.

G. School of Nursing MSN and SNSC Repetition of Course Policy

In the SNS Credential, School Nurse, Nurse Educator, Leadership and Women’s Health Care concentrations, 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, in these concentrations no more than 2 required courses may be repeated due to failure. If a third course is failed, the student will be disqualified from the program.

In the Nurse Anesthesia concentration, there is no option to repeat coursework. If a student fails one required course, the student is disqualified from the concentration. With only one course failure, a Nurse Anesthesia student would potentially have the option of changing to another concentration within the MSN program but would not be allowed to continue in the Nurse Anesthesia concentration.

H. 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. The reasons for this 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, Dr. Penny Weismuller, in the School of Nursing. Please contact the Graduate Studies Office for further information and procedures.

I. Leave of Absence

The official University Leave of Absence Policy can be found in University Policy Statement (UPS) 330.124.

J. 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 adviser. 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, in order 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 adviser 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 Admissions and Records 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.

K. Clinical/Practicum Course Requirements

The SNSC program and 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 Nurse Educator and Leadership concentration as well as the SNSC program are facilitated by the SON Clinical Placement Office. Clinical placements for the Nurse Anesthesia concentration are facilitated by KPSA. Clinical placements for the Women’s Health Care concentration are facilitated by the WHC concentration lead.
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 515A Nursing Service Administration Practicum IIA (3 units)
- NURS 516A Nurse Educator Teaching Practicum (3 units)
- NURS 516B Nurse Educator Clinical Practicum (3 units)
- NURS 533L School Nurse Specialist Practicum (3 units)

Students will receive instructions to apply online for upcoming semester clinical/practicum placements from their Academic Advisor. The application provides the opportunity for students to confirm their contact information, residential address, healthcare related employment, and any helpful information the Clinical Placement Team will need to facilitate clinical placements. Fall semester applications are due May 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.

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 CSU Fullerton. Nurse Anesthesia students will submit most of their documentation to KPSA which will certify to the SON that all documents are on file and current with KPSA.

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 CSU email account.

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.

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. Nurse Anesthesia students are provided with liability insurance coverage through KPSA while in Kaiser Permanente facilities for clinical rotations. The liability insurance provided by CSUF and KPSA 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.

_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 School of Nursing 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 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 School of Nursing immediately and complete additional background check(s) as required. Background check status changes and/or failure to promptly report such potential changes to the School of Nursing 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 School of Nursing follows the [Orange County/Long Beach Consortium for Nursing](#) position statement on background checks (Appendix G: Position Statement Background Checks) unless a partnering agency or entity maintains stricter and/or differing requirements and/or are not OC/LB Consortium members.

_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.

_Placement Opportunities_  
The Clinical Placement Team reviews 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/coordinate 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/coordinate 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, as long as course objectives are met.

The School of Nursing can only guarantee clinical learning experiences within the CSUF catchment area (Orange, Los Angeles, Riverside and San Bernardino counties). Students in the SNS Credential, MSN Nurse Educator or MSN Leadership concentrations desiring clinical learning experiences outside this catchment area will be required to find their own preceptors who must meet the SON preceptor guidelines for the specific clinical experience. The preceptor must agree to ensure the student will have the opportunity to meet all the course objectives and required clinical hours. In addition to preceptor agreement, the clinical facility must be willing to enter into a formal affiliation agreement with CSUF prior to the start of the student’s clinical learning experience. The affiliation agreement process can take up to one year. All clinical preceptors and facilities must be approved by the Clinical Placement Team and Program Coordinators to ensure there is a formal affiliation agreement in place and that the preceptor meets the clinical objectives, and required hours, etc. Students wanting placements outside of the CSUF catchment area are encouraged to identify their potential clinical learning facilities and preceptors within their first semester of enrollment in the program to allow ample time for vetting and affiliation agreement processes.

**New Preceptors**

When a new preceptor has agreed to accept a student for a clinical/preceptorship learning experience, the Clinical Placement Team and/or Program Coordinator 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
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.

L. Professional Standards in Clinical Practice Criteria and Policy

Professional standards are to be maintained at all times whether in the classroom, on-line, 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 E) 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.
  - Protects the patient from environmental hazards and provides for the safety of the patient, self, and others.

- Personal/Professional Accountability
  - Consistently takes initiative in seeking faculty consultation and supervision.
  - Seeks assistance in aspects of patient assessment in which student lacks confidence or skills.
  - Communicates in a manner that maintains and promotes professional relationships with co-workers, patients, and staff members.
  - Communicates important patient problems identified during the clinical experience to the appropriate persons accurately and without delay.
  - Performs all clinical assignments or informs the instructor of inability to do so in adequate time or with the required level of competence.
  - Recognizes and assumes responsibility for the consequences of own actions.
  - Demonstrates organizational skills and priority setting appropriate to the clinical setting.
  - Assumes responsibility for attempting to identify and organize data for problem-solving.
  - Exhibits decision-making and leadership skills appropriate for an independently functioning professional.
  - 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 School of Nursing Director.
- Substance abuse will result in dismissal from the clinical setting and will be reason for termination from the nursing program.

**M. Impaired Student Policy**

The School of Nursing faculty members follow the guidelines established by the Board of Registered Nursing 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 Board of Registered Nursing 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 Board of Registered Nursing expects schools of nursing with students impaired by these diseases to offer appropriate assistance, either directly or by referral.

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

It is outside of the Board’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.

**BOARD APPROVED 11/84 (EDP-B-03)**

**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 in order 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 which 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 Board of Registered Nursing 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 School of Nursing.
- The student shall immediately report to the Director of the School of Nursing 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 California State University, Fullerton 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 School of Nursing.
• 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 on-going rehabilitation treatment as a condition of readmission.
• If admitted to the Nursing Program and required to participate in on-going rehabilitation treatment, the student shall provide evidence of such continued rehabilitation treatment on a schedule as determined the Director of the School of Nursing.
• Failure to submit evidence of on-going 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 School of Nursing policy must submit a petition to the School of Nursing 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 School of Nursing 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 “A Commitment to Civility at CSUF” for more information.

C. Student Files

For the purpose of academic counseling and advisement and to maintain a record of the student's progress throughout the program, a student file is developed and retained in the School office until graduation. Open access to see a student's own file is a student's right under law and the file is normally available at all advising sessions.

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 School of Nursing 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 Board of
Registered Nursing, civil and criminal penalties, and employment consequences (National Council of State Boards of Nursing, 2011).

The CSUF School of Nursing (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, school of nursing, and nursing profession. In online social networks, the lines between public and private, personal and professional maybe potentially blurred. When you identify yourself as a student of the CSUF School of Nursing, you are creating perceptions about the SON and your expertise.

Students are expected to follow the American Nurses Association recommendations (American Nurses Association, September 2011):
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, school of nursing, 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 CSUF School of Nursing 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 School of Nursing Committees

Graduate student representatives are members of the following School committees:
- Graduate Program Committee,
- Ad hoc committees: as needed

The Graduate Program Committee 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. The student representatives shall share in the work of the committee and have voting rights. However, the Chair of the committee 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 to include 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 student representative applications will be reviewed by the GPC; the student representatives will be selected based on the above listed criteria. GPC would like a representative from each concentration however student representatives do 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.

**Student Participation on KPSA Committees**

Students in the Nurse Anesthetist concentration are involved in several KPSA committees:

- Evaluation Committee: one 2nd year and one 1st year student
- Curriculum Committee: one 2nd year and one 1st year student
- Community Service and Recruitment Committee: 3 students

**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 School of Nursing 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 Board of Registered Nursing.
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 grade point average 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
References


APPENDIX A

MSN & SNSC Admission Requirements

Applicants must meet both CSUF and School of Nursing requirements for admission to the MSN or SNSC program. Students must complete application materials for both the University and the School of Nursing.

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), and 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 School of Nursing, the following are also required:

Nurse Anesthesia:
• Minimum of a 3.2 GPA in BSN or MSN
• Minimum of one year full-time experience as an registered nurse in an adult intensive care unit
• Completion of an interview with the KP School of Anesthesia Admission Committee as requested

Admission to KPSA is contingent on admission to CSUF and the School of Nursing MSN program. The KPSA Admission Director coordinates the year-round admissions process including providing individual counseling, processing applicants, collaborating with the Nursing Graduate Program Adviser at CSUF, and evaluating pre-requisite courses required for admission. All applicant files are reviewed and final candidates are selected for interviews.

Each final candidate is presented to the Admission Committee for interview. Members of the Admission Committee include the Medical Advisor to the Program, representatives of the KPSA faculty, the CSUF Nursing Graduate Program Adviser, program students, Admission Director, Program Director, and representative anesthesiologists. The Committee members score each interview using a specially designed score-sheet. The candidates with the highest scores are selected for admission to the program. Alternates are short listed in the event that a selected applicant resigns prior to the start date of the program.
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.
- Nurse-midwifery applicants must have certification in neonatal resuscitation and basic fetal monitoring.
- All selected candidates must complete an interview.

School Nursing:
- SNSC applicants must have a California preliminary school nurse services credential
- MSN applicants must have a clear California school nurse services credential

Nurse Educator:
- One year full-time clinical nursing experience in the past three years, with two years full-time experience in the past three years preferred.

Leadership
- One year of work experience as a Registered Nurse
Guidelines: Master’s Thesis or Directed Project

Completion of a thesis or directed project is a requirement for the master’s degree in nursing at California State University, Fullerton (CSUF). The thesis or non-thesis project is the culminating writing experience and demonstrates scholarship in nursing. Students have the opportunity to select either the thesis or non-thesis project option in consultation with their academic advisor and course faculty. Both options reflect significant originality, independent thinking and analytic processes. The nature of the inquiry, the timeline for completion, access to populations of interest, and student academic goals are among factors that influence the decision to pursue a thesis or non-thesis project option. In addition to these guidelines, students should review the definitions and general regulations pertaining to completion of a thesis or project in the CSUF catalog and Graduate Advising Handbook. The policies and procedures outlined in the School of Nursing Guidelines for Thesis or Project are in accord with the policies and procedures found in the CSUF Graduate Advisement Handbook and Graduate Thesis Manual.

Thesis Option

A thesis is a scholarly report of research conducted by the student under the mentored direction of a faculty thesis advisor who must be a doctorally-prepared faculty appointee in the CSUF School of Nursing. Ideally, the student and the thesis advisor have similar research interests and their work is complementary. Two additional faculty members, one from the School of Nursing and one who may be from any college, school or division within CSUF, are selected by the student in consultation with the thesis advisor (and with the approvals outlined in 'The Thesis Process' section below).

Student Eligibility: Students interested in the thesis option must be highly motivated and self-directed. They must have the time to invest in the development, conduct, analysis and reporting of a research study. Students selecting the thesis option must be skilled in written expression, conceptualization and research process. Evidence such as course grades, overall GPA, and prior scholarly work will be considered.

Prior to selecting the thesis option, students must have completed a minimum of 6 credits at the graduate level including NURS 505A and NURS 505B. However, meeting eligibility requirements does not guarantee the student the opportunity to complete the thesis option. If a thesis advisor and/or additional faculty members are not available to address the area of interest indicated by the student, the student will be required to request another option. The student’s progress will be monitored by the thesis advisor. Students who are not showing satisfactory progress will be so informed and may be re-directed into another option, such as the directed project.
Selection of Faculty Thesis Advisor: From entry into the MSN program and through NURS 505B, students will have the opportunity to review research and clinical interests of faculty members. Students are encouraged to informally discuss ideas related to a thesis with potential thesis advisors, who are required to be doctorally prepared CSUF School of Nursing faculty appointees. Students are required to gain approval of the thesis topic by a thesis advisor prior to completion of NURS 505B. The foundational thesis preparation that students must complete prior to securing a thesis advisor is outlined below.

The Thesis Process: The student shall prepare a written research proposal which serves as a basis for student-initiated discussion with a thesis advisor. The N505B proposal can serve this purpose unless research ideas have changed. The following research process components must be included in the written proposal: background of the problem, conceptual basis for the study, related research, research questions or hypotheses (as appropriate) and proposed study methods. Issues of protection of human subjects must be addressed including plans and timelines for obtaining approval of the research plan in clinical settings.

Regardless of the grade or comments received on the NURS 505B research plan, it is up to the faculty member approached for thesis advisement to determine if the research ideas are currently researchable and feasible. If a faculty member determines that the proposal ideas are researchable and the faculty member is willing to work with the student as a thesis advisor, the faculty member will next assist the student to identify two additional faculty members for the thesis committee. It is the responsibility of the student to discuss the proposed research with the additional faculty members and obtain their agreement to participate. The thesis advisor and committee members will sign the School of Nursing Agreement for the Initiation of Directed Project/Thesis. The form will be filed in the School of Nursing Office and the student will receive a copy.

The student may register for the thesis option after the faculty committee members have documented their agreement to participate. It is the responsibility of the student to assure that the appropriate forms are obtained from the School of Nursing and signed by the thesis advisor and committee members. Students completing a thesis must take a total of four credits of NURS 598. The School recommends that students taking the thesis option register for the 2-unit N598 courses offered in Fall and Spring semesters. In the event the student is unable to complete the thesis in two semesters, the student may request non-credit GS700 Enrollment extension (see CSUF Graduate Advising Handbook).

Faculty members are not routinely available to work with students during summer months.

Students should also refer to the guidelines for the Giles T. Brown Outstanding Thesis Award. Faculty members who identify outstanding theses may recommend the student for the award through their department chairs and school deans.
Non-Thesis Project Option

The non-thesis project option 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 School of Nursing faculty appointment. There is wide latitude in selection of a project for the non-thesis option. For the non-thesis 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)

- 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.
- 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.
- 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 up a scholarly report of the project in abstract form with a poster presentation that is presented 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 non-thesis project option if not completing the thesis or comps option. Students register for a total of four units of NURS 597 during the two semesters following completion of NURS 505B. NURS 597 A/B will be available for students completing projects during Fall and Spring semesters.

Faculty for the Non-Thesis Project Advisor: From entry into the MSN program and through NURS 505B, students will have the opportunity to review research and clinical interests of faculty members. Students will be encouraged to informally discuss ideas related to a directed project with potential project advisors. Students will be assigned to project advisor, with the assignment attempted to be made based on clinical concentration and faculty/student research interests. The School of Nursing Chairperson will assure equity of workload related to project advisement and may make alternate arrangements to support students through completion of the directed project.

Second Non-Thesis Project Option Process: The student shall prepare a written proposal which serves as a basis for student-initiated discussion with a project advisor. The proposal developed as one of the requirements for NURS 505B 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 505B 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 School of Nursing requires that students follow the latest edition of the American Psychological Association (APA) style for preparation of the non-thesis 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 mail to assure that the directed project is completed in a thorough and timely manner.

When the project advisor agrees that the written report is satisfactorily completed, the advisor will advise 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.

The non-thesis 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 School of Nursing Evaluation Committee for purposes of aggregate program evaluation outcome measures. (See the MSN Oral Presentation Assessment form).

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 non-thesis project.

Protection of the Rights of Human Subjects

Thesis and non-thesis project proposals must address the protection of the rights of human subjects. Following acceptance by the thesis committee or 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 Committee for the Protection of the Rights of Human Subjects (CPRHS) or agreed upon CSUF School of Nursing or Divisional Committee Representative. One role of the CPRHS is to review proposals and make pertinent suggestions to further protect human subjects. At the completion of the thesis/project, an IRB Completion/Continuation Form must be filed as well. For further information and access to the IRB application form see the Office of Grants and Contracts’ website http://ogcserv.fullerton.edu under the section on Research Regulations. Students will also be required to comply with institutional review procedures at the clinical facility where the study or project is being conducted.
GUIDELINES: COMPREHENSIVE EXAMINATION

A student may elect to complete a comprehensive written and practicum examination as a culminating experience for the Master of Science 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 School of Nursing. 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 597A/B 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 members of the faculty 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

Graduate Student Checklist

☐ = Action initiated by student (as indicated below)
◆ = Action initiated by the University

1. GRADUATE STANDING: CLASSIFIED
   □ Complete any course prerequisites and/or remove deficiencies
   □ Apply for classified standing in the academic department offering the particular program prior to completion of thirteen units of study plan course work
   □ Consult department graduate program adviser for advisement, including development of official study plan
   □ Provide appropriate academic unit with any other supporting statements or materials, as shown in program descriptions in the catalog
   □ Take tests if required by program, and order test scores sent to Cal State Fullerton, designating appropriate academic unit on the test registration form
   ◆ Recommendation for classified standing made by graduate program adviser by sending the signed study plan to the Graduate Studies Office
   ◆ Notification of classified standing granted is sent from Graduate Studies along with a copy of the approved study plan
   □ If not received within a reasonable length of time, contact the department graduate program adviser or Graduate Studies.

2. COMPLETION OF REQUIREMENTS
   □ Apply for graduation prior to the beginning of the final semester. Specific deadlines are listed in the class schedule and posted on the Graduate Studies website. You must apply for your graduation check on-line via your Titan Online Student Center. A graduation and diploma fee is required. You are not required to pay the graduation fee at the time of application for graduation. However, you will be required to pay the graduation fee to Student Financial Services (UH-180) within 5 days of applying for the graduation check.
   □ Maintain continuous enrollment. Your study plan is valid only as long as you maintain continuous enrollment in regular semesters, otherwise, it is necessary to reapply to the University and meet any additional requirements approved in the interim. If you do not need to enroll in any other course work, you MUST register for Graduate Studies 700 which carries no credit and does not require attendance.
   □ Consult the department graduate program adviser to confirm final requirements for the degree
   □ Complete written and/or oral examination, if required. Complete thesis, project or dissertation if applicable
   □ Obtain committee approval for thesis, project, dissertation or results of comprehensive exam(s)
   □ If applicable, submit thesis or dissertation to university Thesis/Dissertation Reader by deadlines posted in the class schedule and on the Graduate Studies website
Set up Proquest account for thesis or dissertation using instructions on the Graduate Studies website

- Thesis/Dissertation Reader will submit approved final thesis/dissertation to Proquest
- Final, approved study plan, with recommendation, sent by the department graduate program adviser to the Graduate Studies Office
- A copy of the Grad Check Review Form is sent to the student showing the adviser’s recommendation.
- Preliminary audit completed by Graduate Studies Office staff. The student’s study plan is checked for pending grades, and completion of any other requirements.

Deposit approved copy of thesis, dissertation or project in academic department (if required)

Complete all general and specific requirements, other than final course examinations, by the last day of classes, in order to assure granting of the degree by the end of the semester

Final verification of completion of requirements sent by the Graduate Studies Office staff to the registrar

Notification of award of degree received from registrar approximately ten weeks after the end of the semester

3. COMMENCEMENT

Make appropriate arrangements for cap, gown and hood rental in the campus bookstore

Commencement information sent by the College Dean’s Office
APPENDIX E

ANA Code of Ethics

On June 30, 2001, the House of Delegates of the American Nurses' Association 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 F

RECOMMENDATION LETTER REQUEST FORM

All portions of this form must be filled out before submitting to instructor

Student Name:__________________________________________________________

Instructor Name:________________________________________________________

Purpose of letter:

☐ Employment

☐ Sigma Theta Tau membership

☐ Scholarship (Name of):__________________________________________________

☐ Other (Please Specify):__________________________________________________

Any additional information to include that would help your instructor: positive characteristics you possess (i.e. responsible, academically committed, goal oriented, sense of humor), work/volunteer experiences.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Date of Request ___________________________ Date Needed __________________________

Person to be addressed____________________________________________________

Title_____________________________________________________________________

Organization/Division (if any)_______________________________________________

_____________________________________________________________________

Street                                                    City                                                   Zip Code

Phone______________________________________________________________

Date Recommendation was sent___________________________________________
APPENDIX G

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

To comply with any regulatory agency regarding background checks for healthcare 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 
school of nursing.

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.

The requirement for student background checks will be implemented for students attending 
classes beginning January, 2005.

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

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 California State University, Fullerton 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 to only use confidential information for the sole purpose of my clinical practice as a Student Nurse at California State University, Fullerton.

I agree to 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 I

HIPAA Policy

Since the adoption of the Health Insurance Portability and Accountability Act of 1996 additional considerations have been added to the School of Nursing’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 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 healthcare 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/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 3 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 voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic or code

Documented completion of an Orange County/Long Beach 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 assure that this activity has been accomplished and adequately documented. Students who fail to complete HIPAA Training may not attend clinical.
APPLICATION FOR INDEPENDENT STUDY

Student’s Name ________________________________________ Student I.D. Number ___________________________ Date ________________

Local Address ____________________________________________ Semester ____________ Year __________ Major: ________________

City: __________________________ Zip: __________ Telephone __________________ __________

INFORMATION:

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, he or she 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 9 units toward the degree. A graduate student may apply no more than 6 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.

<table>
<thead>
<tr>
<th>Class Code</th>
<th>Department/Program</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 599 Graduate independent study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ 499 Undergraduate upper division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ 299 Undergraduate lower division</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
APPENDIX K

MSN & SNSC Course Descriptions

NURS 501 Theoretical Perspectives for Nursing Practice (3)
Prerequisite: graduate status or consent of instructor. Study and critique of the organization and development of nursing knowledge.

NURS 505A Nursing Research and Evaluation for Practice (3)
Prerequisite: graduate standing. Overview of research methodology, research problems, interpretation and utilization of research results, with emphasis on critique of qualitative and quantitative nursing research.

NURS 505B Seminar in Nursing Research (3)
Prerequisites: NURS 501 and NURS 505A; or admission to DNP program. Concepts and issues related to evidence based-practice. Develop and refine the directed project/research proposal. Proposal includes problem/purpose statements, literature review, measurement tools, work plan, timeline, method and evaluation (analysis/synthesis) plan.

NURS 507 Advanced Decision Making: Nursing Issues Seminar (3)
Prerequisite: graduate standing. Applies critical thinking and decision making theory to professional issues within the context of ethical/legal and public policy considerations and with multidisciplinary health teams. One or more sections may be offered online.

NURS 508 Advanced Nursing: Vulnerable Populations (3)
Prerequisites: NURS 501 and NURS 505A. Applies epidemiological model to analyze the health risk factors that place populations at risk for health conditions and plan nursing interventions to promote health and prevent disease. One or more sections offered online.

NURS 510 Development and Evaluation of Nursing Curricula (3)
Prerequisites: NURS 501. Major components of, and processes for curriculum development and program evaluation. Analyze curriculum and utilize program evaluation model to recommend curricular revisions. One or more sections offered online.

NURS 511 Theoretical Basis of Leadership and Organizations in Nursing (3)
Prerequisite: NURS 501, 505A. Theoretical bases for organizational context, structure and function. Models for leadership within a health care industry that deals with diverse client populations. One or more sections offered online.

NURS 512 Instructional Design in Nursing Education (3)
Prerequisites: NURS 501 and 510. Course design and instructional strategies to include teaching modalities, including use of simulation and evaluation of student learning. One or more sections offered online.
NURS 513 Nursing Service Economics (3)
Prerequisite: admission to the Nursing Leadership concentration. Application of critical thinking and decision making theory to economic control techniques within the organizational context of complex health care systems. Reviews budgeting terminology and concepts in detail, as well as current trends and regulatory requirements for operations.

NURS 514 Nursing Service Leadership Practicum I (3)
Prerequisite: NURS 513; Pre- or Co-requisite: NURS 511. Supervised learning experiences in leadership in nursing. Application of organizational and nursing theories and identification of researchable problems in nursing leadership. One or more sections offered online. (1 hour seminar and 8 hours practicum per week.)

NURS 515A Nursing Service Leadership Practicum II A (3)
Prerequisite: NURS 514. Synthesis of theory and practice to develop and utilize techniques for strategic management in nursing service administration. Issues relevant to advanced clinical practice in nursing. (1 hour seminar and 8 hours practicum per week)

NURS 516A Nurse Educator Teaching Practicum (3)
Prerequisites: NURS 501, 505A,B, 510, 512, 517. Applying theories and concepts in curriculum development, evaluation, instructional strategies, and student evaluation in nursing education. Work with an experienced nurse educator in the academic or agency setting under the supervision of the instructor. One or more sections may be offered in any online format.

NURS 516B Nurse Educator Clinical Practicum (3)
Prerequisites: NURS 501, NURS 505B, NURS 510, NURS 512, NURS 517, NURS 540, NURS 542L, NURS 552. Working with a master’s or doctorally prepared nurse with advanced clinical knowledge and skills, the student will demonstrate expanded clinical knowledge and proficiency in the student’s area of clinical practice. One or more sections may be offered in any online format.

NURS 517 Assessment and Evaluation In Nursing Education (3)
Prerequisite: NURS 501. Assessment and evaluation strategies utilized in nursing education. Topics include: conceptual frameworks; formative and summative strategies for assessing, testing and evaluating learning; clinical evaluation; and course and program evaluation. One or more sections offered online.

NURS 518 Healthcare Quality and Safety (3)
Prerequisite: NURS 501, 505A. Provides the student with comprehensive understanding of the field of patient safety and its relationship to overall improvement in the quality of health care emphasizing the leaders’ role in creating and sustaining a culture of safety.
NURS 519 Informatics in Health Care
Prerequisite: Admission to MS or DNP programs in Nursing. Use of information systems/technology resources to implement quality improvement initiatives and support practice and administrative decision-making. Topics include standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory and legal issues.

NURS 520 Advanced Concepts in Leadership of Health Systems (3)
Prerequisites: Admission to the MSN Nursing Leadership concentration, NURS 501, 505A, 507, 511 and 513. Focuses on advanced concepts in health care leadership, including health work environments, ethics, human resources, innovation management, interdisciplinary collaboration and organizational governance.

NURS 524 Advanced Health Assessment: Ambulatory Pediatrics (3)
Prerequisites: undergraduate course in Health Assessment and admission to the school nursing program. Knowledge/skills required to conduct a pediatric assessment appropriate to age of child/adolescent and nature of the visit. Includes collection, analysis and application of health/physical assessment data on children within the school environment.

NURS 526 Health Care for the Young Family (3)
Prerequisite: admission to the SNS Credential program. Provides knowledge and skills needed to identify and provide health promotion/disease prevention information to school staff, parents and their children. Reviewing developmental/behavioral theories and assessment techniques and strategies for health lifestyles.

NURS 530 School Nurse Specialist I (3)
Prerequisite: admission to the SNS Credential program. Advanced theory and practice of school nursing with emphasis on health care provider role of the school nurse with children of varying ages, including those with special needs and learning disabilities.

NURS 532 School Nurse Specialist II (3)
Prerequisite: admission to the SNS Credential program. Advanced practice role of school nurses focusing on program level issues. Management, coordination, resource utilization, advocacy, health care policy and communication with school staff, educators, administrators, clients and families within school districts.

NURS 533L School Nurse Specialist Practicum (3)
Prerequisites: NURS 530; Pre- or Co-requisite 532. Field study applying theory, research and clinical skills related to multifaceted role of the professional school nurse. Planning, coordinating and providing health care in school/community settings. Assessing and managing children’s health care needs. Credit/No Credit only.
NURS 540 Advanced Pathophysiology: Clinical Implications for Nurses (2)
Prerequisite: graduate standing. Principles of normal body functioning, pathophysiologic and psychological changes occurring with altered health across life span. Clinical case studies utilized to demonstrate the pathophysiologic basis for assessment and management of common health problems.

NURS 542 Advanced Health Assessment (2)
Prerequisite: graduate standing. Application of theoretical concepts related to comprehensive health assessment of patients across the lifespan. Analyzing, synthesizing and applying comprehensive health assessment data, including the bio-psychosocial, development and environmental needs of patients and families.

NURS 542L Advanced Health Assessment Laboratory (1)
Corequisite: NURS 542. Clinical application of advanced health assessment skills and strategies necessary for advanced practice nursing role in a particular area of specialization. Credit/No Credit only. (3 hours practicum per week)

NURS 544 Health Promotion/Disease Prevention (2)
Prerequisites: graduate standing and consent of instructor. National clinical preventive services guidelines for health promotion, disease prevention, health assessment and screening pertinent to various age groups.

NURS 546 Primary Care of Women I: Family Planning/Gynecology (3)
Prerequisites: NURS 540, 542, 542L. Primary health care of women by advanced practice nurses from adolescence through adulthood, including assessment, diagnosis prevention, current research, management and education of common gynecologic and family planning health care needs.

NURS 548A Primary Care: Acute Problems I (2)
Prerequisites: NURS 540, 542, 542L. Theory and research related to the most basic and common acute or episodic problems affecting patients and families across the lifespan. Health promotion, disease prevention, assessment, differential diagnosis, management and patient/family education and counseling related to these conditions. Concepts of quality health care, resource management and shared-decision making.

NURS 548L Advanced Practice Nurse Clinical Practicum II (3)
Corequisite: NURS 548A. Continued clinical field study applying theory, research and developing clinical skills related to the provision of care to pediatric and adult patients and their families, including gynecology and family planning, in increasingly complex clinical situations. (9 hours practicum per week)
NURS 552 Advanced Pharmacology: Prescriptive Authority (3)
Prerequisites: Graduate standing or consent of instructor. Advanced course of pharmacology and pharmacotherapeutic content and application relevant to the Advanced Practice Nurse. One or more sections offered online.

NURS 570 Basic Women’s Health Assessment and Management I (2)
Prerequisite: graduate standing with Women’s Health Concentration. Reviews theory, pathophysiology, diagnosis and management of ambulatory care for women during childbearing and postpartum/family planning periods in culturally diverse populations. Research findings within the framework of the normalcy of childbearing.

NURS 572 Basic Women’s Health Assessment and Management II (3)
Prerequisite: graduate standing with Nurse Midwifery Specialty. Corequisite: NURS 570. Theory, pathophysiology, diagnosis and management of women during labor, birth and the immediate postpartum/newborn.

NURS 573A Internship in Basic Midwifery Practice (5)
Prerequisite: graduate standing with Nurse Midwifery specialty. Pre- or corequisite: NURS 570, 572. Apply basic midwifery knowledge in the clinical setting. Clinical internship of health promotion, diagnosis and management of low risk childbearing women and newborns emphasized. Includes clinical management of women needing gynecologic and primary care. Credit/No Credit only.

NURS 573B Basic Women’s Health Care Practicum (3)
Prerequisite: graduate standing with Nurse Practitioner specialty. Pre- or corequisite: NURS 570. Apply basic Advanced Practice Nursing knowledge in the clinical setting. Clinical practicum of health promotion, diagnosis and management of low risk childbearing women emphasized. Includes clinical management of women needing gynecologic and primary care. Credit/No Credit only. (Minimum 12 hours practicum per week)

NURS 574 Intermediate Women’s Health Assessment and Management I (2)
Prerequisite: NURS 570. Theory, research, assessment, pathophysiology, diagnosis and management of complications related to ambulatory health care of women. Domestic violence. Evaluation of research findings.

NURS 576 Newborn Assessment and Management (1)
Prerequisite: graduate standing with Nurse Midwifery Specialty; NURS 572. Analysis of theory, research, assessment, pathophysiology, diagnosis and management of complications related to health care of women and newborns through labor, birth and the newborn period. Co-management and collaborative management strategies.

NURS 577A Internship in Intermediate Nurse Midwifery Practice (7)
Prerequisites: NURS 570, 572 and 573A. Corequisites: NURS 574, 576. Clinical application of knowledge in midwifery practice for childbearing women and newborns with moderate to high
risk factors. Co-management and collaborative management. Clinical management of women needing gynecologic and primary care. Credit/No Credit only.

**NURS 577B Intermediate Women’s Health Care Practicum (3)**
Prerequisite: NURS 573B. Corequisite: NURS 574. Clinical application of knowledge in Advanced Practice Nursing for care of women with moderate to high risk conditions in pregnancy. Co-management and collaborative management. Clinical management of women needing gynecologic and primary care. Credit/No Credit only. (Minimum 9 hours practicum per week)

**NURS 579A Advanced Nurse Midwifery Internship (5)**
Prerequisites: successful completion of all didactic and clinical courses related to the Nurse Midwifery specialty. This capstone course is the synthesis of clinical knowledge and skill for advanced practice in women’s health. Residency incorporates full scope practice and primary care to prepare for independent practice as a nurse-midwife. Credit/No Credit only.

**NURS 579B Advanced Women’s Health Care Practicum (5)**
Prerequisites: successful completion of all courses related to specialty. This capstone course is the synthesis of clinical knowledge and skill for advanced practice in women’s health. Residency incorporates full scope practice and primary care to prepare for independent practice as a women’s health care nurse practitioner. Credit/No Credit only. (Minimum 9 hours practicum per week)

**NURS 580 Advanced Pharmacology for Anesthesia I (3)**
Prerequisite: admission to the nurse anesthetist concentration. Scientific foundations of anesthesia practice. Advanced pharmacology content, integrated with principles of neuro-anatomy, biology, physiology, chemistry and physics serves as a basis for assessing and managing the patient undergoing anesthesia.

**NURS 581 Anesthesia Basic Principles and Health Assessment (3)**
Prerequisite: admission to the nurse anesthetist concentration. Basic anesthesia theories and applications prior to entry into clinical practice. Perioperative patient health assessment, airway management, anesthesia monitoring and treatment modalities.

**NURS 582 Anesthesia Advanced Principles (4)**
Prerequisite: NURS 580. Corequisite: NURS 584. Pre- or corequisite: NURS 505A. Selected scientific foundations of anesthesia practice, focusing on cardiopulmonary and renal systems.

**NURS 584 Advanced Pharmacology for Anesthesia II (3)**
Prerequisite: NURS 581. Corequisite: NURS 585L. Pre- or corequisite: NURS 505A. Scientific foundations of anesthesia practice. Advanced pharmacology content, integrated with principles of cardiopulmonary and renal anatomical, biological and physical principles serve as a basis for assessing and managing the patient undergoing anesthesia.
NURS 585L Nurse Anesthesia Practicum I (2)  
Prerequisite: NURS 581. Corequisite: NURS 584. Preceptored clinical experience designed to provide clinical application of the foundational principles of anesthesia. Credit/No Credit only. (6 hours practicum per week)

NURS 586 Pediatric and Obstetric Anesthesia (3)  
Prerequisites: NURS 584. Corequisite: NURS 587L. Advanced theory of anesthesia management for specialized patient populations, specifically, pediatrics and obstetrics. Emphasizes anesthesia principles that underlie competent operative planning, decision making and case management.

NURS 587L Nurse Anesthesia Practicum II (5)  
Prerequisite: NURS 585L. Corequisite: NURS 586. Preceptored clinical experience provides clinical application of increasingly complex clinical situations. Credit/No Credit only. (15 hours practicum per week)

NURS 588 Advanced Physiology/Pathophysiology for Anesthesia I (4)  
Incorporates pathophysiologic basis for anesthesia case management, including pulmonary and cardiothoracic care. Principles of regional anesthesia. Application of current scientific literature is reviewed and emphasized.

NURS 589L Nurse Anesthesia Practicum III (7)  
Continuing preceptored clinical experience provides clinical application of increasingly complex clinical situations and clinical decision-making in the practice of anesthesia. Credit/No Credit only. (21 hours practicum per week)

NURS 590 Advanced Physiology/Pathophysiology for Anesthesia II (4)  
Prerequisite: NURS 588. Corequisite: NURS 591L. Pathophysiologic basis for anesthesia management, including neurologic, endocrine and gastro-intestinal care. Integrates concepts of pharmacology related to anesthesia and application of current scientific research findings in these populations.

NURS 591L Nurse Anesthesia Practicum IV (7)  
Prerequisite: NURS 589L. Corequisite: NURS 590. Preceptored clinical experience provides clinical application of increasingly complex clinical situations. Credit/No Credit only. (21 hours practicum per week)

NURS 592 Professional Nurse Anesthesia Role (3)  
Prerequisite: second year standing in Nurse Anesthesia Program. Analyzes the professional component of nurse anesthesia practice emphasizing ethical, medical and legal responsibilities of the practitioner; emphasizes various aspects that impact the profession of nurse anesthesia. Review of anesthesia certification topics.
NURS 593L Nurse Anesthesia Practicum V (7)
Prerequisite: NURS 591L. Corequisite: NURS 592. Culminating preceptored clinical experience provides clinical practice in all areas of anesthesia management. Credit/No Credit only. (21 hours practicum per week)

NURS 594 Professional Role for the Advanced Practice Nurse as a Midwife or Nurse Practitioner (3)
Prerequisite: second year graduate standing in Women’s Health Care. Professional, ethical, legal and public policy aspects of nurse practitioner/nurse-midwifery practice. Emphasizes the legal basis of practice, national and international trends in women’s health care, developing strategic business skills and promoting the profession.

NURS 596A, B Comprehensive Clinical Practicum (2, 2)
Prerequisites: NURS 505A,B and consent of instructor. Prerequisite for 596B is 596A. Low- to high-risk patient assessment and management through case study and skills lab competency. Outcome includes simulated patient evaluation/management and comprehensive examination demonstrating student’s application of knowledge and skills. A full-year course over two semesters. (Minimum 3 hours per week per semester)

NURS 597A, B Project (2, 2)
Prerequisites: NURS 505A,B and consent of instructor; Prerequisite for NURS 597B is 597A. Identification of specific issues/problems in degree concentration and development and completion of project.

NURS 598A, B Thesis (2, 2)
Prerequisites: NURS 505A,B and consent of instructor. Prerequisite for NURS 598B is 598A. Individual research with conferences with instructor, culminating in a thesis.

NURS 599 Independent Graduate Study (1-3)
Prerequisites: graduate standing and consent of instructor. Independent inquiry resulting in oral or written report. May be repeated with different content for additional credit.
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 CSU email address and the most current handbook will be posted on the School of Nursing 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.

This acknowledgement form is specific Nursing Graduate Student Handbook for the 2017-2018 Academic Year.

________________________________________________________________________
(Print Name)

________________________________________________________________________
(Signature)

________________________________________________________________________
(CWID) / (Date)