

School of Nursing

Undergraduate & Graduate Handbook
College of Natural Science

California State University, Chico



2023-24

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PROGRAM INFORMATION

Introduction

The faculty of the School of Nursing (SON) at California State University, Chico welcomes you to the Nursing Program. We hope you will find the study of nursing interesting and rewarding. The course of study is demanding and would like to provide you with information to help you succeed in the program.

The guidelines in this booklet are a supplement to the "University Catalog" and have evolved over years of student and faculty participation in the nursing curriculum of Chico State. They were developed to help you understand certain expectations of this nursing curriculum. Your suggestions to make these guidelines continuously useful are welcomed.

The School of Nursing is an integral unit of the College of Natural Sciences at Chico State and, in accord with the primary goal of the University, provides a quality education. The School of Nursing further subscribes to the University's commitment to serve the population of northern California.

The BSN and MSN programs at California State University, Chico are accredited by the [Commission on Collegiate Nursing Education \(CCNE\)](#). Our basic BSN pre-licensure program is also approved by the California Board of Registered Nursing (BRN).

Successful completion of both the basic BSN and RN to BSN tracks leads to the Bachelor of Science degree in Nursing. The BSN program combines both general and professional education to prepare well-educated citizens who are also professional practitioners. Graduates of the basic BSN program are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Graduates of both BSN tracks can apply for the State of California Public Health Nursing Certificate.

Graduates of the Master of Science in Nursing (MSN) program, depending on the option taken, are prepared for two separate roles. Students completing the nurse educator option have a clinical focus in adult health and are prepared to function in the roles of educator and adult health clinician to enhance nursing education and health care delivery in rural as well as urban areas. This includes the ability to perceive the need for change and to effectively design and implement programs as well as conduct research that can result in change at local, regional, and national levels.

Students completing the nursing leadership option expand their knowledge in areas such as leadership, management, research, and health care finance so that they are better prepared to hold influential health advisory positions at the organizational and system level. Students apply this new knowledge through a mentored clinical practicum focused on leadership and management.

University Mission

Chico State is the comprehensive university of the North State with a global reach. Through excellence of inquiry, innovation, and experiential learning, we develop students who are critical thinkers, responsible citizens, diverse leaders, and inspired stewards of environmental, social, and economic resources.

University Vision

Chico State will be known as a preeminent university solving the unprecedented challenges of the 21st century. Through inquiry, innovation, and experiential learning, students become critical thinkers, responsible citizens, diverse leaders, and inspired stewards of environmental, social, and economic resources.

University Strategic Priorities

- Equity, Diversity & Inclusion
- Civic & Global Engagement
- Resilient & Sustainable Systems

The full Chico State Strategic Plan is available at the following web link:

<https://www.csuchico.edu/pres/assets/documents/stategic-plan-2019-2024.pdf>

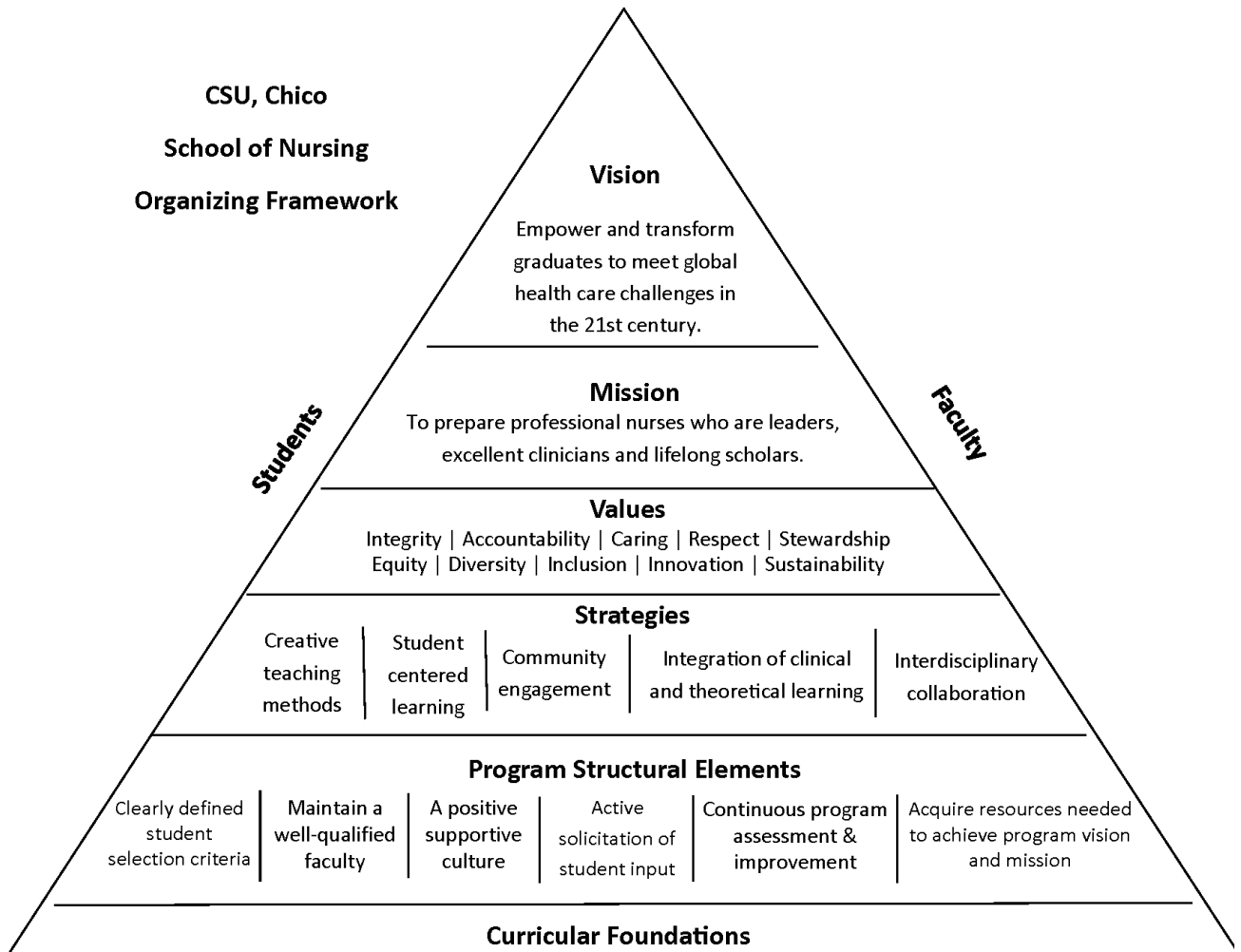
School of Nursing Mission

“To prepare professional nurses who are leaders, excellent clinicians and lifelong scholars.” As such, the school provides high quality, student-centered learning environments that incorporate evidence-based care and clinical reasoning. The school supports faculty and student scholarly activities and encourages lifelong learning. The school also fosters service to others through our extensive community and regional collaboration with external healthcare stakeholders.

School of Nursing Organizing Framework

A visual depiction of the mission, vision, values, strategies, program structural elements, curricular foundations, and student learning outcomes for the undergraduate nursing program at California State University (CSU Chico) are noted on the following page. These elements provide the foundation for the development of the undergraduate curriculum and are consistent with the mission and goals of the College of Natural Sciences and the university.

**CSU, Chico
School of Nursing
Organizing Framework**



Vision

Empower and transform graduates to meet global health care challenges in the 21st century.

Mission

To prepare professional nurses who are leaders, excellent clinicians and lifelong scholars.

Values

Integrity | Accountability | Caring | Respect | Stewardship
Equity | Diversity | Inclusion | Innovation | Sustainability

Strategies

Creative teaching methods	Student centered learning	Community engagement	Integration of clinical and theoretical learning	Interdisciplinary collaboration
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Program Structural Elements

Clearly defined student selection criteria	Maintain a well-qualified faculty	A positive supportive culture	Active solicitation of student input	Continuous program assessment & improvement	Acquire resources needed to achieve program vision and mission
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Curricular Foundations

Psychomotor skill development	Clinical reasoning	Quality and safety	Patient centered care	Evidence based practice	Nursing therapeutics & population health
Leadership	Advocacy	Legal & ethical issues	Global health	Clinical	Lifelong learning
Health promotion	Economics and policy	Communication	Collaboration	Information	Professional role

Integrate liberal education to inform baccalaureate generalist nursing practice.

Demonstrate the knowledge and skills in leadership, quality improvement, and patient safety necessary to provide high quality healthcare.

Demonstrate professional practice grounded in current evidence and best practices.

Illustrate cultural awareness when caring for diverse patient populations.

Student Learning Outcomes

Use knowledge and skills in information management and technology to the delivery of quality patient care.

Describe how financial and regulatory healthcare policies influence the nature and functioning of the healthcare system.

Demonstrate communication and collaboration among healthcare professionals to achieve quality and safe patient care.

Utilize clinical prevention at the individual and population level to improve health.

Demonstrate professional behavior as fundamental to the discipline of nursing.

Provide nursing care to patients, families, groups, communities, and populations across the lifespan.

Demonstrate the appropriate individualized application and use of the nursing process in all baccalaureate generalist nurse roles.

PROGRAMS

Pre-Licensure Program

Program Outcomes

1. Integrate liberal education to inform baccalaureate generalist nursing practice.
2. Demonstrate the knowledge and skills in leadership, quality improvement, and patient safety necessary to provide high quality healthcare.
3. Demonstrate professional practice grounded in current evidence and best practices.
4. Use knowledge and skills in information management and technology to the delivery of quality patient care.
5. Describe how financial and regulatory healthcare policies influence the nature and functioning of the healthcare system.
6. Demonstrate communication and collaboration among healthcare professionals to achieve quality and safe patient care.
7. Utilize clinical prevention at the individual and population level to improve health.
8. Demonstrate professional behavior as fundamental to the discipline of nursing.
9. Provide nursing care to patients, families, groups, communities, and populations across the lifespan.
10. Illustrate cultural awareness when caring for diverse patient populations.
11. Demonstrate the appropriate individualized application and use of the nursing process in all baccalaureate generalist nurse roles.

BSN Essentials

The Essentials for the BSN curriculum identified by the American Association of Colleges of Nursing.:

Essential I: Liberal education for baccalaureate generalist nursing practice.

Essential II: Basic organizational and systems leadership for quality care and patient safety.

Essential III: Scholarship for evidence-based practice.

Essential IV: Information management and application of patient care technology.

Essential V: Healthcare policy, finance, and regulatory environments.

Essential VI: Inter-professional communication and collaboration for improving patient health outcomes. Essential VII: Clinical prevention and population health.

Essential VIII: Professionalism and professional values.

Essential IX: Baccalaureate generalist nursing practice

BSN Curriculum

In this five-semester program, theory and clinical courses provide content, clinical practice, feedback, and evaluation to enable students to integrate their nursing knowledge into their science, art, and humanity foundation. The result is the progression of the student from simple to clearly more complex application of communication, critical thinking, clinical reasoning, and nursing therapeutics to individuals, groups and communities that culminate in the meeting of the baccalaureate SLOs.

Semester I. Introduction to the fundamental competencies essential to the beginning professional nursing role. These include knowledge and application of interpersonal communication, critical thinking, nursing assessment, basic skills, and the nursing process. Students are also introduced to evidence-based practice using scientific data, outcomes, and application in practice. (Courses

Semester II. This builds on the essential competencies of semester I and provides the biophysical foundation for the application of decision making/clinical reasoning, communication, and nursing therapeutics in the acute care of the adult and geriatric patient. The focus of the semester is on pathophysiology, pharmacology and laboratory data, nursing informatics and nursing research as tools for assessing, planning, implementing, documenting, and evaluating high quality nursing care. (Courses

Semester III. There is a focus on the application of theories of maternal/child nursing and family health maintenance as well as communication, critical thinking, clinical reasoning, and nursing therapeutics in the care of childbearing and childrearing families in acute and community settings. Students also continue to build upon their knowledge base in pharmacology and medical/surgical nursing with theory coursework and clinical application.

Semester IV: Students are provided the theory and clinical opportunities to apply their decision-making, communication, and nursing therapeutics to the nursing care of individuals and groups with maladaptive behaviors in both the acute care and community settings. Students in the medical-surgical courses advance their knowledge of complex/high risk situations with clients across the life span in acute care settings. This knowledge and the associated clinical reasoning are further challenged through a capstone simulation course. An additional theoretical component in healthcare policy is provided.

Semester V: The coursework is built upon the foundation of the preceding four semesters. Students are introduced to the organizational management and leadership roles of professional nursing. They apply their decision-making, communication, and nursing therapeutic skills to planning, implementing, and evaluating the nursing care of groups of acutely ill patients. In addition, students complete theoretical and clinical courses in community health/public health nursing with the focus on nursing care delivery to culturally- diverse family systems.

Curriculum Progression

Simulation Integrated in most Clinical Course

	Semester 1	Units
NURS 283	Nursing Foundations	4
NURS 284	Practicum in Nursing Foundation	4
NURS 285	Nursing Assessments	3
NURS 295	Informatics in Nursing Practice	1
	Total Semester Units	12
	Semester II	

NURS 303	Medical Surgical Nursing I/Pharmacology (Fall '23 only)	4
NURS 304	Practicum in Acute Care	4
NURS 311	Nursing Informatics (Fall '23 only)	2
NURS 312	Nursing Research (Fall '23 only)	2
NURS 342W	Nursing Research	3
	Nursing Informatics (Fall '23 only)	
NURS 319	Pharmacology	2
	Total Semester Units	13
	Semester III	
NURS 313	Maternal Child Nursing	4
NURS 314	Practicum Maternal Child Nursing/JEDI	3
NURS 343	Medical-Surgical Nursing II	3
NURS 344	Medical Surgical II Clinical	2
	Total Semester Units	12
	Semester IV	
NURS 399H	Nursing Honors	3
NURS 400	Capstone Nursing Simulation Practicum	2
NURS 403	Integrative Theory	2
NURS 404	Practicum in Integrative Nursing	2
NURS 412	Health Policy	1
NURS 413	Nursing Management of Maladaptive Behavior	3
NURS 414	Practicum in Management of Maladaptive Behavior	2
	Total Semester Units	12-15 units
	Semester V	
NURS 422	Leadership/Management and Professional Issues inn Nursing	3
NURS 424	Practicum in Patient Care Management	3
NURS 474	Practicum in Community Health Nursing	3
NURS 475	Public Health Nursing	3
	Total Semester Units	12
	SEMESTER UNITS FOR MAJOR	61-64 UNITS

RN-BSN Program

The RN_BSN program is a post RN licensure. The curriculum is designed to expand on the nursing role learned in the Associated Degree program, providing content, clinical practice, feedback, and evaluation to integrate nursing knowledge into their science, art, and humanity foundation. The result is the progression of the student to more complex application of critical thinking, communication and nursing therapeutics to individuals, groups and communities that culminates in the meeting of the baccalaureate

student learning outcomes previously noted. Link: <https://www.csuchico.edu/nurs/programs/rn-bsn/index.shtml>

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Advisor is Melissa Cheatham: mcheatham@csuchico.edu 530 898-4638

Curriculum & Progression

Semester	Courses	Units
Summer Semester 1	NURS 300 RN-BSN Bridge Course	4
	NURS 310 Academic Writing for Nurses	2
Fall Semester	NURS 316 Nursing Informatics	3
	NURS 342W Nursing Research	3
	RELS 332 World Religions & Global Issues <ul style="list-style-type: none"> • Fulfills GE UD-D Social Science and GC • This course waived for Post bac students 	3
Winter-session	QTST 310 LGBT Issues & Identities <ul style="list-style-type: none"> • Fulfills GE UD-C Arts & Humanities and USD • This course waived for post bac students 	3
	NURS 420W Leadership & Management	4
Spring Semester	NURS 427 Professional Values & Ethics in Nursing	3
	NURS 477 Public Health Nursing Theory <ul style="list-style-type: none"> • Fulfills GE UD-B Scientific Inquiry & Quantitative Reasoning 	3
Summer Session II	NURS 478 Practicum in Community Health Nursing	3
		30
Passing NCLEX		20
TOTAL		50

MASTER OF SCIENCE

Description

Both the Nurse Educator and Nursing Leadership options comprise a 30-unit curriculum. Theoretical course content is delivered online. Each option has required practicum hours that are not delivered online.

These hours can usually be completed by working closely with an identified experienced nurse educator or an experienced nurse leader in the student's home community. A two -unit practicum course requires 90 hours of time with the identified nurse mentor.

Graduates of the Master of Science in Nursing (MSN) program, depending on the option taken, are prepared for two different roles. Students completing the nurse educator option have a clinical focus in adult health and are prepared to function in the roles of educator and adult health clinician to enhance nursing education and health care delivery in rural as well as urban areas. This includes the ability to perceive the need for change and to effectively design and implement programs as well as conduct research that can result in change at local, regional, and national levels.

Students completing the nursing leadership option expand their knowledge in areas such as leadership, management, research, and health care finance so that they are better prepared to hold influential health advisory positions at the organizational and system level. Students apply this new knowledge through a mentored clinical practicum focused on leadership and management.

Graduate Coordinator

Graduate coordinator is Dr. Sarah Brown Blake. Her email is sbrownblake@csuchico.edu.

Options of Study

There are two options of study, Nurse Educator and Nursing Leadership.

Nurse Educator

The Nurse Educator option has several components to the curriculum: core courses, specific curriculum and instructional process courses, adult health courses, and a problem-solving professional paper. The core courses provide a foundation in nursing research, the development and use of nursing theory and conceptual models, and the nurse educator role. The instructional process and curriculum courses examine the literature and research on learning theory, teaching-learning strategies, and student evaluation as well as curriculum development and program evaluation for use in education and practice settings. The teaching practicum provides the opportunity for students to apply these principles by team teaching with an expert teacher in a school of nursing or in a staff development setting. The adult health theory and clinical courses explore advanced nursing knowledge in pathophysiology, pharmacology, and physical assessment in the context of adult health and the nurse educator role. The course content also examines the larger social context in which advanced nursing care must exist and the potential impact of that context on individual practice. The advanced clinical adult health practicum course provides the opportunity for students to assess selected components of a selected clinical microsystem.

Nursing Leadership

The Nursing Leadership option has three components to the curriculum: the core courses, the option specific leadership and financial management courses, and the problem-solving professional paper. The core courses provide a foundation in nursing research, the development and use of nursing theory, conceptual models, and the advanced nursing leadership role. The nursing leadership courses provide the theoretical foundations and conceptual principles of nursing leadership and the skills necessary to practice leadership competently in broad based health care environments. The leadership courses also focus on understanding universal principles of leadership and management that form the basis of the study of change in health care organizations. The financial management courses explore principles of fiscal management in the health care environment; including health care reimbursement; the dynamic relationship between quality, cost, and access; the impact of health care reform; and fiscal tools helpful for organizational leadership and management. The leadership practicum provides the opportunity for

students to apply these principles by working with a nursing leader/preceptor in a clinical setting. Course content also examines the larger social context in which advanced leadership must exist and the potential impact of that context on leadership/management practice.

Academic advising is mandatory each semester for all students in the Master of Science in Nursing Program.

MSN Student Learning Outcomes

- SLO # 1:** Integrate theory and research from the Sciences and Humanities in the delivery of evidence-based nursing practice.
- SLO # 2:** Utilize leadership skills to influence the quality of health care at the organizational and/or systems level.
- SLO # 3:** Demonstrate the knowledge, skills, and attitudes necessary to improve the quality and safety of the environment's graduate practice.
- SLO # 4:** Translate and apply evidence-based research in nursing practice.
- SLO # 5:** Integrates current informatics and health care technologies in nursing practice.
- SLO # 6:** Use health policy, political skills, and advocacy to influence positive change in health care delivery.
- SLO # 7:** Demonstrates inter-professional collaboration for improving patient and population health outcomes.
- SLO # 8:** Identifies clinical prevention strategies to improve health of selected populations.
- SLO # 9:** Demonstrates master's level knowledge, skills, and attitudes needed to lead nursing education, leadership, and practice.

MSN Essentials

The MSN curriculum for the Chico State School of Nursing provides the following content identified by the AACN:

- Essential I** – Background for Practice from Sciences and Humanities
 - Essential II** - Organizational and Systems Leadership
 - Essential III** - Quality Improvement and Safety
 - Essential IV** - Translating and Integrating Scholarship into Practice
 - Essential V** - Informatics and Healthcare Technologies
 - Essential VI** - Health Policy and Advocacy
 - Essential VII** - Interprofessional Collaboration for Improving Patient and Population Health Outcomes
 - Essential VIII** - Clinical Prevention and Population Health for Improving Health
 - Essential IX** - Master's-Level Nursing Practice
- The entire Masters Essentials of Nursing Education document can be read at:
<http://www.aacnnursing.org/Portals/42/Publications/MastersEssentials11.pdf>

Nurse Educator Competency

The National League of Nursing published Nurse Educator Competencies comprising of eight standards specific to the role of the nurse educator. The core competencies have been identified as the following:

- Competency 1:** Facilitate learning.
 - Competency 2:** Facilitate learner development and socialization.
 - Competency 3:** Use assessment and evaluation strategies.
 - Competency 4:** Participate in curriculum design and evaluation of program outcomes.
 - Competency 5:** Function as a change agent and leader.
 - Competency 6:** Pursue continuous quality improvement in the nurse educator role.
 - Competency 7:** Engage in scholarship.
 - Competency 8:** Function within the educational environment.
- Further description of each competency can be found at: <http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>

American Organization of Nurse Executive Competency

With the Nursing Leadership option, the American Organization of Nurse Executive (AONE) competencies are incorporated into the curriculum. These competencies detail the skills, knowledge and abilities that guide the practice of nurse leaders in executive practice regardless of their educational level, title or setting. The competencies are captured in a model developed in 2004 by the Healthcare Leadership Alliance that identifies the common core set of competency domains for health care leadership. The core competencies have been identified as the following:

- Competency 1:** Communication and relationship management
- Competency 2:** Knowledge of the health care environment
- Competency 3:** Leadership
- Competency 4:** Professionalism
- Competency 5:** Business skills and principles

Curriculum Progression

Educator Option		
	Class	Units
Semester 1	NURS 650 Instructional Process in Nursing	4
	NURS 651 Education Curriculum Process in Nursing	2
Semester 2	NURS 640 Advanced Concepts for Adult Nursing Care	4
	NURS 647 Advanced Practicum in Nursing Care of Adults	2
Semester 3	NURS 610 Information and Technology in Advanced Nursing Practice	2
	NURS 620 Advanced Nursing Research and Theory	4
Semester 4	NURS 630 Dynamics of the Advanced Nursing Role	2
	NURS 645 Issues and Ethics in the Delivery of Health Care	2

	NURS 660 Research Thesis/Project Proposal Seminar	2
Semester 5	NURS 685 Practicum for Instructional Process in Nursing Education NURS 699P/ NURS699T/ NURS 697P Culminating Activity	2 4
	TOTAL UNITS	30
<u>Nursing Leadership Option</u>		
Semester 1	NURS 670A Advanced Nursing Leadership I NURS 680A Financial Management I	4 2
Semester 2	NURS 670B Advanced Nursing Leadership II NURS 680B Financial Management II	4 2
Semester 3	NURS 610 Information and Technology in Advanced Nursing Practice Advanced Nursing Research and Theory	2 4
Semester 4	NURS 630 Dynamics of the Advanced Nursing Role NURS 645 Issues and Ethics in the Delivery of Health Care NURS 660 Research Thesis/Project Proposal Seminar	2 2 2
Semester 5	NURS 683 Practicum in Nursing Leadership NURS 699P/ NURS699T/ NURS 697P Culminating Activity	2 4
	TOTAL UNITS	30
*The specific sequence of these required courses in both options may be subject to change.		

ENROLLMENT & ADMISSION

Admission criteria are clearly delineated in the Chico State catalog and in the program guide for nursing. There is an allotted number of spaces in the baccalaureate nursing program each semester and students retain their spaces in nursing courses throughout the program if they follow regular curricular progression.

Clinical placements are assigned for all clinical courses.

Students are expected to accept their clinical rotation sites based on a system designed to promote fairness in experiential learning and travel distance. If students decline their clinical placements in a clinical course, they would not be guaranteed a placement in that clinical course. A space becomes available when students do not follow the regular curriculum progression (e.g., fail a course, take a leave of absence). Vacated spaces can be filled with students returning from approved leave of absence, LVN to RN 30-Unit Option students (in appropriate classes), and/or students repeating classes determined by the Executive Committee.

Students who fail a theory class will have to follow the BRN guidelines (such as repeating the clinical class). Students who take a leave of absence must follow the university guidelines.

Course Registration

Registration information is posted on the SON website 1-2 weeks before course registration opens for the following semester.

Basic BSN Program Course Fees

For each semester of the basic BSN program, lab courses have required course fees, which are in addition to regular tuition. Fees are approved by a campus committee and follow strict guidelines, recognizing that the costs to educate professionals sometimes are more than the basic tuition covers. It is critical that students receive education on the national licensing exam (NCLEX) content. Assessment Technology Inc.(ATI) is used to provide electronic study guides, online practice tests, and final achievement tests for each semester cohort. The entire cost of ATI materials is spread over five semesters and is part of students' course fees. Additionally, course fees cover the use of the Simulation Center.

Program Leave

Students sometimes decide to leave the nursing program, temporarily or permanently. Because readmission to the major is not guaranteed and remains highly competitive, students should consider decisions to drop out or take a leave very seriously. It is common for students to regret decisions and request readmission at a later time. Reinstatement is more likely if you follow the procedures:

1. Submit a letter to the Director, explaining your reasons for leaving the program, and your plans, if any, for re-entering later.
2. If you are leaving the University, but plan to return later, you should apply for a Planned Educational Leave (PEL). This type of leave will avoid the costs of reapplying to the University if you return within a specific time and preserve your admitted status at the University. Forms are available in Admissions and Records.

Re-entry to the program is contingent on space availability in the semester you wish to re-enter. You should petition to re-enter the semester before you wish to return. The Executive Committee of the School of Nursing evaluates all petitions and ranks them if space is limited.

Priority for re-entry is usually given to those who left for medical reasons, followed by financial, then by academic reasons. The petition to the Executive Committee should explain the circumstances which led to withdrawal, and how those circumstances will be different on return to the program.

ADVISING

Academic Advising

Academic Advising is performed by faculty who teach in the major and by the academic advisors in the campus Academic Advising Programs (AAP),

<https://www.csuchico.edu/aap/advisors/index.shtml>

In the SON, each Pre-Licensure BSN student is assigned a specific nursing faculty member as an academic advisor for the entirety of the nursing program, contact the SON office to find out the name of your advisor. Responsibility for advising lies with students, rather than the designated advisors. All students are expected to assume responsibility by scheduling advising appointments with their advisor, maintain their own advising progress, keep record of transcripts from institutions that include semester grade reports. The nursing faculty advisor is available to assist each students in meeting the academic program requirement appropriate for each student. Students are encouraged to visit the AAP advisor for complex issues concerning general education requirements for graduation and electives as policies.

Students are highly encouraged to communicate with their nursing faculty advisor at least once each semester. Students should communicate with their faculty advisor any time the student is in jeopardy of failing a nursing course or having failed a course.

Clinical Advising

This clinical faculty member in each clinical course is responsible for clinical supervision, consultation, and guidance throughout the entire semester. The clinical faculty member is also responsible for clinical evaluations (midterm and final), and final grades at the end of the semester. The student is generally asked to submit a self-evaluation to the faculty prior to the meeting for evaluations.

Scholarships and Loans

Numerous scholarships are available to students enrolled in the nursing program. Applications are typically available from the Financial Aid and Scholarship Office after October 1st of each fall semester. Students are advised to begin the application process during winter break since the application deadline is typically early in the spring. The amount and number of awards vary and are dependent upon earnings from university endowment funds and donations. Information about CSU, Chico scholarships and loan funds for nursing students can be found at <https://www.csuchico.edu/nurs/student-resources/scholarships.shtml>. In addition, keep an eye on the scholarship bulletin board located next to Holt 363 for information about special scholarships that becomes available.

Full Time Status Requirements

Under most circumstances, the Financial Aid Office will require you to take a 12-unit load to be considered a full-time student (check with the Financial Aid Office for specific requirements). For additional information regarding elective options see the section on Academic Enrichment Opportunities-Independent Study Courses in Nursing.

Basic Needs Support

The Chico State Basic Needs seeks to improve student success through the provision of healthy food, emergency grants, financial wellness education, rapid re-housing, public health, and wellness programming for students experiencing food insecurity, hunger, disasters, unstable housing, homelessness, and poverty.

If you are having trouble in this area, follow this link for support
<https://www.csuchico.edu/basic-needs/>

PROGRAM REQUIREMENTS

BSN Student Affirmation Form

All BSN students are expected to adhere to the BSN Student Affirmation Form (Appendix I). Students are expected to comply with these affirmations, when there is a breach, the consequence range from a warning to suspension of the program. This form is signed with every Student Handbook update.

To ensure the safety of patients, students, and faculty, and to meet contractual obligations with clinical facilities, students are required to complete all program requirements in this section

before participating in clinical courses.

By virtue of your enrollment in the CSU, Chico School of Nursing/SentryMD, you are authorizing the School to release all information (including background check and drug screening) to clinical facilities to meet contractual obligations for participation in clinical courses.

Questions about clearances should be directed to the Placement Administrative Support staff.

Clinical Agency Requirement

The following requirements must be completed, and documentation submitted to SentryMD or Pre-Check by the posted deadline (See Appendix B). **Students who do not submit all clinical requirements by posted deadline will receive a 10% grade deduction (professionalism) from all clinical courses for the applicable semester.** Semester 1 students are exempt from this policy during the first semester only. **No student can attend any part of a clinical course unless all clinical agency requirements are met.** All clinical requirements must be current for the academic semester through the last day of finals.

Immunizations Requirements

The SON requires all new students to have the following immunizations and tests (listed below) before entry into the program; and these must be kept current throughout the program.

Immunizations may be obtained at the Student Health Center on campus, the Butte County Public Health Department (phone 891-2732 for appointment), or by a healthcare provider of your choice.

It is assumed that all new students have previously received the usual childhood immunizations (which are required during public school attendance) for: diphtheria, tetanus, whooping cough, measles, mumps, rubella, varicella (chicken pox), and polio. If a student has not had these immunizations, or is unsure, it is highly recommended the student discuss their past immunization history with their personal healthcare provider and obtain the appropriate immunizations or have titers drawn to verify immunity. Note: If you are pregnant or plan to be within the next three months, or if you have underlying health issues, consult your healthcare provider before receiving any vaccinations.

The following requirements must be completed, and documentation submitted to SentryMD or Precheck? **no less than** three weeks before every semester begins. (See Appendix B – *Using SentryMD.com for Background Check, Drug Screen, and Tracking Immunizations* -). Students who do not submit these requirements before the published deadline may be dis-enrolled from their courses. **No student can attend any part of a clinical course unless all clinical agency requirements are met and cleared by Certified Profile.** All clinical requirements must be current for the academic semester, through the last day of finals.

Students who have not submit their clinical requirements (to SentryMD) by the semester deadline will have a 10% (professionalism) grade deduction in the final grade for each of their clinical courses.

Proof of the following immunizations and records **must be submitted** to SentryMD. Here is a table with the requirements.

Requirement	Details
TDaP	<ul style="list-style-type: none"> • Must be 19 years or older at time of administration • Administered within the last 10 years *Some sites may require TDaP within 5 years
TB	<ul style="list-style-type: none"> • 2 PPD skin tests administered 1-3 weeks apart <i>or</i> a QuantiFERON blood test (QFT) • If you have previously tested positive for TB, please submit a chest x-ray less than a year old with a physician clearance note
MMR	<ul style="list-style-type: none"> • Two immunizations <i>or</i> a positive quantitative titer report
Hepatitis B	<ul style="list-style-type: none"> • Three immunizations <i>or</i> a positive quantitative titer report
Varicella	<ul style="list-style-type: none"> • Two immunizations <i>or</i> a positive quantitative titer report
COVID - 19	<ul style="list-style-type: none"> • The vast majority of clinical sites require that all students receive the COVID-19 vaccine and booster OR have a qualifying, school approved exemption. • Please upload a copy of your COVID vaccination card. • If you have an exemption, please contact Candice Sawyer at csawyer2@csuchico.edu for further instruction. • Every effort will be made to offer clinical placements to exempt students. Due to hospital guides, placements cannot be guaranteed.
Influenza	<ul style="list-style-type: none"> • Current seasonal immunization required
BLS	<ul style="list-style-type: none"> • Current basic life support (BLS) certification • American Heart Association (AHA) mandatory • CPR, lifeguard, etc. will not be accepted
Health Insurance	<ul style="list-style-type: none"> • Current health insurance with your name
Immunization Release	<ul style="list-style-type: none"> • Completed immunization release form (Access link in email confirmation once you register for immunization tracking.)

COVID-19

Face Mask Requirement in clinical settings:

CSU Chico requires that all students, staff, and faculty, wear a face coverings if there is a state mandate by the California Department of Public Health, Failure to comply with this requirement will result in a referral to Student , Rights, and Responsibilities and disciplinary action can be taken .The COVID vaccine or written declination is required by the university for on campus activities. The COVID vaccination series may be required by some clinical agencies for clinical placement. Individuals unable to wear a face covering due to a medical condition should contact the [Accessibility Resource Center](#) by phone at (530) 898-5959 or by email at arcdept@csuchico.edu See Appendix F for Protocol for COVID Vaccine Exemptions.

Criminal Background Check

A background check is not required to apply to the nursing program but a background check is required in the enrollment process to determine if there are any barriers to students participating in required clinical placements.

Background check results will be provided to the SON affiliated clinical agencies which provide space for clinical courses that are degree requirement and advancement in the program. In addition, there might be random background check while in the nursing program. Students must maintain a clear background check while in the program and throughout the program. Students will be informed of any issues that can impact their placements in clinical agencies prior to enrollment.

Our clinical partners has the right to determine acceptance of students based on the background check and may even require additional background checks. If a student is denied placement in a clinical agency, they will not be able to meet their clinical requirements and therefore will not satisfy graduation requirements. Students who do not clear background checks might be in jeopardy of obtaining licensure with the California Board of Nursing (BRN). More information can be found at <https://www.rn.ca.gov/enforcement/convictions.shtml>

Drug Testing

A 10-panel drug screen is not required to apply to the nursing program but is required as part of the intent to enroll process. All students must submit a drug screen prior to enrolling. The requirement is in alignment with the California BRN guidelines for safe nursing practice. Students admitted to the program must agree that the results of drug screens will be made available with the program's affiliated clinical partners. Students will be informed of any issues that impacts their eligibility for clinical placement with our partners. All clinical partners require a negative drug test prior to clinical placements. If a student is positive for marijuana (regardless of why), the student will not be allowed to participate in clinical. Although marijuana is legal in California, clinical agencies receive federal funding and must comply with the law that considers marijuana an illegal narcotic. Note, the FDA, has not approved marijuana a medicine

Clinical agencies have full control whether to accept a student for clinical placement based on the results of the drug screen and can request additional drug screens. If a student is denied placement by a clinical agency, they will not be able to fulfill clinical requirements and will not be able to satisfy the requirements for graduation.

Students who test positive on the drug screen due to health reasons must meet with the Director of the SON regarding admission status.

Students who take a leave of absence for more than one semester may be required to submit a new drug screen prior to re-enrollment.

Cardio-Pulmonary Resuscitation (CPR) Certification

All students are required to have a current BLS CRP certification. Students are required to submit a copy of the CPR certificate (front and back) to SentryMD CPR card that includes certification in two-man, infant and child CPR. The class must also include obstructed airway rescue and the use of automatic external defibrillators (AEDs). CPR must be level C (American Heart Association). This certification must be renewed every two years.

Professional Liability Insurance Coverage

There is also the risk that you could be sued for malpractice because of your participation in clinical courses. It is strongly recommended (not required) that you purchase professional liability insurance prior to beginning of clinical courses although the University currently maintains a blanket policy which provides some coverage for students enrolled in clinical courses. The cost for such policies is low

Personal Health Insurance

The University does not provide health insurance coverage for students. The Student Health Center provides limited treatment for illnesses or injuries while you are a registered student but no hospitalization, prescription medications, or special care. Some diseases or injuries y could require long-term hospitalization and care. Therefore, supplemental major medical insurance coverage is required for students. You can purchase such a policy through the Student Health Center. Note that hospitals and other clinical agencies used for clinical courses typically do **not** provide free services to you for emergency treatment if you are injured in that agency. If such care is given you will be billed by the hospital.

If you receive financial aid, you may include the added cost of the insurance on your financial aid request. The student is responsible to determine that health insurance coverage includes provisions for emergency room visits or other immediate care in the event of a needle stick or other high -risk exposure in the clinical setting, as well as the costs of anti-HIV drugs if the physician determines they are warranted. For example, Kaiser Permanente coverage does not always extend to emergency room visits out of their area of service.

Since the School of Nursing policy for needle stick and other blood borne pathogen exposures may involve an emergency room visit and may require an initial course of anti-HIV drugs, started within one-hour, complete insurance coverage is especially important. These costs could easily reach \$1000 or more for the initial incident. If you must start on anti-HIV drugs for a prolonged period, it would be quite expensive.

Please note that Student Health Services provided on campus are not available evenings and weekends, do not cover emergency room treatment, or the costs of anti-HIV therapy, so additional coverage is necessary. Supplemental health insurance may be purchased through CSU, Chico's student accident and sickness insurance plan at the time of registration. Descriptions of the policy are available online at: <https://www.csuhealthlink.com>

Note: CSU students may obtain health services from any CSU health center.

Personal Transportation and Automobile Insurance

Clinical experiences are in various settings such as hospitals, health departments and schools throughout Butte County and surrounding counties such as Paradise, Oroville, Marysville, Red Bluff and Redding. This requires students to have access to a car. The SON is not able to

accommodate clinical placements based on transportation issues.

Any vehicle students use to attend clinical MUST be insured with an agency that is registered in the State of California. Currently, the minimum acceptable coverage in the state of California is for bodily injury of \$15,000/\$30,000 and for damage to the property of a third person of \$5,000. The public and mental health agencies may require an Affidavit of Coverage. Insurance verification is required in all semesters of the nursing program prior to enrolling in clinical courses.

Dress Code

The purpose of the CSU, Chico School of Nursing dress code policy is to promote safety and professionalism in all educational and school-affiliated activities. For all clinical, skills lab, and simulation experiences, and all professional contact with the public, students must observe the dress code policy. If unsure of the dress code for an activity, students should consult with the faculty. Students must comply with the policies of clinical host facilities. If a host facility has a more stringent dress code policy than the School of Nursing, the facility's policy must be followed.

Failure to comply with the dress code policy during activities in clinical host facilities may result in a student being sent home at the request of the facility or the clinical instructor. A missed clinical experience that results from failure to observe the dress code policy will be considered an unapproved absence, will not be eligible for make-up, and will require completion of Student *Tracking Form*. Additionally, clinical performance grades may be adversely affected for failure to comply with the dress code policy.

Uniform

The uniform consists of a black scrub top and bottom embroidered with the Chico State nursing logo. To ensure a standard color, uniforms should be purchased through a source approved by the School of Nursing which is handled through California Nursing Students' Association (CNSA).

Acceptable jewelry

- Rings (no more than one per hand) must not interfere with the safe performance of routine nursing duties (i.e., must not tear gloves/PPE or risk injury to patients). Rings with large stones/gems or high settings may be unsafe for practice and are therefore prohibited.
- Earrings (no more than two per ear/ear lobe) may be stud and/or small hoops ***through which a finger cannot be passed***. Dangling, pendant, and/or large hoop earrings may be unsafe for practice and are therefore prohibited.
- Nose studs are limited to one. Nose rings either through the nostril or septum may be unsafe for practice and are therefore prohibited.
- Necklaces must be short and discrete, and pendants (no more than one) must not be offensive objects (e.g., swastika). Long necklaces or large and/or pointy pendants may be unsafe for practice and are therefore prohibited.

- A watch (preferably capable of indicating seconds)

Appearance

- Hair longer than shoulder-length must be worn pulled up and/or back from the face. Hair must be clean and contain no ornamentation. Hair extensions may be unsafe for practice and are therefore prohibited.
- Make-up should be used only in moderation.
- Fragrances of any kind (e.g., perfume, cologne) are prohibited.
- Fingernails must be neat in appearance and clean. Long fingernails may be unsafe for practice and are therefore prohibited. *Unnatural nails and nail products are prohibited.*
- Tattoos must be non-offensive (e.g., contain no violent and/or pornographic images).
- Facial piercings are restricted to nostrils and/or ears.
- All other body piercings (e.g., umbilical) should always be covered.

Other uniform items

- CSU, Chico photo ID badge (unaltered and in good condition) identifying you as a student nurse. ID must include your first name and last initial. IDs are to be ordered through the School of Nursing office. IDs must be worn above the waist.
- Clinical host facility-issued ID badge, if provided, must be always visible.
- Shoes must be made of non-porous material (e.g., no mesh) with an enclosed toe and back. Shoes must be kept clean. To minimize risk of cross-contamination, students should have a pair of shoes used exclusively for clinical activities.
- Socks must be worn in all clinical settings and must cover the ankles.
- Lab coats (if required) must be white.
- Scrub cap is optional if approved by the clinical instructor.

Non-Uniform Professional Attire

When a uniform is not required, students must dress in professional attire. Regardless of the clinical agency and/or setting, students must observe the following restrictions:

- CSU, Chico photo ID badge must be always worn above the waist.
- No sleeveless tops/shirts
- No visible cleavage
- No short tops (e.g., crop, tube) revealing midriff.
- No slit or above knee length skirts
- No open-toed shoes
- No short pants, denim jeans, cargo pants, or military fatigues
- No torn clothing

ATI

ATI testing is tool that is used to identify students' strengths and weakness in preparation to take the NCLEX examination for RN licensure, Each student has access to online ATI study materials. These include books, case studies, procedures, practice exams, proctored exams, and remediation content. The fee for ATI is included in the students' fees. See Appendix H.

INFECTIOUS DISEASES

Standard Precautions

To protect nursing students against a broad range of bloodborne diseases that are transmitted by direct or indirect contact with infective blood or other body fluids. Infectious diseases requiring such precautions are those that result in the production of infective blood or body fluids and may include, but not limited to, Hepatitis B, Hepatitis C, Human Immunodeficiency virus (HIV and AIDS), Syphilis and other sexually transmitted infections, Malaria, Leptospirosis, arthropod-borne viral fevers such as dengue fever, yellow fever, and Colorado tick fever.

Body substances include blood and all body fluids. "Standard" refers to applying precautions to the handling of blood and body fluids of all patients, not just known infected patients. Treating all patients' blood and body fluids as hazardous provides the best protection for student nurses without compromising patient care and confidentiality. This policy is consistent with the policies of the local hospitals in which students are assigned for clinical courses and the latest (2016) Centers for Disease Control Recommendation to Health Care Workers on the Prevention of HIV Transmission in Health-Care Settings; see link: <https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html#print> for more information.

Students are taught the following guidelines and will practice these techniques in simulation and clinical settings in hospitals, clinics, offices, and homes.

1. Standard precautions apply to blood and other body fluids containing visible blood. **BLOOD IS THE SINGLE MOST IMPORTANT SOURCE OF HIV, HBV, AND OTHER BLOODBORNE PATHOGENS IN THE OCCUPATIONAL SETTING.**
2. All health care workers should routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure when contact with blood or other body fluids of any client is anticipated. Gloves should be worn when touching blood and body fluids, mucous membranes, or non-intact skin of all clients, for handling items or surfaces soiled with blood or body fluids, and for performing venipuncture and other vascular access procedures. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.
3. Standard precautions are intended to supplement rather than replace recommendations for routine infection control, such as hand washing and using gloves to prevent gross microbial contamination of hands.
4. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or body fluids. Hands should be washed immediately after gloves are removed.
5. All health care workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures, when cleaning used instruments during disposal

of used needles, and when handling sharp instruments after procedures.

6. DO NOT RECAP used needles by hand; do not remove used needles from disposable syringes by hand; do not bend, break, or otherwise manipulate used needles by hand. Place used disposable needles, syringes, scalpel blades, and other sharp items in puncture-resistant containers for disposal. Locate the puncture-resistant (Sharps containers) as close to the use area as is practical.
7. Use sterile gloves for procedures involving contact with normally sterile areas of the body. Use examination gloves for procedures involving contact with mucous membranes unless otherwise indicated and for other client care or diagnostic procedure that do not require the use of sterile gloves. Gloves should be changed after contact with each client. Do not wash or disinfect surgical or examination gloves for reuse. Use general purpose utility gloves (e.g., rubber household gloves) for housekeeping chores involving potential blood contact and for instrument cleaning and decontamination procedures.
8. Health care workers who have exudative lesions or weeping dermatitis should refrain from all client care and from handling client care equipment until the condition resolves.
9. Although saliva has not been strongly implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags, and other ventilation devices should be available in areas where the need for emergency mouth-to-mouth resuscitation may be required.
10. Handle soiled linens as little as possible and minimize shaking or other agitation to diminish contamination of air and personnel. Wet linen soiled with bloody fluids must be placed in leak resistant bags in the room in which it was used.
11. Put all specimens of blood and body fluids in well-constructed containers with secure lids to avoid leakage during transport. Avoid contaminating outside of container when collecting specimen.
12. Follow agency policies for the disposal of infective waste, both when disposing of and when decontaminating materials. Excretions containing blood should be poured down drains that are connected to a sanitary sewer.

Students are responsible for learning and complying with the written policies of the hospital or agency to which they are assigned for clinical experience.

Bloodborne Pathogen Exposure Protocols

This is a guide to safeguarding students' health following exposure to blood-borne pathogens in clinical . Keep this document handy when in clinical. Keep information on your health insurance handy as well. All costs involved in your testing and treatment are the students' responsibility. Students' name badges for clinical should have an abbreviated I action to take when a bloodborne pathogen exposure occurs.

If you experience a needle stick, cut, mucous membrane exposure or non-intact skin exposure (i.e., chapped, or abraded skin) to:

- blood,
- fluids containing blood,
- other potentially infectious fluids (semen, vaginal secretions, cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids)

Follow the procedures below:

1. Clean the area exposed immediately. For needlesticks or cuts, use soap and water to wash the area. For eye exposure, irrigate the area with clean water or saline. For splash exposures on nose, skin, or

mouth, flush the area with water.

2. Immediately report, within 10 minutes, this exposure to your clinical instructor and preceptor or staff nurse, who should report to the nursing supervisor.
3. With the assistance of your instructor or staff nurse, determine the risk of transmission and the status of the source (patient). Use the attached Public Health Service Guidelines to determine the exposure code and the HIV status code of the exposure source.

Consider:

- the type of exposure (intact skin, mucous membranes, percutaneous)
- the type of fluid involved
- depth of puncture
- volume of fluid
- duration of contact
- age of specimen

Assess the Source (patient):

- Assessment of any risk factors for blood borne pathogens (history of IV drug use, blood transfusion or organ transplants prior to 1992; chronic hemodialysis; high risk sexual behaviors; received clotting factors before 1987.
 - History of Hepatitis B, Hepatitis C or HIV?
 - If known HIV positive, is there information on viral load or treatment history?
 - Obtain HIV antibody, Hepatitis B surface antigen (HbsAG), Hepatitis B core and surface antibodies, and Hepatitis C antibody levels on the source patient if possible. If the patient is hospitalized, the patient's healthcare provider will be contacted, and the patient will be asked for informed consent to have blood work drawn. Some hospitals can obtain stat results from an HIV test in 20 minutes.
 - If the patient is in a community setting, the patient's healthcare provider must be contacted for the lab work order, the patient must consent to the lab work and to the release of the results to your healthcare provider. Assistance may be needed to get the patient to the designated lab. The nursing instructor or preceptor may assist with this process. The cost of the lab work will usually not be covered by the patient's insurance coverage or by the agency where the injury occurred. The student will usually be responsible for the lab costs for the patient blood draw. (The student's health insurance is usually not willing to pay for lab work for the source patient, though this may be negotiable).
 - In community settings that do not have access to the STAT HIV test, you may not know the patient source HIV status for several days. In this case, you may start the PEP regimen, and then discontinue it once you know the patient's HIV status is negative.
 - If the combination of the exposure code and the HIV status code for the patient indicate that post-exposure prophylaxis (PEP) is needed (i.e., treatment with anti-HIV drugs), treatment should be started within one hour of the exposure. If the exposure code and the HIV status code for the patient are low, treatment may not be indicated, but the decision should be made within one to two hours, in consultation with a physician.
4. Seek treatment within one hour. Time is of the essence.
 - Use hospital emergency rooms or prompt care centers that are close to you. Urgent care or

prompt care type facilities may be able to get you in more quickly than a full-service ER. In Chico, Enloe Prompt Care on Cohasset or Bruce Road are recommended.

- The Student Health Center cannot do the initial lab screen and does not carry the PEP drugs.
 - You may also contact your own healthcare provider, but do not delay getting treatment if you cannot see your own healthcare provider within one to two hours.
 - Treatment includes drawing baseline lab values for the student (HbsAG, Hep C antibody and HIV).
 - All costs of lab work and treatment are the responsibility of the student. The institution or the agency where the exposure occurred has no responsibility to provide any testing or treatment related to the exposure.
5. The number for the National Needlestick Injury and Other Exposures Hotline is 1 800 804 823. Besides the initial lab work and decision about the need for PEP, the following is recommended:

Tetanus – Get your last tetanus booster every w five years.

Hepatitis B

- If your HbsAG results indicate you are a ‘non-responder,’ you will need a Hep B vaccine booster or a recommendation to repeat the entire Hep B series.
- If the source (patient) was Hep B positive or unknown, you will likely need Hep B Immune Globulin (HBIG) .
- If you have not yet completed the Hep B vaccine series, tell your healthcare provider where you are in the series to decide when the next booster should be given.
- No routine follow-up after treatment for Hep. B is recommended because post exposure treatment is highly effective.
- Report symptoms of hepatitis (yellow eyes or skin, loss of appetite, nausea, vomiting, fever, stomach or joint pain, extreme tiredness).

Hepatitis C

- There is no vaccine against HCV, and no treatment after exposure that will prevent infection.
- Obtain baseline HCV testing and testing 4-6 months after exposure.
- Be aware of signs and symptoms of hepatitis (see above) and report to your healthcare provider.

HIV

- After baseline testing, follow-up testing should be done at 6 weeks, 12 weeks, and 6 months. (Student Health Center can do the follow-up testing).
- If you start PEP, you should be checked for drug toxicity (CBC, kidney, and liver function tests) before starting treatment and two weeks after starting treatment.
- Report sudden or severe flu-like illness, especially if you have fever, rash, muscle aches, tiredness, malaise, or swollen glands.
- Follow recommendations for preventing transmission of HIV (do not donate blood, organs, semen; avoid sexual intercourse or take precautions; avoid breast feeding).

6. Complete an incident form at the School of Nursing. This must be completed and received by the School of Nursing no more than 24 hours after the injury.
7. Other information is available at: www.cdc.gov/ncidod/diseases/hepatitis/index.htm (hepatitis) www.cdcnpin.org (National Prevention Information Network) www.cdc.gov/niosh (National Institute for Occupational Safety & Health) www.cdc.gov/hiv (HIV/AIDS)

The following label (provided to you in semester I) should be adhered to student name tags, so that it is available for quick reference:

FOR NEEDLESTICK OR BODY FLUID EXPOSURE:

- Wash area immediately.
- Report exposure within 10 minutes to RN and instructor.
- Have instructor, preceptor or other begin process of assessing degree of risk from the exposure source.
- Seek immediate treatment (within 30 minutes) at nearest hospital emergency room or urgent care center. (Do not go to Student Health Center).
- Start PEP, if needed, within 1-2 hours of exposure.
- **Call hotline: 1-888-448-4911 if questions.**
- Read Exposure to Blood: What Healthcare Workers Need to Know. http://www.cdc.gov/ncidod/dhqp/pdf/bbp/Exp_to_Blood.pdf
- Complete accident report at School of Nursing within 24 hours.

Substance Abuse

Chemical/Substance Abuse and Nursing

Students should be aware of the magnitude of the problem of substance abuse in nursing. It is important to identify the problem early and seek appropriate help. There are many support programs on campus and in the community to help with the problem. The greatest difficulty is breaking through the denial of the person experiencing the problem. In nursing, it is sometimes difficult to accept that one or one's colleagues may be chemically impaired.

If you feel you have a problem, please be willing to discuss it with your assigned nursing advisor or someone on the faculty to whom you feel close. The Campus Alcohol & Drug Education Center (CADEC) can also provide education, assessment, and support. It is in the Student Services Center, 190, at 898-6450. Hours are M-F, 8 a.m.-5 p.m. If you feel one of your colleagues has such a problem, you may wish to discuss it with your faculty advisor, for advice on how to confront the individual and encourage him/her to seek help. If a student is impaired in the classroom or clinical setting, it is imperative that a faculty member be informed immediately, at the time of the incident. There is too much at stake for all of us to have a student who is impaired interacting with patients. You do have the right and the obligation to act on your concern about impaired peers. Students may register formal complaints if they are aware of incidents or behaviors that indicate chemical impairment. This process can be initiated by discussing your concerns with the semester coordinator or the Director. We need to direct as much concern to caring for ourselves and our peers as we do for our clients.

Marijuana Use Following Proposition 64

California's Proposition 64 legalizes the growth, possession, and use of marijuana in the state. However, be advised that the Federal Drug-Free School and Communities Act and Drug Free Workplace Act require that all CSUs take reasonable measures to prevent the illegal use of drugs on our campuses. Inability to do so results in the ineligibility of Federal financial aid for students as well as Federal grants and contracts.

Students should be aware that they may be subject to disciplinary action by the University for the use/possession/manufacture/distribution of marijuana products, regardless of their age, on University premises or at University-sponsored activities; storage of marijuana products or drug-related paraphernalia at on-campus residences or vehicles; and driving while under the influence of marijuana.

In addition, the passage of Proposition 64 does not change restrictions applicable to Chico State and the CSU concerning marijuana research. Although legal in California, cannabis remains a controlled, Schedule I substance under Federal law. Because of this, the Federal Drug Enforcement Agency continues to regulate the cultivation of marijuana for research purposes through licensing requirements. If you have any questions about this topic, please consult the offices listed below or contact

- Student Affairs at 898-6131.
- Faculty Affairs – 898-5029
- Human Resources – 898-6771
- Student Judicial Affairs – 898-6897
- University Housing – 898-6325
- University Police Department – 898-5555

Policy for Students Suspected of Drug or Alcohol Use/Abuse/Dependency

The California Board of Registered Nursing (BRN) states that instructors have the responsibility and authority to take immediate corrective action about the conduct and performance of students suspected of chemical abuse. If a nursing instructor suspects such impairment, they, or the Director of the Nursing Program (or designer) will immediately remove the student from the classroom or clinical setting for drug testing. A letter of concern documenting the incident will be sent to the Office of Student Judicial Affairs for formal disciplinary follow-up. Re-entry into the classroom or clinical setting is contingent upon acceptance by the student of all stipulations set forth by the Student Judicial Affairs Coordinator and the Director of the School of Nursing.

The above policy follows the guidelines of the BRN.

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

- a. these conditions are diseases and should be treated as such.
- b. Personal and health problems involving these diseases can affect students' academic and clinical performance and the impaired nursing student may pose a danger to self and patients.
- c. Nursing Students with these diseases can recover with help.
- d. Students are responsible to voluntarily seek diagnosis and treatment for any suspected illness.

The Board expects that [nursing instructors] have the responsibility and authority to take immediate corrective action about the student's conduct and performance in the clinical setting.

It is outside 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, may prevent them from being licensed to practice nursing in the State of California. (Board of Registered Nursing, 2007. EDP-B-03)

Because patient safety is of the utmost concern, a nursing instructor in any classroom or clinical setting is expected to take immediate corrective action if a student, from a professional discipline such as nursing, who provides patient care, is suspected based on inappropriate conduct, physical symptoms or other indicators of being under the influence of drugs or alcohol. If substance use/abuse is demonstrated, a student can be dismissed from the nursing program.

The School of Nursing adheres to the following clear prohibitions regarding drugs and alcohol.

Students may not possess or be under the influence of alcohol or any drug while in clinical or nursing classroom settings.

1. Students may not be under the influence of drugs, i.e., controlled substances, or prescription drugs, when there is the possibility that such use may impair the student's ability to safely perform nursing care or impair the learning in a classroom setting.
2. Even though California has legalized marijuana, students must have a clear drug test to participate in clinical activities. The use of medical marijuana while in the nursing program is strictly prohibited.
3. Students may not be involved in the illegal possession, distribution, sale, diversion, or purchase of a controlled substance.

Nursing faculty are obligated to take immediate action if a student involved in School of Nursing courses is suspected, based on inappropriate conduct, physical symptoms, or other indicators, of being under the influence of drugs or alcohol. The following policy describes actions that may be taken when students are suspected of violating drug or alcohol policies. The School of Nursing Student Guidelines describes risk factors, signs and symptoms, and resources for dealing with alcohol and drug abuse and dependency.

Procedures:

1. Faculty or peers who suspect a student of alcohol or drug use/dependency (based on behaviors consistent with impairment or reported by individuals who directly observed such behaviors) will document specific behaviors or evidence of such impairment. These concerns will be reported to the Director who will determine the action to be taken. If the Director and involved faculty feel further investigation or action are warranted, any of the following may occur (actions are not limited to this list):
 - a. A warning, with continued observation; confidential consultation with all other nursing faculty who have contact with the student will occur, to involve them in continued observation.
 - b. Immediate request for a body fluid screen for alcohol or drugs. The student will bear all costs of testing. Refusal to comply with testing will result in immediate dismissal from the nursing program.
 - c. Referral to a drug or alcohol counselor for assessment of drug or alcohol problems. Resources will

- be suggested to the student; the student will make choice of counselor. All costs will be the responsibility of the student. The student will be asked to release provider recommendations to the School of Nursing.
- d. Immediate administrative probation, resulting in removal of the student from all clinical courses. The student will be subject to a remediation that must be signed and adhered to for continued participation in any portion of the nursing program.
 - e. Referral to Student Judicial Affairs for disciplinary action as appropriate. The student's transcript could be marked to indicate School of Nursing Administrative Probation.
2. If reasonable suspicion of alcohol or drug use occurs in the classroom or clinical setting, the student will be immediately removed from that setting. The faculty member will discuss their concerns with the student. If reasonable suspicion still exists, the Director of the School of Nursing (or assistant director or Nursing Executive Committee member in his/her absence) will be informed and will determine what actions need to be taken. Screening for drugs or alcohol will be required. The student must give consent for such testing, and authorization for results to be made available to the School of Nursing.
- a. If use of alcohol is suspected, the student will be transported to a testing site or the university police and will be required to submit to a breath test. If the student is in a clinical setting distant from campus, blood alcohol may be drawn at an available health care agency.
 - b. If drugs are suspected, the student will be required to provide a witnessed urine sample or a blood sample. Such testing may occur at the Student Health Center during regular hours or at a healthcare agency such as a hospital emergency department or a prompt care center.
 - c. The student will bear all testing costs.
3. Remediation Procedure - Any student with admitted or proven drug/alcohol abuse/dependency, or who has a pattern of impaired behaviors will be subject to the terms of a remediation to continue in the Nursing program. The remediation may include, but is not limited to:
- a. A requirement for psychological counseling and rehabilitation, with verification provided to the School of Nursing. The costs of such counseling will be the responsibility of the student. Periodic reports from the counselor to the Director of the School of Nursing will be required.
 - b. Consent by the student for random body fluid screens at the request of the School of Nursing. Any costs for testing will be the responsibility of the student. Refusal to submit to testing or failure to appear when requested for testing will be considered a positive test result and will lead to immediate and permanent dismissal from the nursing program.
 - c. Agreement by the student to absolutely refrain from use of involved substance(s) (e.g., alcohol, controlled substances, and illicit drugs) during the period of the remediation.
 - d. Program requirements for licensure will not be considered met until the student is determined to be rehabilitated by the School of Nursing Executive Committee, even if all coursework has been completed (i.e., the student will not meet the presumption of meeting the professional/ethical requirements of the program until a program of rehabilitation is complete). Normally, a student will not be certified to the Board of Registered Nursing as having met all the program requirements for licensure until one full year of negative random body fluid screens have been obtained.
 - e. Agreement that the concerns and conditions imposed for rehabilitation may be released to the Board of Registered Nursing at the time the student applies for Licensure (this includes all state boards where nursing licensure is applied for).
 - f. Violation of the terms of the remediation will result in permanent dismissal from the program.
4. General Guidelines Governing Re-entry of Impaired Students into Classroom and Clinical Settings

- a. A student with known or suspected chemical impairment may participate in on-campus nursing courses if a remediation is in place, and the student adheres to the terms of the remediation.
- b. Normally*, a student with known chemical impairment will be restricted from participation in clinical courses until one year of negative random body fluid screens have been obtained.
- c. A student with known chemical impairment will be restricted from access to controlled substances in the clinical setting. The student absolutely will not administer narcotics; will not work with PCAs, narcotic patches, or other drugs with abuse potential as specified in an individual remediation. Students must notify the clinical instructor immediately when patients have changes in narcotic orders.
- d. An impaired student who is readmitted to clinical courses must agree to inform immediate nursing supervisors on the day of care regarding the chemical impairment remediation. All nursing faculty involved with the student will also be informed of the conditions of the remediation.
- e. Depending on the nature of the chemical impairment, the student may be restricted from participating in those clinical courses where supervision is less available, where the student might have access to prescription drugs in client homes or might be exposed to illicit drugs in client homes.

**"Normally" is used to allow discretion based on type of impairment, course of rehabilitation, and recommendations of the School of Nursing Executive Committee.*

Please visit the CSU Chico COVID-19 News & Information website at <https://www.csuchico.edu/coronavirus/>

CLINICAL COURSES

Clinical Orientation

Clinical facilities are required to annual mandatory orientation and each somewhat differ. Students are expected to complete a written or online orientation to and complete learning modules in a timely manner to start clinical on time. For the most part, there is also an in person. orientation that students must attend to get checked on policies, procedures, and clinical skills. It is expected that students will be present at these orientations. Failure to complete

orientation requirements might delay entry into the clinical course and jeopardize students' success until a subsequent semester.

Patient Confidentiality

Patient names, initials, or pseudonyms should never be used in nursing care plans or case studies. Assignment sheets used in the clinical setting should be destroyed in such a way that patient data cannot be linked to name or room number. Students cannot photocopy any portion of a patient's medical record, nor take any photos of patients or other objects. Clinical or patient information should never be shared on social networking sites. See Appendix D.

Students are required to review information on the Federal Health Insurance Portability and Accountability Act (HIPAA) yearly to comply with confidentiality requirements.

Emotional & Physical Requirements

To complete the nursing program, students must be able to meet the emotional and physical requirements. The student must have sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing nursing care in real patient situations while being observed by the instructors and other health care personnel.

To participate in CSU, Chico's Nursing Program, students are required to travel to agencies and hospitals, and to homes with unpredictable environments. Students need to have the endurance to adapt to a physically and emotionally demanding program. Students with documented disabilities must work with the Chico State Accessibility Resource Center (ARC) and the School of Nursing to determine if reasonable accommodations can be safely implemented. General expectations include:

1. Strength: Sufficient strength to lift, move and transfer most patients; to restrain and carry children; to move and carry equipment; and to perform CPR, which requires sufficient body weight and adequate lung expansion.
2. Mobility: Sufficient to bend, stoop, get down on the floor; combination of strength, dexterity, mobility, and coordination to assist patients; ability to move around rapidly.
3. Fine Motor Movements: Necessary to manipulate syringes and IVs; to assist patients with feeding and hygiene; to write in charts; to perform sterile procedures and other skilled procedures.
4. Speech: Ability to speak clearly to communicate with staff, physicians, and patients; need to be understood on the telephone.
5. Vision: Sufficient to make physical assessments of patients and equipment; to read.
6. Hearing: Sufficient to accurately hear on the telephone, to be able to hear through the stethoscope to discriminate sounds.
7. Touch: Ability to palpate both superficially and deeply and to discriminate tactile sensations.
8. Nursing is a high-risk profession for exposure to Hepatitis B and other contagious diseases. Immunizations required by the SON reduce this risk for nursing students, but do not eliminate it entirely. Pregnant students need to be evaluated by their obstetrical health care provider to determine what if any immunizations are contraindicated during the pregnancy as well as any other limitations which should be put in place for the student to participate in the nursing program during the pregnancy. Students with impaired or deficient immune systems may be at risk for contracting serious diseases. Such students must have physician approval for participation in clinical courses and must discuss their situation with the clinical instructor.

Potential Risks to Students

These are some potential risks students face in clinical:

You will sign one copy and keep one copy for your reference.

- I. **Exposure to Communicable Diseases.** There are many. The most serious of these are HIV (Human Immune deficiency Virus, which can lead to AIDS); Infectious Hepatitis (which can cause liver damage and may cause liver cancer); tuberculosis (which has some strains resistant to treatment).

Precautions:

- a) Standard precautions (formerly referred to as universal precautions) for handling body fluids and contaminated items. Students are instructed about these precautions early in Semester I and are responsible to follow these throughout the program.

- b) Yearly PPD skin tests (or more frequent depending upon clinical placement) while in the program.
- c) Immunizations are required prior to entering the program. It is students' responsibility to follow through with the three-part Hepatitis B vaccine to ensure your protection. An antibody titer after you complete the series is recommended.
- d) Isolation protocols for patients with highly communicable infections, students are taught these protocols in Semester I.
- e) Methods for handling contaminated instruments, such as needles, taught in Semester I.
- f) Be aware of open cuts and abrasions on your own body and protect them from exposure to patient body fluids.
- g) Report any exposure (sticking self with a needle, splashing of body fluids, caring for patients who later are determined to have a contagious disease, etc.) to the clinical instructor immediately.
- h) If you are particularly vulnerable to infection, i.e., have recently had radiation therapy or any type of immunosuppressive therapy, or have any chronic condition that limits your immune response, you must make your clinical instructor aware of the problem. Students will be asked to submit verification from their healthcare provider as to the ability to participate in the clinical courses.

II. Musculoskeletal injuries due to moving/lifting patients. Back injuries are common problems for nurses.

Precautions:

- a. Students are taught proper body mechanics and proper techniques for assisting patients in Semester I and have the responsibility to use these throughout the program. Ask for help in assisting large patients.
- b. Report any injury, even if it is minor, to the instructor immediately.

III. Exposures to medications and chemical products. It is possible to react to drugs you work with and there are drugs that require special handling.

Precautions:

- a. Discuss allergies with the clinical instructor to determine any necessary modifications needed when you work with these products.
- b. Look up all drugs you give or that are being given to your patients. If special handling is indicated, look up the hospital protocol.
- c. Be aware of the ingredients of solutions you are using or administering to patients.

IV. Exposure to X-rays and other forms of radiation.

Precautions:

- a. Do not stay in your patients' rooms when the X-rays are being done. If a patient needs to be attended to during an X-ray, get proper shielding (unless you are pregnant, in which case, get someone else to attend to the patient).
- b. If a patient has radioactive implants, look up the protocol and discuss it with the instructor

before you give any patient care.

- V. **Exposures for Pregnant Students.** The School of Nursing and its faculty cannot eliminate all risk factors faced by pregnant students in clinical. Pregnant students are not covered by the University for any Accidental Exposures or health problems related to clinical experiences. Exposures to some infectious diseases may be of great consequence to the developing fetus. As a result, a primary health care provider's consent to fully participate in the clinical setting is required of all pregnant nursing students.

Pregnant students must seriously consider what, if any, increased risk there is to the pregnancy from exposure to contagious disease, environmental agents, radiation, chemotherapeutic drugs, and physical exertion in the clinical. The pregnant student should discuss these issues with her prenatal healthcare provider in making her decision on whether to participate in clinical courses.

Pregnant students may choose to take a leave from the nursing program for medical reasons, or to postpone clinical courses. Ability to return to clinical courses following a leave will be dependent on space availability. Pregnant students who continue in the program with healthcare provider's consent must be vigilant to avoid undue risks, such as exposure to X-rays, volatile gases such as anesthetics and cancer chemotherapy drugs. Be especially careful to abide by standard precautions. Be certain to consult with the clinical instructor if you have any indication that a client has an infectious disease.

Precautions:

- a. Complete all required immunizations before entering the program. If you are pregnant on entering the program, consult with your healthcare provider before completing the immunizations.
- b. Inform the clinical instructor and the director of the program as early as you are aware of being pregnant.
- c. Check with the prenatal care provider as soon as you learn you are pregnant, to discuss these risks. Your caregiver must verify that you are physically able to continue in the program while pregnant.
- c. Discuss any restrictions with the instructor, such as no heavy lifting, no assignment to known cytomegalovirus (CMV) infected patients; not administering certain anti-cancer drugs, avoiding X-ray or radiation exposure, and not being present during administration of gas anesthesia.
- d. Let the instructor know of any complications you experience prenatally. Let the instructor and caregiver know immediately if you have any exposures.

- VI. **Travel to and from clinical facilities** Students may travel early or late hours, for distances requiring up to 90 minutes of driving each way.

Precautions:

- a. Wear seat belts and obey speed laws.
- b. Carpool when possible.
- c. Keep the car in good repair.
- d. Never drive under the influence of drugs or alcohol and do not carpool with another student

who is under the influence of these.

- e. When walking to your car, walk in groups with peers or ask for an agency escort, particularly when leaving evening clinical.
- f. Keep your car doors locked.

VII. Dealing with an unpredictable public. Clients who are ill may have unpredictable behavior.

Likewise, distraught families may act unpredictably. Always be alert for and protect yourself against potentially violent situations. Precautions: Review agency policies regarding security so you know how to get help immediately.

VIII. Home visits. Students may be in unfamiliar neighborhoods, visiting clients who may be from abusive families, violent backgrounds, etc.

Precautions:

- a. Never visit a patient in the home setting unless the instructor or agency preceptor has reviewed the need for the visit and the parameters of the visit.
- b. Follow protocol for home visits, including detailed safety guidelines in your syllabus .
- c. If you are unsure of your safety, arrange to meet the client at a neutral, public place.

Clinical Agency

Students receive experiential learning through clinical experiences in many different health care agencies. Student access to agencies is regulated by University contracts and the agency, covering policies such as immunizations, workers' compensation insurance, malpractice, background checks, drug testing, and car insurance requirements etc. Students who do not meet an agency's requirements will be denied access to that facility. Note that students are not considered employees of the agencies and has no claim for any employee benefits such as sick leave, vacation pay, social security, retirement benefits, worker's compensation, or unemployment benefits.

Students cannot reach out to clinical agencies to make their own arrangements for clinical experiences.

Student Expectations

- Submit all required clinical immunization, background checks, drug testing, insurance, and CPR documentation to your Certified Profile at least three weeks before the start of each semester. This documentation should meet all requirements for the whole semester.
-
- Communicate with licensed nurses responsible for patients. Speak to assigned staff & indicate plan for the shift. Give periodic updates.
- Report on changes in patient status.
- Let the primary caregiver know when you are leaving the floor.
- Do not perform procedures without instructor's direct supervision or permission to perform under the supervision of another licensed individual.
- Maintain patient care within your scope of practice within semester level.
- Adhere to policy and procedure statements of institution/agency in which clinical is held.
- Carry out plan of care as it exists - consult primary nurse if you want to make changes in plan of care

or initiate additional interventions. Take advantage of all opportunities to gain experience.

- Be professional in dress and behavior.

Before leaving:

- Double-check that all medications are given and signed. Document all your patient care.
- Report off to primary caregiver.

Clinical Absence Policy

Clinical practicum experiences are required for students to successfully complete this program. Students are required to report on all clinical experiences and be on time. If students are late or absent, they must notify the clinical instructor before the experience begins or as required by the instructor.

Any absence in which the instructor is not notified will be considered unexcused and cannot be made up.

The instructor must arrange clinical absence make-ups. Most make-up experiences will not be equivalent to regular clinical time due to the required faculty supervision in the agencies and consequently may result in a reduction in clinical grade. Absences of more than 10% of total clinical time due to accidents, illness, pregnancy, or other circumstances may result in students failing the clinical course. This is regardless of whether make-ups are completed.

Failure to comply with any of the above will result in the clinical grade being lowered or failure of the clinical course. A "*Student Tracking*" form must be completed for each missed clinical experience or late arrival to clinical. See the course syllabus for specifics related to that clinical experience.

Reporting an Illness or Accident

1. In the event of illness or accident, the student should notify the SON's Office; if unable to attend laboratory assignment, the student must notify the clinical instructor. (Instructors should be notified ahead of time except in the most emergent situations). Exposure to any contagious disease must be reported immediately to the appropriate clinical instructor.
2. If physical illness and/or emotional problems interfere with a student's ability to function in either the classroom or clinical area, the student may be required to obtain a physical examination and/or psychological counseling, as appropriate, to continue in the course.
3. In case of illness, students are financially responsible for providing their own medical care.
4. If a student is involved in an accident occurring either on campus or during a clinical session, the student should report that accident to his/her instructor immediately, who will then immediately notify the SON. If the injuries are more substantial than can be treated by the Student Health Center, the student should seek treatment in a hospital emergency department or emergency care center. The student typically bears treatment costs. An accident form and work-related injury and illness incident report (OHS 301 form) must be filled out by the instructor within 24 hours of the accident and submitted to the Director of the School of Nursing.
5. If you have any injury in the clinical setting, fill out an accident form with your clinical instructor. Include the same information you would include in an incident report. Students generally are held accountable for all costs incurred for needed medical treatment. Non-emergency accidents should be followed up at the Student Health Center.
6. For needlesticks and/or potential infectious exposures, the Blood borne Pathogen Policy will be followed.

STUDENT GRIEVANCE

Students who feel they have been treated unfairly or arbitrarily are entitled to use the University-wide Student Grievance Procedures. However, most complaints (grievances) are resolved during the informal process. An informal process starts at the School level: the student should talk to the instructor(s) involved. The second step is to talk with the Semester Coordinator. If a solution satisfactory to the student is not reached, the student then discusses the matter with the Director of the School. The final step in the informal process is to talk with the Dean of the College of Natural Sciences.

Formal grievances are initiated **ONLY** after the informal process has been attempted and found unsatisfactory in reaching a solution.

Students may also be directed to contact the Coordinator for Student Judicial Affairs in the Student Services Center. The Student Grievance Procedure and other related forms are available at: <https://www.csuchico.edu/scrr/index.shtml>

STUDENTS REQUIRING SPECIAL ACCOMMODATION

Students who believe that they could benefit from evaluation by the Accessibility Resource Center (ARC): <https://www.csuchico.edu/arc/>

At the beginning of the semester, a student who has been determined (by ARC) to have a learning disability or another need for special accommodation should inform the faculty for each enrolled course. This allows the faculty to make timely arrangements (such as test taking) to accommodate the student.

Faculty will provide reasonable testing accommodations to students who present a certification from the ARC office stating the specific testing accommodations that are needed for individual students.

Testing accommodations may be restricted by certain security issues related to testing in the SON.

ACADEMIC POLICY

Testing Policy

Exams must be taken as scheduled. Make up exams may or may not be allowed as specified in the course syllabus and at the discretion of the instructors

The School of Nursing adheres to strict testing policies that include the following requirements:

1. Students are encouraged to arrive 10 minutes prior to the test start to log in.
2. Testing materials such as scrap paper will be provided by the faculty. At the discretion of the proctoring faculty, seating may be assigned. Bring extra pencils, sharpened, or a silent pencil sharpener.
3. No questions will be answered during tests, except for those related to technical assistance.
4. Students arriving over 10 minutes late will not be allowed to take the test and will have to schedule a make-up. At the discretion of the faculty, in extreme

- circumstances with the appropriate and timely notification to faculty, students arriving late may be permitted to test.
5. Backpacks, totes, etc. are discouraged; if brought to the exam, they are to be left at the front of the room.
 6. Cell phones must be turned off and in a backpack during exams.
 7. Smart watches, such as the Apple or Google Watch must be removed and placed in a backpack during exams.
 8. You may not leave the room until have completed the test unless you have a written medical release from your doctor.
 9. Disallowed items include calculators, electronics, food/beverages/gum/candy, and scratch paper. Electronics are only allowed for the purposes of two-factor authentication; students must follow faculty guidance regarding storage following use. Students cannot wear hoodies, hats, sunglasses, nor head covers unless for religious reasons.
 10. After test completion, students are to leave the vicinity of the testing area to avoid disturbing the other students still testing.
 11. Keeping with ethical standards, students are expected to refrain from discussing the contents of the test in any manner (e.g., in-person, online, social media) until faculty have opened the test for review.
 12. Exceptions to this policy are allowed in accordance with documented accommodations from ARC or remote proctoring company policy.
 13. Students with approved accommodation needs may be required to test in ARC at the discretion of the faculty, depending on the curricular needs of the course

Examination Policies

Instructors in each nursing course will provide students with the dates and times for examinations in the class syllabus at the beginning of the semester. The number of examinations given on each course will vary. Please see the University policy regarding the Last Week of Instruction.

Weekly quizzes are given on some of the courses. These consist of items representative of content to be covered in class or weekly readings and reflect class preparation. Copies of examinations are usually not returned on a permanent basis in nursing courses to protect test security. Students have the right to review their tests and be informed of the correct answers after course exams are scored. Faculty in each course will instruct students on the process to be followed for reviewing exams in that course. Students are encouraged to make an appointment with course faculty to discuss questions, concerns, or suggestions regarding tests or testing procedures.

Violation of this testing policy will result in failure of the test (score of zero), referral to Student Rights and Responsibility at the university level and the student(s) will be subject to disciplinary action including, but not limited to, course failure or program dismissal.

Grading Policy

A student must be in good academic standing in all University courses before and during the nursing program. All courses taken to fulfill nursing major course requirements must be taken for a letter grade

except those courses specified by the department as Credit/No Credit grading only. All required courses must be passed with grades of “C” or higher. Progression in the professional Nursing sequence depends upon maintaining a cumulative grade point average of 2.5 in Nursing and grades of “C” or better in all courses required for the Nursing major. Students failing to maintain a 2.5 average in nursing courses will be placed on School of Nursing probation for one (1) semester. Students who do not achieve a 2.5 GPA in that semester must petition in writing to the Executive Committee to progress in the program. The Executive Committee will decide if and how the student may proceed.

Below is grade conversion scale:

94.0% and higher A
90-93.9% A-
87-89.9% B+
83-86.9% B
80-82.9% B-
77-79.9% C+
73-76.9% C
70-72.9% C-
67-69.9% D+
63-66.9% D
60-62.9% D
Below 60% F

Note: Per School of Nursing Policy, percentages are not to be round-up for next higher grade.

By policy, a student receiving a grade of C- or less in a Nursing course may not progress in the Nursing program. The student may petition the School of Nursing Executive Committee to review the application of the policy in his/her situation, if serious and compelling conditions contributed to a failing grade.

Barring exceptional circumstances, students will not be allowed to repeat more than one course in the nursing program.

Students who are admitted into the nursing program are expected to progress through each semester in a pre-established sequential pattern. If that pattern is interrupted for any reason, students are not guaranteed that a clinical space will be available to them later when they desire it. This applies to students who fail a clinical course and must repeat a semester, who stop out for pregnancy or illness, or who take a PEL (Planned Educational Leave) for any reason. Only 10 students can typically be accommodated in any clinical section. Students who step out of sequence will be allowed to enroll in subsequent clinical courses only on a space available basis and with the permission of the SON.

Grade Deduction for Unmet Clinical Requirements

Students who do not submit all clinical requirements by posted deadline will receive a 10% grade deduction (professionalism) from all clinical courses for the applicable semester.

WRITING

Writing Proficiency

The SON encourages writing assignments in all courses as a means of learning and communicating within the discipline. There are a variety of writing assignments within the program. Formal, scholarly papers have clearly specified evaluation criteria for the students to follow.

There are also a variety of written assignments that are less formal and have other standards by which

they are evaluated. There are impromptu in-class writing assignments that may not be evaluated at all. The purposes of written assignments vary. A formal paper may be written to demonstrate understanding or proficiency in subject, or to communicate. More informal writing may be done to generate ideas, speculate, discover or to think on paper.

Writing Assessment Requirement

Policies and procedures relating to the graduation writing assessment requirement (GWAR) are in accordance with AAO 85-10 guidelines for scheduling, staffing, prerequisite and certification.

I. Policies

- a. Nursing 422, Leadership/Management and Professional Issues in Nursing is designated both as a *Writing Intensive* (WI) course as well as the writing proficiency (WP) course. Successful completion of the course (grade of "C" or better) is dependent upon certification of writing proficiency.
- b. In the event a student has transfer credit equivalent to N422 then one of the following courses is designated to meet the WP requirement: N474 or a clinical course to be determined by the Director. After successful completion of the alternative course, the Director will then submit a graduation writing assessment requirement form (GWAR) certificate to Admissions and Records.

II. General Criteria for Competent Writing

- a. Identification and development of an issue with supporting data using correct language.
- b. Explore, expand, and analyze complex concepts.
- c. Neatness, and the style and format required is the most recent Publication Manual of the American Psychological Association.
- d. Writing relevant to the topic.
- e. Each course will define format and expectations for required writing

NOTE: Faculty reserve the right to require writing competency as part of their grading policies.

III. Procedure for Implementing Writing Proficiency Policy

Upon identification of a student needing remediation, the faculty member will implement the following procedure:

1. Meet with the student to discuss specific problems and recommendations for remediation.
2. Complete "Remediation for Writing Proficiency" form in duplicate. The original will be placed in the student's file and a copy will be given to the student.
3. The faculty member will notify the semester coordinator of the action. This will be reported to the Nursing Executive Committee.

IV. Determination of Writing Proficiency

1. Students not considered to be proficient in writing in the major by faculty of the designated writing proficiency course will have their written work re-evaluated by two other faculty members from another semester. The anonymity of the student is guaranteed.
2. Two out of the three faculty must agree that the student has not met the criteria (See II).
3. Faculty readers will be selected on a rotating basis

Academic honesty also applies to clinical situations, i.e., accurate reporting of clinical incidents to your instructor and integrity in all clinical interactions. Integrity includes respect for patient confidentiality. The University Writing Center provide Resources for Students.

STUDENT RIGHTS & RESPONSIBILITY

The Office of Student Rights and Responsibilities (OSRR) addresses issues related to academic and behavioral issues that can potentially violate the Student Code of Conduct. The office is located in the Student Service Center, Room 180, Telephone (530) 898-3355. Link to the website: <https://www.csuchico.edu/osrr/index.shtml>

Student Conduct

The university strives to maintain a safe and healthy learning environment for students, faculty, and staff, and thus, everyone must engage in behaviors that promote this. Students are expected to be good citizens and engage in responsible behaviors that reflect well upon the university and the SON. It is important to be civil to others on the campus and in the community, to have a positive impact on university life.

When students' behavior is inconsistent with the Student Code of Conduct, this is addressed and consequences can be imposed.

For more on Student Conduct, follow this link:

https://www.csuchico.edu/osrr/student_conduct/index.shtml

Partnerships and Resources: <https://www.csuchico.edu/osrr/resources.shtml>

Student Complaint: <https://www.csuchico.edu/osrr/student-complaints.shtml>

Behavioral Conduct form: https://cm.maxient.com/reportingform.php?CSUChico&layout_id=0

Grade Appeal: <https://www.csuchico.edu/osrr/grade-appeals.shtml>

Academic Integrity Statement

California State University, Chico is committed to creating a campus that takes pride in fostering an environment of academic integrity, academic freedom, and high-quality learning environments. These efforts will be guided by the following statement:

The students, faculty, administrators, and staff of CSU, Chico are committed to a culture of honesty in which members of the community accept the responsibility to uphold academic integrity in all they say, write, and create.

The SON expects students to adhere to the highest ethical standards in clinical and in the classroom. A violation of academic integrity in an intentional or intentional, or attempted violation of course assessment policies to gain academic advantage.

Academic dishonesty is an issue of serious concern at the University.

Any student suspected of gaining an unfair advantage in a course (e.g., cheating on an exam, plagiarism, handing in work that is not one's own) will be reported to the OSRR and an investigation will be conducted. The SON's disciplinary action can include, but is not limited to, remediation related to the importance of compliance with the policy and documentation in the student's file, failure on the assignment or in the course, suspension from the program, or expulsion from the program.

Examples of Academic Dishonesty includes but not limited to cheating, unauthorized collaboration, unauthorized electronic device use, plagiarism, self-plagiarism, and misuse of

sources.

It is the students' responsibility to review the university's policy on academic integrity:

<https://www.csuchico.edu/pres/em/2018/18-011.shtml>

Students Responsibility

Students share with faculty and administrators and staff members the responsibility for academic integrity. The following recommendations are made for students to achieve a campus culture of academic integrity at CSU, Chico.

1. Know and understand the university's policies on cheating and plagiarism.
2. Understand the definitions of cheating, plagiarism, and misuse of sources.
3. Acknowledge University Catalog statements regarding academic honesty at the time of registration and follow the guidelines of your academic departments and instructors.
4. Bear full responsibility for the content and integrity of all academic work submitted.
5. Understand individual instructors' expectations regarding group work, collaboration, and use of materials prepared for more than one class. Students who are unclear about a specific situation should ask their instructors.
6. Uphold the academic standards of the university. Ignorance of a rule does not constitute a basis for waiving the rule or for avoiding the consequences of breaking that rule.
7. Report suspected instances of cheating to the instructor or department office.

Policy on Academic Integrity

Nurses are entrusted with the comfort and safety of the most vulnerable people. Nursing is a profession that requires absolute honesty and integrity.

A violation of the signed Student Affirmation form will result in disciplinary action that may result in dismissal from the nursing program.

When a student in the nursing program is found to have violated these standards in a nursing course, depending upon the circumstances one or more of the following actions may be taken:

- 1) A warning.
- 2) A requirement that work be resubmitted under qualified conditions and with a possible grade penalty.
- 3) a requirement that an exam be retaken under qualified conditions and with a possible grade penalty.
- 4) an adjustment in the grade of an assignment.
- 5) an adjustment in the grade for a course. Grade adjustments include the possibility of assigning an F. The use of grades to address questions of academic integrity is at the discretion of the faculty.
- 6) Referral to the Executive Committee
- 7) Referral to the Office of Students Rights and Responsibilities

CODE OF CONDUCT

Nursing is a profession dedicated to the health and wellbeing of all. It is essential that nurses maintain professional integrity and provide safe and competent care.

to promote trust and confidence in the nursing professional. We acknowledge and adapt the National Student Nurses' Association (NSNA) Code of Academic and Clinical Conduct

guidelines set forth to uphold to promote core values in nursing.

NSNA Code of Academic and Clinical Conduct

As students who are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate, and professional manner.
5. Communicate client care in a truthful, timely, and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that recognizes human rights, values, and personal choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care and student development.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students in an open and compassionate manner.
12. Refrain from using any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure, and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that may impair judgment or performance.

See Appendix I for BSN Student Affirmation form that needs students' signature for affirmation.

STANDARDS & PROFESSIONAL BEHAVIOR

The American Nurses Association has defined standards and codes by which all nurses are expected to practice. As a professional program it is expected that CSU Chico nursing students will demonstrate behaviors that reflect the defined standards of nursing throughout their academic experience. ANA Standards of Nursing Practice:

ANA Standards of Practice

(American Nursing Association (2021)).

1. Assessment
2. Diagnosis
3. Outcomes Identification
4. Planning
5. Implementation A. Coordination of Care B. Health Teaching and Health Promotion
6. Evaluation Standards of Professional Performance
7. Ethics
8. Advocacy
9. Respectful and Equitable Practice
10. Communication
11. Collaboration
12. Leadership
13. Education
14. Scholarly Inquiry
15. Quality of Practice
16. Professional Practice Evaluation
17. Resource Stewardship
18. Environmental Health

ANA Code of Ethics for Nurses

The American Nursing Association (ANA) Code of Ethics for Nurses as revised in 2015 follows. The professional issues in the first three statements are concerned with the protection of clients' rights and safety; those in the next three pertain to qualifications for professional encounters with clients. The social issues of the last three statements of the code relates to the nurse's obligations to society and the profession. Students are always expected to act in accordance with the ANA Code of Ethics for Nurses.

ANA Provisions Code of Ethics

Provision 1	The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person
Provision 2	The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3	The nurse promotes, advocates for, and protects the rights, healthy, and safety of the patient.
Provision 4	The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and acts consistent with the obligation to promote health and to provide optimal care.
Provision 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.
Provision 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.
Provision 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.
Provision 8	The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
Provision 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.
Further information on this document: https://www.nursingworld.org/coe-view-only	

See Appendix I for BSN Student Affirmation form that needs students' signature for affirmation.

Professional Nursing Practice

Behavior & Safe Expectations

Throughout this program the student are required to demonstrate professional behavior and safe nursing care. The student will in no instance demonstrate any unsafe or potentially unsafe behavior that could endanger not only the physical well-being, but also the emotional well-being of any client, family member, faculty, staff, or peer. Unsafe behavior includes, but is not limited to, being under the influence of drugs or alcohol, failing to use standard precautions at all times, failing to apply basic safety rules, (e.g., leaving side rails down on beds and cribs), failing to report an abnormal finding, and not submitting required clinical immunization, background check, and drug testing data in a timely manner.

Unsafe behavior is the failure to perform in the manner that any prudent student nurse, at the same level of preparation, would perform in a particular clinical situation. Individual course supplements may designate other specific behaviors considered unsafe in specific settings. Students are expected to be familiar with all information that is published in the course supplements, course syllabi, and student guidelines. Failure to read this material cannot be cited as a reason for non-compliance with information that promotes safe and professional nursing practice.

Students who exhibit behavior and/or performance that is potentially unsafe or unprofessional will be immediately removed from clinical and classroom settings. Unsafe practice or unprofessional behavior can result in a failing grade for the course regardless of the course grade earned academically.

Students in the nursing program are expected to adhere to professional standards in their experiences and relationships with nursing faculty, agency staff, clients, and family members. The student will in no instance demonstrate any behavior deemed unprofessional or inappropriate by the nursing faculty or agency staff.

Professional behavior includes, but is not limited to, following directions, adequate preparation for clinical, meeting deadlines for assignments, being dressed appropriately, meeting appointments, being on time, truthfulness in all statements or documentation, and adherence to academic integrity expectations.

The BSN is a degree that signifies readiness for beginning professional nursing practice. The faculty recognizes a responsibility to both the student and potential patients to produce graduates whose attitudes and behavior indicate suitability for carrying out their professional functions. If unprofessional behavior is exhibited, the Director of the School of Nursing, in consultation with the Executive Committee of the School of Nursing, will determine if, and under what conditions, the student can continue in the nursing program. If, in the best professional judgment of the Executive Committee, a student appears to be unsafe or potentially dangerous to patients and colleagues, or if a student fails to meet professional behavior expectations, the School will refuse to allow the student in the practice setting, thus preventing him/her from completing the program.

Guidelines for Student Behavior

It is expected that nursing students conduct themselves in a mature, professional manner. Students are to be respectful of their peers and instructors during lectures and presentations. Leaving a class early or arriving late is disruptive and is not acceptable except under rare circumstances.

1. It is the instructor's prerogative to require students to leave the classroom for rude, disrespectful, and disruptive behavior. Referral to OSRR may occur.
2. Tests must be taken at their regularly scheduled times. In the event of an emergency or illness, you must notify the instructor prior to the scheduled test time. Failure to comply with these requirements may result in a "zero" grade for that test. If a make-up exam is permitted, it must be taken within two weeks of the original exam date.
3. Though we understand that unexpected issues can present themselves during a semester, students are expected to complete semester requirements as scheduled, unless there is a serious and compelling reason. A *Student Tracking* Form will be completed by the instructor and added to the student's file for any missed deadlines or absences. All students will be required to sign the *Student Tracking form* to take a test at a time other than when regularly scheduled, or to hand in a paper after an established deadline, or to complete any missed clinical time. Additional information may be requested at the discretion of the faculty member. Completed forms will be kept in student files in the SON office. Note that failure to comply with these requirements may result in a failing grade for the portion of the course missed, with no make-up permitted.
4. At the instructor's discretion, participation and attendance may be a component of the grading process. This will be delineated in the course supplement.
5. Student assignments at facilities are the responsibility of the faculty. Students are not to go to hospitals or other health care agencies and make their own contacts at hospitals or other health care agencies for

their clinical assignments.

For face-to-face classes: Children and infants can be disruptive and, therefore, are not allowed in class or class-related activities without prior instructor approval.

For synchronous virtual classes: Be physically and mentally present. Have your face on the screen. You may change to a virtual background if you desire. Be sure your background choice contributes to a safe learning environment. Backgrounds that make others in the class feel unsafe or offensive are not appropriate. **If confidential information is being discussed, you must be in a space that maintains privacy.**

For virtual attendance at clinical, Skills Lab or SimCenter: Dress as if you are in clinical, including wearing your School of Nursing scrubs and nametag, unless otherwise directed by your instructor. **If confidential information is discussed, you must be in a space that maintains privacy.**

Consequences of Student Behavioral Concerns (will result in at least one of the following)

1. Request by instructor to stop disruptive behavior
2. Letter to student with copy to go in student's permanent file in the Nursing office. Copy of letter sent to Student, Rights, and Responsibilities.
3. Referral to Student Rights, and Responsibilities for disciplinary action. See Executive Order 1098, *Student Conduct Procedures*, at <https://www.csuchico.edu/scr/ assets/documents/eo-1098-conduct.pdf>

STUDENT RESPONSIBILITY IN EVALUATION

The Board of Registered Nursing and our accrediting agency (Commission on Collegiate Nursing Education) require that nursing programs collect and report certain aggregate data. Students are asked to complete evaluations at the end of semester and end of the nursing program. The evaluations provide valuable insight into program improvements for students. The Student Feedback on Teaching (SFOTs) are evaluations sent out by the university for theory and clinical courses used to evaluate teacher effectiveness to improve students' learning. Students assume the responsibility of providing evaluative data and professional and constructive feedback. At the end of the semester (after grades are posted) the data is shared with faculty.

GOVERNANCE & DECISION MAKING

The SON includes student representation from the undergraduate program and graduate program. The class cohort elects undergraduate representatives. Students are elected to these roles and are expected to provide feedback from these meetings to their classmates. A schedule of all meetings will be sent to the students by the semester or program coordinator.

Participation in faculty meetings, SON committees and other campus organizations is encouraged for its potential for improved students' success, expand collegial relationships, and build leadership skills. Such participation can also be considered in the distribution of scholarships and special awards.

Committee structure and number of student representatives are as follows:

1. General Faculty Meeting: At least one student representative from each semester.

2. Semester Area Meetings: Up to four students currently enrolled in that specific semester, representing each clinical course sections.
3. Curriculum Committee: At least one representative from each semester of nursing.
4. Evaluation Committee: At least one representative from each semester of nursing.
5. Graduate Committee: At least one representative from each cohort represented.

The Director of the School of Nursing reserves the right to appoint students on an interim basis as emergencies arise

Executive Committee.

The purpose of the executive committee (EC) is to proactively assist students succeed in the nursing program. Students must be aware that they could be referred to the EC if their instructor deemed that the student is having trouble such as academic, social, safety, behavioral, and professional.

The Executive Committee is composed of the Director, the Assistant Director, the Retention Coordinator, Semester Coordinator, the Graduate Coordinator, and the RN to BSN Coordinator. No students serve on this committee.

The duties of the Executive Committee are to:

- 1) Make decisions related to the issues students is encountering.
- 2) To advise the Director on matters which require rapid decision-making.
- 3) Based on decisions made a student may be referred to the Retention Coordinator for ongoing retention support.

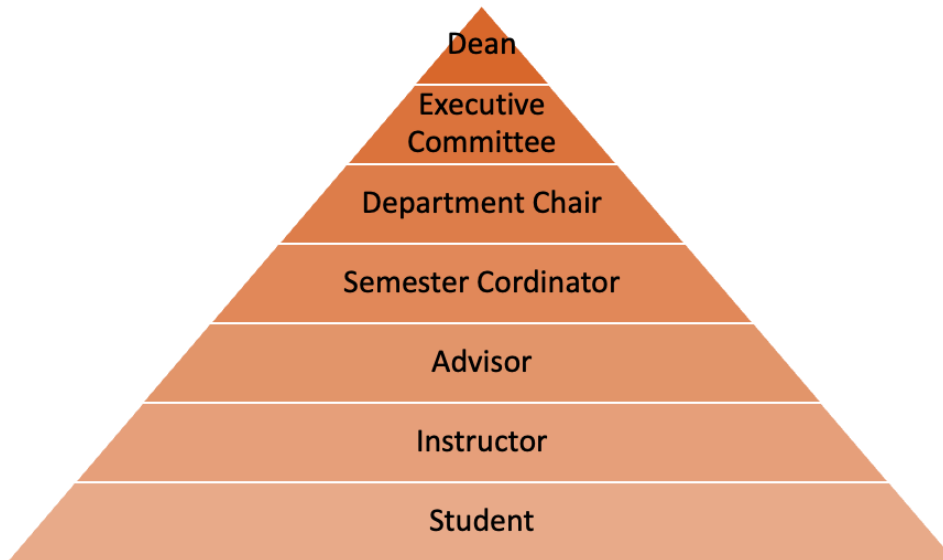
The EC meets twice each semester, usually at mid-semester and at the end of finals week to review student progression issues and petitions for re-entry or advanced placement.

LINES OF COMMUNICATION

Students are encouraged to follow the proper chain of command to resolve conflicts of grade or other academic problems.

Grade disputes and other academic problems are initially discussed between student and instructor. In addition, students may choose to consult with their advisor who can help to clarify the issue and provide information on how to proceed to resolve the problem. Most problems can be settled within the SON between student, instructor, and, when needed, semester coordinator, department chair and Executive Committee. If the student is not satisfied with the results of such meetings, or perceives that academic unfairness or discrimination has occurred, the student is directed to the Dean of the College of Natural Science, who may send the issue back to the department chair for reconsideration or refer the student to the appropriate university Committee.

Student Complaint policy: <https://www.csuchico.edu/pres/em/2020/20-013.shtml>**Grade Appeal policy:** <https://www.csuchico.edu/pres/em/2020/20-012.shtml>



SUPPORT SERVICES

School of Nursing Office

The School of Nursing office is in Trinity Hall, which is in the center of campus. The Nursing Office is in Trinity Hall, Room 121. The Skills Lab (Holt 357) and the primary classroom (Holt 363) are on the third floor of Holt Hall. The Nursing Office hours are Monday through Friday from 8:00 a.m. to 5:00 p.m., during the school year. Summer hours vary. The phone number is (530) 898-5891. The Administrative Coordinator and the Administrative Support Assistant are available to assist students.

Candice Sawyer, ASCI|

Email: csawyer2@csuchico.edu

Phone: 530-898-4677 | F 530-898-6709 |

VACANT, ASA Position

PHONE:| 530-898-5183

Faculty

In the SON there are full time and part time faculty members. All full-time faculty member have at least a master's degree in nursing, and the majority have a doctoral degree or is working towards one. Part time faculty are used when release time /reduced teaching load are sometimes awarded to full time faculty.

More than one faculty member may teach a course and be responsible for course development, arrangement of clinical experiences, and supervision of students in the clinical. The Director of the SON is responsible for ensuring that the program goals are met.

Each full-time faculty member is required to have three hours per week reserved for office hours or meeting with students. Faculty's office hours are usually posted in the course syllabus, Canvas, or this is discussed in class. If there is a conflict with posted office hours, students can

make individual arrangements with faculty.
Part time faculty has pro-rated faculty hours.

Retention Coordinator

This role includes researching, planning, and using effective strategies that will lead to enhanced retention, student success, and institutional effectiveness for high-risk students that would benefit from additional support as identified.

Examples of high-risk students include but not limited to those in jeopardy of failing a class, academic integrity issues, social and behavioral problems, and basic need insecurity. They might include regular meetings and develop a plan of action (See Appendix J) for success with identified student/s.

SIMULATION

Rural Simulation Center

The Rural Simulation Center (RSC) is a fully accredited simulation center and is part of a partnership that allows students the opportunities to practice without risk or harm to themselves or patients. The simulation center increases the opportunity for interdisciplinary training for students and provides expanded opportunities for learning. Skills acquisition and task training alone, as in the traditional use of a skills lab, differ from the simulation experience but are also important.

Simulation is an integral part of the nursing curriculum, and all students are expected to participate in simulated clinical experiences at the RSC. Simulated experiences provide students with the opportunity to be involved in patient care activities they may otherwise not experience in actual clinical settings. These patient situations may be low frequency, high impact events students may otherwise be unable to experience.

Simulation offers an avenue to practice clinical judgment and critical thinking without jeopardizing patient safety. A simulated experience allows students to critically analyze their own actions (or failure to act), reflect on their own skill sets and clinical reasoning, and critique the clinical decisions of others. Students can expect to experience high quality simulated experiences based on simulation science which includes standards of care supported by the International Nursing Association for Clinical Simulation and Learning as well as the International Society for Simulation in Healthcare. Students can expect to participate in simulations that involve low fidelity simulators, high fidelity simulators, live actors, or gaming technologies (such as the use of avatars). Videotaping and debriefing are used to maximize learning opportunities and are recognized as best practice in simulation education. Students are required to sign consents for code of conduct, videotaping and confidentiality. Just as students are required to participate in clinical agencies and work with all types of patients, clients, and experiences, they are also expected to participate in all aspects of the simulated clinical experience in order to meet educational objectives.

Center Code of Conduct

- The RSC is to be treated like a REAL clinical environment.
- Products in the lab may contain **LATEX**. Please notify your faculty member **AND** RSC staff if you have an allergy to latex.
- The RSC is a safe learning environment, all simulations are for learning purposes only. Student performance during a simulation is not to be discussed outside of the course.
- By participating in a simulation students are acknowledged and agreeing to be recorded. Recorded video will be used for debriefing and educational purposes only.
- Students are required to complete an evaluation immediately following the simulation.

- All patient rooms are areas where food and drink are prohibited but food is allowed in the classroom.
- Ink pens may not be used in the patient rooms, only pencils are allowed unless otherwise instructed.
- Students are always to dress appropriate to the clinical experience. In most cases this involves wearing scrubs. Consult with your instructor about dress requirements for the clinical area being simulated. If students arrive at the simulation center with inappropriate shoes or clothing, they will not be allowed to participate.
- Students must always wear close-toed shoes for your safety.
- Students must wear their nametag.
- Guidelines for working with patient simulators:
 - Treat the simulator like a patient.
 - Introduce yourself to your patient and provide your credentials.
 - Inform your patient of their plan of care, lab results, procedures, and medications as applicable.
 - Use professional communication to manage the simulation; including using SBAR to give and receive report and update other members of the healthcare team.

Document any treatments, procedures, vital signs and the patient's response in the medical record and all medications given on the medication administration record (MAR).

- When performing procedures perform as taught during skills instruction. Do not “pretend” to wash hands, use an alcohol swab etc.
- Betadine and surgical lubricant are not to be used on any simulators unless instructed by RSC staff.
- An orientation to simulation will be provided which will include your acknowledgement of video-audio taping, an understanding of confidentiality expectations and your codes of conduct while in simulation.

RESOURCES

Tutoring and Other Learning Assistance

There are a variety of services available on campus to help students successfully complete their course preparation. Please refer to the Student Learning Center services website at <http://www.csuchico.edu/slc/> for assistance with writing, mathematics, reading and study skills. This assistance is available through workshops and courses, as well as tutors. Please see your adviser for help in selecting services if you need assistance with any of these skills.

Students who are having difficulty in any area of the academic program should meet with his/her instructor but may also meet with the Assistant Director or the Director of the School of Nursing. . Access to these services is by faculty referral. Limited tutoring will be available for specific problems designated by the faculty.

Student Support Services

In person and online students can seek assistance from Advising and Financial Aid offices and Student Computing Services. The Office of Graduate Studies is also available for MSN students. All these services have an online presence and e- mail communications accessed through the University Home Page: <http://www.csuchico.edu>

Learning Center

The Student Learning Center helps in improving your learning skills, managing your time (working out a realistic schedule), reading, listening, note taking, writing, concentration, and examination skills for both objective and essay tests.

Information Technology Support Services

In-person and online course technical computer support is available through IT Support Services. (ITTSS) ITSS is located in Meriam Library 142, email at itss@csuchico.edu , telephone 898-4357 Link: <https://www.csuchico.edu/itss/>

Library

Students can access the Meriam Library resources through the University Home Page: <http://www.csuchico.edu/library> . The library has a system for accessing full text articles from a variety of nursing journals. The library offers full interlibrary loan services to on campus and remotely located students and delivers material to them directly by mail. There is usually a librarian assigned to nursing t

WellCat Counseling Center

The Counseling Service offers you an opportunity to talk with someone in complete confidence about anything you would "just like to talk with someone about." This includes anything you feel the need to "deal with", such as inability to concentrate, loss of confidence or a sense of meaning or of individuality, problems with roommates, parents, your marriage partner, puzzling feelings, drugs, sexuality, divorce, your major or career. The counselors are people who are counseling psychologists, social workers or graduate psychology interns trained and selected to be of maximum assistance. Link: <https://www.csuchico.edu/counseling/>

Textbooks and Course Syllabi

Textbooks for all courses can be purchased on campus at the Associated Students' Bookstore. Course syllabi/supplements will be available via Canvas.

EMERGENCY NOTIFICATION SYSTEM

All students and faculty should register with the Chico State Emergency Notification System (register at <http://www.csuchico.edu/alerts/>). The University uses this system to send notice of on-campus emergency situations to students, faculty, and staff. The information in this database is kept confidential. The system will contact you in three ways, based on the information you provide:

- Call to home, office, or mobile phone number
- Text messages (SMS) to mobile device
- E-mails to an address you specify

GRADUATION

Commencement

Nursing students should view their Degree Progress Report online via their student portal and contact Evaluations if there are any problems/questions.

In addition, students need to apply for graduation one year in advance of the term they expect to complete all their degree requirements and coursework. The graduation application is on the CSUC Evaluations site at www.csuchico.edu/evaluations/forms/grad_app.shtml. See the University Catalog for filing dates. There is a graduation application fee and late fees apply.

BSN students with a previous bachelor's degree must submit a graduation clearance form one year prior to graduation.

Commencement exercises are held at the end of each spring semester on the weekend following final examination week. Students graduating with honors (cum laude, magna cum laude, and summa cum laude) are given special recognition. Students may also wear an honor cord if you are a member of Kappa Omicron. In accordance with the broad academic preparation of the nursing program, the concluding ceremony is the University Commencement.

For MSN students, visit the Office of Graduate Study for graduation information:
<https://www.csuchico.edu/graduatestudies/index.shtml>

Pinning

The pinning ceremony is when students reflect on the completion of the Nursing Program, the support received from family and friends, and their future professional nursing role. Faculty, students, and staff plan and conduct the ceremony, which is typically held on the Friday of finals week.

Once students complete the nursing program, they are entitled to purchase the CSUC nursing pin. Students will also be eligible to attend the nursing program's end of program ceremony (pinning). This ceremony is typically held on Friday of finals week.

For RN to BSN students, contact the program Coordinator for information on your Pinning ceremony.

NURSING LICENSURE

Admission into the nursing program does not guarantee that students will obtain a nursing license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with CSU Chico and requirements can change at any time. Students are responsible for determining whether they can meet licensure or credentialing requirements. Licensure is controlled by the Board of Registered Nursing (BRN). This board evaluates applications for licensure and administers the licensing examination (NCLEX). Students will apply for licensure upon completing their final semester. Instructions and forms are available on the BRN website. The Director of the SON will meet with fifth semester students around midsemester in the final semester to review licensure application.

Licensure by Examination: <https://www.rn.ca.gov/applicants/lic-exam.shtml>

Note, CSU Chico will not refund tuition, fees, or any associated costs, to students who determine after admission that they cannot meet licensure or credentialing requirements.

Graduate versus Non-Graduate

If the university has posted your degree prior to receiving your NCLEX results, you will be licensed as a "graduate." If you ask to receive your NCLEX results before your degree has posted, you will be classified as a "non-graduate." You can get an authorization to test for the NCLEX examination when there are: Course completion, grades are posted, the BRN has received the candidate roster from the SON, and you have submitted your Live scan result to the BRN. Typically, takes about two weeks after finals

are completed but make take up to 4-8 weeks after graduation

Make sure to note that NCLEX results should not be provided until your degree has posted if you do not want to be licensed as a non-graduate. If you are licensed as a non-graduate, your license may be limited to reciprocity in some states. That is, some states would not consider you eligible for licensure without retaking the NCLEX examination in that state. If you have already received a bachelor's degree of any kind, you can still be considered a graduate for purposes of licensure.

The NCLEX is administered by Pearson VUE (a computer-based testing provider), throughout the year. The BRN schedules each applicant once they have verified course completion required for licensure. The BRN NCLEX application cost is \$300. The cost for the actual NCLEX exam through Pearson Vue is an additional \$200. (Note: Costs are subject to change.)

Interim Permit

An applicant who has met the educational requirements for licensure in nursing is eligible for an Interim Permit (IP). (The cost to apply for an IP with the BRN is \$100). The IP is not renewable and is in effect until the expiration date (no more than six months) or until the results of the NCLEX examination are made available. Permit holders must function under the supervision of a Registered Nurse who must be present and available in the institution during the time the permit holder is rendering professional services (Business and Professions Code, Section 1414.0). Note that if your application for licensure is under review by the Enforcement Program for past disciplinary or legal infractions, you will not be allowed to receive an IP until the review has been completed and a final decision has been made about your application.

Prior Conviction or Discipline

The reporting of all PRIOR CONVICTIONS OR DISCIPLINE AGAINST LICENSES is required by law except for minor traffic violations (less than \$1000 fine). Misdemeanor and felony convictions must be reported, including all charges of "driving under the influence" or "wet and reckless." Convictions must be reported even if they have been expunged under Penal Code Section 1203.4, or even if a court-ordered diversion program has been completed under the Penal or Vehicle Code. Again, all prior or current disciplinary action against a healthcare related license must be reported, whether it occurred in California or another state or territory. Failure to report prior convictions or disciplinary action is considered a falsification of application and is grounds for denial of licensure or revocation of license.

When reporting prior convictions or disciplinary action, the applicant is required to provide to the Director of the SON a full explanation of the underlying circumstances, date of incident, date of conviction/disciplinary action, specific violation (cite section of law if conviction), court location or jurisdiction, sanctions or penalties imposed and completion dates. Court documents or State Board determinations should also be included. To decide in the cases, the BRN considers the nature and severity of offense, additional subsequent acts, the recency of acts or crimes, compliance with sanctions and evidence of rehabilitation.

The burden of proof lies with the applicant demonstrating sufficient competent evidence of rehabilitation. Examples of rehabilitation evidence would include, but not limited to:

1. Recent, dated letter from applicant describing rehabilitation efforts.
2. Letters from professional counselors, instructors, employers, probation, or parole officers on official letterhead.
3. Letters from recognized recovery programs or counselors attesting to current sobriety and length of time of sobriety if there is a history of alcohol or drug abuse.

4. Proof of community work, schooling, or self-improvement efforts.
5. Court-issued certification of rehabilitation or evidence of expungement.
6. Current mental status examination by clinical psychologist or psychiatrist, if applicable.

For more information: <https://www.m.ca.gov/enforcement/convictions.shtml>

Providing Nursing Services for Pay

Nursing services may be rendered by a student enrolled in a BRN-approved prelicensure program when these services are incidental to the course of study (Business and Professions Code, Section 2729).

Nursing students working for pay are practicing illegally if they perform any nursing function that a nurse aide is not legally permitted to do. This warning has come from the BRN due to recent activities in some health-care agencies that propose to have nursing students working for pay to "do any nursing function that has been taught in their educational program." (Students who are enrolled in a work study course, and who have an identified faculty supervisor and a nursing preceptor in the agency, may perform approved nursing functions beyond the nurse aide level with specific approval of the faculty for skills already mastered in the program.)

ADDITIONAL EDUCATIONAL OPPORTUNITY

For students in the generic BSN program, there many required nursing and general studies courses, with few nursing electives are offered. There are two opportunities that will allow students to develop their special interests , with support and guidance from the nursing faculty.

Independent Study (N399)

These are courses in nursing designed to meet individual student needs. There must be a supervising faculty member and students choose their topic of study.

Honors Program (NURS 399H)

The Nursing Honors Program, consistent with University Guidelines, is comprised of a six-unit culminating experience done over a year. This includes NURS 399-01 (Honors Nursing Practice) for 3 units, and NURS 399-02 (Honors in Nursing Research and Publication) for 3 units. These courses are normally taken in the fourth and fifth semesters of the nursing sequence.

To be selected for the Honors Program, students must have completed the third semester of nursing and nine upper division units in the major. The student must have a cumulative nursing GPA of 3.5 or above and be within the top five percent of their class Upon verification that selection criteria h been met, eligible students will be notified in writing regarding their eligibility to participate in the honors program.

Rural California Nursing Preceptorship Program

The Rural California Nursing Preceptorship Program (RCNP) provides students placements in many different areas in Northern California. Students are placed in a setting of their choice, with a clinical RN preceptor. The RCNP staff will arrange housing if students want to be in a new geographic location. Pre-licensure students must be a senior to enroll in this experience. Placements are available during intersession or summer. Contact the Director of RCNP (530-898-5797) for more information.

Academic Credit for Ex Military Students

For conditionally admitted students who are a previous member of the armed forces you can

receive credits for specific courses. This is achieved by prior military education and experience through our challenge exams. Nursing theory and clinical must be taken concurrently but this is adjusted according to students' military education and experience, this is done on an individualized basis to ensure the course objectives and competency requirements are met. Any student who wishes to receive academic credit for their military education or experience must notify the Director of the School of Nursing within four weeks of their acceptance into the basic BSN program.

Credit by Examination (Challenge)

In accordance with Executive Order 1036 and the BRN's SB 466, students may challenge courses by taking examinations or demonstrating clinical expertise in a specific clinical area as developed at CSU, Chico SON. Credit shall be awarded to those who pass successfully.

There are some limits to the amount of credit that will be granted for results on external examinations. First, no more than 15 semester units of such credit may count toward degree requirements. Credit for Advanced Placement examinations is not included in this limit. Where credit has already been awarded at the equivalent or at a more advanced level, additional credit shall not be awarded. Where partial overlap exists, credit in the amounts indicated above will be reduced accordingly. Credit by examination is not considered residence credit for purposes of residency requirements for the bachelor's degree.

To be eligible to challenge a course, a student must fulfill these criteria:

1. Is a registered student in good standing.
2. Currently enrolled in at least one course other than the course being challenged.
3. Cannot be enrolled in the course being challenged.
4. Cannot have completed or enrolled in a more advanced course.
5. Have obtained approval of the challenge request from both the SON Director and the BRN Content Expert.
6. Not have challenged more than 15 units; and
7. Complete at least one course other than the course being challenged.

A course in which a student enrolls and receives a grade of "C-," "D," "F," "NC," or "I," may not be challenged later, nor may a course be challenged again to improve the grade. Units received through the challenge process do not count toward the units in residence required for the degree or the full-time enrollment necessary for academic honors determination. Note, some private institutions will not accept course credit earned through the challenge process.

Appropriate challenge fees must be paid when the petition is submitted. For California residents, this is equivalent to the enrollment fee. Fees paid are non-refundable.

Public Health Nursing Certificate

Upon successful completion of all BSN degree requirements and the NCLEX, graduates are eligible to apply for the State of California Public Health Nursing Certificate. This is done post licensure.

Applications are available at the BRN web site <http://www.rn.ca.gov>. For the section requesting verification of child abuse prevention training, you simply need to write, “*The content of the CSUC nursing curriculum includes the child abuse/neglect prevention training.*” You should not submit the application before you are a Registered Nurse. All courses required for the PHN certificate must be completed with grades of “C” or better.

- **Step-by-step application information** is provided on the School of Nursing website: <https://www.csuchico.edu/nurs/phn-certification.shtml>

LVN 30 Unit Option

The LVN 30-unit option is a non-degree program that prepares the LVN for the RN licensure exam with a maximum of 30 semester units. This assumes that a student who has completed the proper preparatory work and has a schedule to accommodate full time study. Students intending to pursue this option should consult with the Director of the SON for information. This option is completed in two semesters and students are not able to request a reduced course load. Altering the curriculum pattern may lengthen the time required for completion due to lack of space availability in postponed classes. (This curriculum pattern does not apply to the Generic BSN student). See the curriculum below:

Required Content	Courses	Course Title	Units
NURSING			
Semester I	NURS 319	Pharmacology	2 (T)
	NURS 343	Medical Surgical Nursing II	3 (T)
	NURS 344	Medical Surgical Nursing II Clinical	2 (C)
	NURS 403	Integrative Nursing Theory	2 (T)
	NURS 404	Practicum in Integrative Nursing	2 (C)
Semester II	NURS 422	Leadership/Mgmt/Professional Issues in Nursing	3 (T)
	NURS 424	Practicum in Patient Care	3 (T)
	NURS 413-	Management	3 (T)
	NURS 414-	Nurs Mgmt Maladaptive Behavior Practicum in Mgmt of Maladaptive Behavior	2(C)
BASIC SCIENCES (preparatory classes)			
Physiology	BIO 104	Human Physiology	4 (3T/1C)
Microbiology	BIOL 211	General Microbiology	4 (3T/1C)
TOTAL UNITS			30

ORGANIZATIONS

California Nursing Students Association

The organization of student nurses on the Chico campus is part of the statewide California Nursing Students Association (CNSA). The purpose is to advance and maintain high educational and professional standards among student nurses. Social gatherings, as well as educational speakers and workshops, are arranged by students. All students are urged to be active members. Members receive an online student nurse newsletter as well as *Imprint*, the NSNA's official journal. Members are also eligible for reduced rates for liability insurance. All members are eligible for membership and participation in local, state, and national offices.

At the beginning of Semester I of Nursing, a CNSA representative will visit the class to explain the organization. Watch the CNSA bulletin board for announcements. Find out more about the organization on Facebook <https://www.facebook.com/csucnursing> where there are updates and announcements about upcoming events and activities.

Chico State Nursing Club

Chico State Nursing club whose mission is "Building a social and professional network between Nursing and Pre-Nursing students" can be found at the following website:
<https://sites.google.com/mail.csuchico.edu/chiconursingclub/home>

United in Nursing

Mission and Values Summary: To enhance unity to all nursing students in which any individual, gender, ethnicity, always feels welcome, respected, valued, and is given the opportunity to participate alongside us as we navigate nursing academics and the career of nursing. The goal is to develop a strong sense of community on campus through the creation of a social environment that promotes diversity, inclusion, and equity for all students.

Sigma Theta Tau International

Kappa Omicron is the local chapter of the Sigma Theta Tau International (STTI), the international honor society of nursing. STTI was organized to encourage and recognize superior scholarship and leadership achievement at the undergraduate and graduate levels in nursing. Undergraduate students must have completed one-half of their nursing sequence (eligible for membership in Semester IV) with a cumulative nursing GPA in the top 35% of the class are eligible for membership. In addition, faculty, alumni, and community nurse leaders who meet specific criteria are eligible for membership.

Sigma Chapters have at least three educational programs each year as well as a semi-formal induction ceremony in the spring. In addition, scholarships, recognition, and awards are available from both the local chapter and national parent organization. STTI encourages eligible students to join in recognizing professional and scholastic achievement and to participate actively in the nursing profession.

Associated Students

Students also have opportunities to participate on committees in university-wide organizations. The university encourages participation in the formation of policies, rules and sanctions that pertain to students. Representation to university councils and committees is through the Associated Students (AS) organization. All students automatically become members of the AS upon payment of registration fees each semester.

The Associated Students of CSU, Chico connects students with college experience through employment, empowerment, and engagement with programs, services, and facilities created for students by students. For more information, visit: <https://as.csuchico.edu/>

APPENDICES

Appendix A - Student Nurse Background Check and Drug Testing Policy

Applicability and Purpose

This policy applies to all students enrolled in the California State University Chico (CSUC) School of Nursing (SON) undergraduate and graduate programs and addresses required background checks and drug testing for students. The goal of these screening requirements is to assure compliance with clinical remediation and to promote safety of clients served in clinical agencies.

Policy

Students must submit to and satisfactorily complete a background check and urine drug screening as a condition for admission into all programs within the CSUC School of Nursing. An offer of admission will not be final until this background check and drug screening are completed and reviewed by the School of Nursing. Admission may be denied or rescinded based on these results. Additionally, students who are enrolled in the School of Nursing may be required to complete additional background checks and drug screenings during their study (this may be required by a clinical agency or for reasons described in the CSUC School of Nursing Student Guidelines). Students who refuse to submit to the background check and drug screening will be dismissed from the program.

Background Check and Drug Screening Reports

The CSUC School of Nursing will designate an approved company to conduct background checks and drug screening. Students and applicants are required to self-disclose any criminal conviction or any potentially positive drug screening information when they apply to the program, or when subsequent drug screening may be required. The designated company will issue reports directly to the SON. Results from a company other than the designated company will not be accepted.

Students and applicants will contact the designated company, arrange for the background check, and drug screening, complying with the requirements for obtaining the checks and drug screening, and reporting of the results. This will include authorization for obtaining the background check and drug screening and release of information to the SON.

Students and applicants are responsible for payment of any fees charged by the designated company.

Background checks and drug screenings must be completed prior to the start of the first semester, or prior to beginning the clinical course when subsequent drug testing is required.

When reviewing results, the Director of the SON or her/his designer may consider the nature and circumstances of criminal convictions, or positive drug screen. *Criminal convictions* (such as the time frame, severity and circumstances surrounding the conviction) will be examined in terms of the student's ability to meet the requirements of the program as well as his/her eligibility to take the NCLEX exam. In reviewing background checks and drug screening, the Director or her/his designer may seek advice from University counsel, University police, or other appropriate advisors. Evaluation of a *positive drug screen* will consider disclosure of medications used and the student's ability to safely meet the requirements of the program and our clinical agencies.

Results of the background check and drug screens will be made available to the student, the CSU Chico SON and any clinical facility that requires this information before a student may begin a clinical rotation. Should a clinical agency refuse to place a student based on the outcome of either the background check or drug screen, the SON is not required to arrange alternate clinical placements but will attempt to make such placements, if possible, on a case-by-case basis. If alternate placement is not possible, the student cannot continue in the nursing program. All background checks and drug screenings are considered confidential

and are placed in a student's file.

Derogatory information of the following nature, which is obtained as the result of the background investigation, may make clinical placement impossible and will result in dismissal from the nursing program.

Any felony convictions including plea agreements to felony convictions. Sexual assault, rape, indecent exposure, lewd and lascivious behavior, or any crime involving nonconsensual sexual conduct committed. Child abuse, sexual exploitation of children, child abduction, child neglect, contributing to the delinquency or neglect of a child, enticing a child for immoral purposes, exposing a minor to pornography or other harmful materials, incest, or any other crime involving children as victims or participants committed at any time. Any charge related to illegal drugs, such as (but not limited to) possession of drugs or paraphernalia, or trafficking. Abuse, exploitation, or neglect of a vulnerable adult (disabled or elderly) committed at any time. Offenses involving substantial misrepresentation of any material fact to the public or an employer, including embezzlement, bribery, fraud, racketeering or allowing an establishment to be used for illegal purposes. First or second-degree arson. Kidnapping. Any offense in another state or country, the elements of which are substantially like the elements of the above offenses.

The procedures that are followed for students or applicants who are suspected of being under the influence of alcohol or drugs are contained in the student guidelines.

Students Rights

Students and applicants have the right to review the information reported by the designated company for accuracy and completeness and to request that the designated company verify that the information provided is correct. If any applicant or student believes the information is inaccurate, he/she has the right to appeal against the decision and request a review with the SON. It is the student or applicant's burden to produce substantial evidence to prove the reports are incorrect.

Review Standards

In reviewing the background checks and drug screening results, the Director of the SON or designee in consultation with the Executive Committee will consider the following factors in making his/her determination of the student's ability to enter or progress in the program: the nature and seriousness of the offense or event and the relevant circumstances surrounding the offense or event. This determination will prioritize the safety interests of the patient and the clinical agencies where students are placed.

Deferment

A reviewing committee may extend an offer of admission for up to one year while a matter is being resolve

Other Provisions

A background check and drug screening will be honored for the duration of the enrollment if: the student is continuously enrolled unless required more frequently by a clinical agency in which the student is placed; or there is reasonable suspicion that the student has violated the student guidelines related to drug and/or alcohol use/dependency or is convicted of one of the crimes listed above during his/her time in the program. A student who has a break in enrollment is required to complete a new background check and drug screening prior to his/her return to the clinical setting.

Falsification of information on background checks and drug screening, including omission of relevant information, may result in denial of admission or dismissal from the nursing program.

Rationale

Health care providers are entrusted with the health, safety, and welfare of patients, have access to controlled substances, confidential information and operate in settings that require the exercise of good

judgment and ethical behavior. Thus, an assessment of a student or applicant's suitability to function in such a setting is imperative to promote the highest level of integrity in health care services.

Clinical facilities are increasingly required by accreditation agencies, such as the Joint Commission on Accreditation of Healthcare Organization (JCAHO), to conduct background checks and drug screening for security purposes on individuals who provide services within the facility and especially those who supervise care and render treatment.

The Joint Commission on Accreditation of Healthcare Organization (JCAHO) Comprehensive Accreditation Manual for Hospitals 2004 added to their Human Resources Standards (HR.1.20) a section related to criminal background checks. The JCAHO standard requires agencies to include nursing students in criminal background checks when required by state law, regulation, or hospital policy.

According to the California Board of Registered Nursing document on background checks for student nurse placement, clinical agencies have the right to establish criteria that would exclude a student from placement at their facility. Clinical agencies that have a policy that include student nurses in their requirement for criminal background checks will need to comply with their own policy to be compliant with the JCAHO Standard. HR 1.20. On the other hand, agencies may use different criteria for students than are used for employees or exempt them entirely and still meet JCAHO Standards.

Appendix B - Using SentryMd/Precheck

Account Access

Please note your account will only be available after you have registered and sent Part I of this packet into Sentry MD. You should have received instructions sent along with your semester 1 packet. Your account allows you to see your status and download/print documents that have been processed by Sentry MD. Please make sure to submit document requirements to the Upload link: <https://mysentrymd.com/sentrymd.html#/upload/59> as you are not able to upload directly to your account, all documents are reviewed and processed prior to showing in your account (*processing can take 24 to 48 business hours*).

Link to Sentry MD system: <https://mysentrymd.com/sentrymd.html#/home>

1. Enter your User ID: (email address in all lowercase)
2. Click on Set Password
3. Enter your email address (your User ID will be the email address you registered with in all lowercase)
4. You will be sent a token to your email address
5. Enter Token from email onto site
6. Create a Password
7. Click link to go to login screen

Once you are logged into your account, you will note on the landing page how easy it is to see if you are compliant or not with the requirements for your program. A blue checkmark next to each of the requirements means you are compliant. Requirements without the blue checkmark indicate you are missing documentation, and these items need your attention.

In addition to viewing your status at any time, you can download and print your landing page checklist and any or all the documents you have submitted by clicking the Documents Button. Only documents that have completed processing will appear in your account; please note processing can take 48 business hours. We hope these tools help you stay on top of your status and keep you compliant with your program requirements.

Submitting Documents

All documents must be submitted in PDF format. Documents should be submitted as a PDF attachment via email to CSUCHICO@SentryMD.com or uploaded to the Secure Student Uploader at <https://mysentrymd.com/sentrymd.html#/upload/59>.

If you have any questions regarding this packet, please email us at CSUCHICO@SentryMD.com.

Appendix C- Social Media Policy

(Adopted by SON 2014)

Students must be aware that inappropriate use of social media may result in inadvertently disclosing confidential or private information about patients.

The following guidelines are intended to minimize the risks of using social media:

- First, students must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Students are prohibited from transmitting by way of any electronic media any patient-related image. In addition, students are restricted from transmitting any information that may be anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- Students shall not share, post, or otherwise disseminate any information with anyone unless there is a patient care-related need to disclose the information, or other legal obligation to do so. This includes images, information about a patient, or information gained in the student nurse-patient relationship.
- Students shall not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Just as in face-to-face interactions, students shall not refer to patients in a disparaging manner, even if the patient is not identified.
- Students shall not take photos or videos of patients on personal devices, including cell phones.
- Students shall maintain professional boundaries in the use of electronic media. Just as in face-to-face relationships, the student nurse has the obligation to establish, communicate, and enforce professional boundaries with patients in the online environment.
- Students must promptly report any identified breach of confidentiality or privacy.

In addition, students shall not make disparaging remarks about agency employees, patients, peers, or faculty. Students shall not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic, or other offensive comments.

Reference: Guidelines derived from NCSBN (Aug. 2011) "White Paper: A Nurse's Guide to the Use of Social Media Retrieved from https://www.ncsbn.org/Social_Media.pdf

Appendix D: Mobile Device Policy

(Adopted by SON 2019)

1. In the interest of promoting an effective learning environment as well as professional work behavior in the nursing program, cell phones must be turned off or set to “vibrate” during class. To avoid disturbing others, students must leave the classroom to accept a call when necessary. Students may not answer a call or text in the classroom. Exceptions to this rule, including the use of other mobile devices, are at the discretion of the instructor. Engaging with or posting to social media during class is prohibited under all circumstances.
2. In the clinical setting, students shall conform to the mobile device policies of the organization where the clinical course takes place. Under no circumstances are students to use their cell phones in patient care areas in acute care settings. Students may use their cell phones to text their instructor for assistance or for educational purposes, such as medication references, pathophysiology questions, etc. Such use of cell phones or other mobile devices must be conducted in non-patient care areas: break rooms, utility rooms, and, with the permission of the clinical instructor, in the nurses’ station.
3. The course syllabus for each course should refer to this policy, including any exceptions the instructor specifies to the general policy. Violations of the mobile device policy may result in disciplinary action which may include the student being removed from class or the clinical facility, and referral to the School of Nursing executive committee or the University Office of Student Conduct, Rights and Responsibilities.

Appendix E: Medication Administration Policy

(Adopted by SON 2019)

Students in the nursing program who administer medications will follow the policies and procedures of the clinical facility. However, the School of Nursing policy is as follows.

1. Students will always observe the standards of safe medication administration, including the 6 rights of medication administration, appropriate aseptic technique, and any other applicable precautions. Failure to follow these safety precautions may warrant removal from the clinical facility, referral to the safety and executive committees, and may result in dismissal from the nursing program.
2. Students may not administer any medications before they have demonstrated competence in the route of administration: oral, feeding tube, IM, SQ, rectal, etc.
3. The clinical instructor will supervise the first medication administration of any clinical rotation by each student, except in preceptor clinical. Provided the student meets the appropriate competency, either the clinical instructor or the staff nurse with whom the student is working may supervise later medication administration. Students in preceptor clinical rotations, such as N424 or the RCNP may administer medications with the supervision of their preceptors. *All* medication administration in first semester clinical courses will be performed under the supervision of the clinical instructor.
4. All intravenous medications, whether IV push, ongoing infusion, or secondary medication infusions will be supervised by the clinical instructor, except in preceptorships as noted in paragraph 3.
5. Students may, with the consent of the clinical instructor, administer saline flushes before and after IV medications, and as routine flushes to saline locks.
6. Students who have passed the IV start competency may attempt/start IVs with the supervision of the staff nurse they are working with. The clinical instructor may also, at his/her discretion, supervise IV attempts/starts.
7. All medication errors and near misses will be reported to the School of Nursing safety committee as well as to the appropriate personnel at the clinical facility. Refer to the School of Nursing’s Adverse Event Policy

Appendix F Non-Acceptance of COVID 19 Vaccine Exemptions

This protocol addresses CSU Chico students placed at clinical facilities that do not accept the COVID-19 vaccine exemptions. CSU Chico SON has no authority over facility requirements. Students are not considered employees of the facility and the facility guidelines for employees may not be the same as facility guidelines for students. We are guests at these facilities, and the individual facilities set the requirements for students. Furthermore, the SON cannot guarantee that facilities will not make abrupt changes of the requirements.

Step 1

If a switch is being requested for an exemption, a notification will be sent to the cohort placed at facilities that do accept exemptions inquiring if another student would like to switch. If a student is willing, the switch will be made. Students can volunteer to switch but will not be made to switch, as reasonable accommodations do not include impositions on other students. If more students want to switch than spots available, placements will be granted using an online randomizer. Students may not ask other students to switch with them. This will be conducted through the School of Nursing office.

Step 2

- Semesters 1-4: If another placement cannot be secured for students enrolled in semesters 1-4, the student seeking an exemption will not be able to attend their required clinical course. In this case, the student requesting an exemption will need to take a leave of absence.
 - For students in semester 1, a placement will be held in the incoming semester 1 cohort to accommodate students who needed to take a Planned Educational Leave (PEL), provided that the PEL begins prior to the incoming cohort being established. The re-entry student will be granted clinical registration priority for a clinical site that accepts an exemption for that semester. Moving forward through the program, the student cannot be guaranteed registration priority and will once again follow the priority system of their current semester.
 - For students in semesters 2-4, Students may re-enroll the following semester if the preceding cohort has space available. The re-entry student will be granted clinical registration priority for a clinical site that accepts an exemption for that semester. Moving forward through the program, the student cannot be guaranteed registration priority and will once again follow the priority system of their current semester.
- Semester 5: If another placement cannot be secured for students enrolled in semesters 5 via student switching, the School of Nursing will inquire with clinical facilities accepting exemptions if they have the capacity to accommodate additional student(s). If the clinical facilities decline, the student seeking an exemption must take a leave of absence. Students may re-enroll the following semester if the cohort has space available and will be granted clinical registration priority.

Appendix G

CALIFORNIA STATE UNIVERISTY, CHICO SCHOOL OF NURSING

STUDENT TRACKING FORM

This form tracks absences, missed class or clinical assignments, and/or unprofessional or unsafe behavior. It will be kept in the student's file. It will be used by all faculty and a template attached to each Blackboard course. In clinical courses, it will be used to track missed clinical time (late arrival or absence, early departure) and/or missed assignments. In theory courses, it will be used to track missed exams and/or assignments.

Name _____ Faculty _____

Course _____ Today's Date _____

Course requirement: Test ___ Assignment ___ Missed Clinical ___ Late to Clinical ___ Other ___

ATI Level 1 or below level 1 and Assessment name: _____

Reason for completing form/other: _____

Date/Time requirement should have been completed : _____

Reason not completed (for faculty or student to complete): _____ :

Was faculty notified in advance: Yes ___ No ___ If not, why (for faculty or student to complete): _____

Outcome: _____

Faculty approval to complete/make-up missing requirement: Yes ___ No ___

Reason for denial (if appropriate): _____

Date make-up to be completed: _____

Student Counseled: Unprofessional Behavior _____ Unsafe Behavior _____

Comments: (for faculty or student to complete)

Lead faculty / Semester Coordinator notified? Yes, No ___

Comments: _____

Faculty Signature _____ Date _____

Student Signature _____ Date _____

(Electronic signatures will be accepted.)

Appendix H- ATI Assessment & Remediation Policy

This policy is addressing required elements in the ATI package that will be used for evaluation and points. Faculty in each semester may determine additional assignments and use of ATI material for evaluation and points. The required assessments are listed below.

Content Mastery Assessments (Proctored Exams)

Students will be required to complete proctored assessment(s) in each semester to advance in the program. The content proficiency assessments will be part of theory courses. The date of the assessments varies each semester but will be administered approximately week 11. Each proctored assessment will be administered only once regardless of a student's proficiency performance on the individual assessment. Remediation will be required for all levels. Level 2 is the expected achievement. Practice exams will be locked 48 hours before proctored exam. Practice exams will have a 24-hour lockout period between retakes.

Grading

ATI test scores and remediation are worth 10% of the total points in the theory or clinical course in which they are associated. Points will be awarded by the following methods: evidence of preparation for proctored assessment, level of achievement on proctored assessment, evidence of remediation on missed topics from proctored assessment. In addition, there is an expected amount of time that a student must spend in the focused review of missed topics on the proctored exams. The details of the points and review time will be outlined in the course supplement.

Remediation: Students who do not achieve the appropriate score or level on the first assessment must follow a prescribed remediation plan. Proficiency levels on the proctored assessment will determine the required remediation. All students regardless of proficiency level must review missed questions/content. Students that perform less than level 2 on any proctored assessment must complete remediation before end of week 15 to progress to the next semester. See rubric below for distribution of ATI points. Individual course supplement will outline required "evidence of remediation" and due dates.

These standards apply to all proctored **Content Mastery** exams *except* the Comprehensive Predictor, outlined below.

Content Mastery Series

Points Awarded for Evidence of Preparation for ATI Proctored Assessment	Proficiency Level on ATI Proctored Assessment	Points Awarded for Achievement on ATI Proctored Exams (Proficiency Level)	Focus Review Time Required for Evidence of Remediation on Missed Topic from ATI Proctored Assessment	Points Awarded for Evidence of Remediation on Missed Topics from ATI Proctored Assessment	Total Points Awarded (10% of Total Course Points)
20% Total Points	Proficiency Level 3	60% Total Points	1 hour	20% Total Points	100 %
20% Total Points	Proficiency Level 2	50% Total Points	2 hours	20% Total Points	90%
20% Total Points	Proficiency Level 1	40% Total Points	3 hours	20% Total Points	80%
20% Total Points	Proficiency Below Level 1	30% Total Points	4 hours	20% Total Points	70%

The School of Nursing Executive Committee will review students who perform at Below Level 1 in any given semester. Students who show a pattern of not preparing for the proctored assessments and/or not reaching level 2 will be in danger of not progressing in the nursing program. These students will be referred to the Executive Committee and the Retention Coordinator for a progression plan.

Dosage and Calculation Assessments

As part of clinical courses students are required to pass a Dosage and Calculation Assessment in semesters 1-4. The ability of students to pass the dosage and calculation test at 90% is an overriding safety issue. Points may be assigned by individual semesters. Students unable to pass the Dosage and Calculation Assessment by the time 25% of the clinical is completed are in danger of failing the clinical course.

1. If the test is not passed the first time, the student is required to meet with their clinical faculty to discuss a remediation plan prior to repeating assessment.
2. Each assessment is offered through ATI 3 times without additional cost.

3. A faculty-generated assessment can be used for the 3rd attempt.
4. If the dosage and calculation assessment is not passed after the 3rd attempt, the student will be referred to the Executive Committee for a decision regarding action to take. The student is at risk of not being able to continue in the program.

Critical Thinking

A Critical Thinking Entrance Assessment will be administered in semester 1 in the Evidence-Based Practice course (N255) and again in semester 5 during the N422 Leadership course. There is no remediation connected with these assessments. Points awarded are at the discretion of the faculty.

The following are the assessment(s) given in each semester:

Semester 1	N284 N284 N284 N255	Dosage & Solution HIPAA Fund. Practice Test A (proctored) Critical Thinking (entrance)
Semester 2	N304 N304	Dosage & Solution Fundamentals Exam
Semester 3	N314 N344 N314 N314 N314	Dosage & Solution – in OB & Peds Medical-Surgical Maternal-Child Pediatrics HIPAA
Semester 4	N413 N404	Mental Health Dosage & Solution
Semester 5	N424 N424 N424 N422 N475 N475	Comprehensive Predictor Leadership practice Pharmacology Critical Thinking (exit) Community Exam HIPAA

RN Comprehensive Predictor

Students will complete this proctored assessment in the 5th semester as part of N424 *Practicum in Patient Care Management* clinical course. The date of the assessment varies each semester but will be administered approximately week 14. Students are expected to achieve a score of 70% (or *percentile*) or higher. The points given for various percentages are listed below.

Points are awarded accordingly, based on *percentile or percent* score, whichever is higher. There are **180** questions, 150 of which count. 3 hours are allotted.

90-100%	25 points
80-89.9%	20 points
70-79.9%	15 points
60-69.9%	10 points
< 60	5 points

Students will also take the **practice exam** (most recent version) **no later than 48 hours** before taking the comp. predictor. They must achieve 90% to get the points. If 90% is not achieved on exam A, exam B is to be taken; if 90% is achieved on exam B, students get the **10 points**. If they do not achieve 90% on exam B, they will get 5 points for taking both exams A & B.

Remediation is to be completed within one week of the exam if scoring less than 90%. Students will receive 10 points as follows:

80-89.9%	1 hour
70-79.9%	2 hours
60-69.9%	3 hours
< 60	4 hours

The proctored **pharmacology** exam is also administered in N424 and requires remediation.

The comp. predictor and pharmacology proctored exams together will not be worth more than 10% of the total grade.

Appendix I BSN Student Affirmation Form

(Signed by students with every Student Handbook update)

- 1) As a student of CSU Chico, I am a member of the CSU Chico Community and a member of a profession. I understand as a member it is my responsibility to uphold core values of nursing as well of the nursing profession Code of Ethics
- 2) I agree and will conduct myself in a manner that exhibits professional values and in accordance with the National Student Nurses Association (NSNA) NSNA Code of Academic and Clinical Conduct.
- 3) I have/will read the current CSU Chico, School of Nursing Handbook and will abide by the policies and procedures outlined within it. I understand that I am responsible for all information contained in the Student Handbook for BSN students.
- 4) I acknowledge that as a nursing student, I have a responsibility to act in a manner consistent with the essential attributes of the profession.
- 5) I have/will read CSU Chico Social Media Policy. I agree to protect the privacy of faculty, peers, patients, and family members of patients by appropriately disclosing confidential information about faculty, peers, patients, or their family members that is disclosed to me in my capacity as a CSU Chico undergraduate nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a CSU Chico University undergraduate nursing student and will adhere to HIPAA guidelines
- 6) I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the Social Policy Statement, the State Nurse Practice Act and CSU Chico University.
- 7) I will maintain and uphold the Academic Integrity Statement and Policy (set forth in the Student Handbook and will not condone or participate in any activities of academic dishonesty.
- 8) I will not obtain/recreate or copy any items or portions of any exam for my own use or for use by others during my enrollment in the School of Nursing.
- 9) I will sign and/or submit only my own papers/documents for required course work, and I will not sign any other student's name to anything, including class rolls.
- 10) I recognize that I am responsible to maintain health insurance coverage for myself. Further, I recognize that the CSU Chico University School of Nursing or other agencies in which I may have clinical practicum are not responsible for my health care needs that result from clinical participation.
- 11) I understand that if I do not complete Sentry MD requirements by enrollment, my offer of acceptance can be rescinded, and I will need to reapply for the next semester or professional development points can be subtracted in clinical courses.

Student Name (print) _____

Student Signature _____

Date _____

Appendix J Academic Improvement Plan

CSU Chico School of Nursing
Academic Improvement Plan (AIP)

Name of Student:

Date:

Reflection: Take some time to reflect upon the factors Explain below what factors that have contributed to your academic difficulties.	Action Plan for Success (Address potential obstacles you face with strategies to address each).

Please identify which of the following resources you could benefit from and will pursue:

- | | |
|---------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Academic advising | <input type="checkbox"/> Physical health support |
| <input type="checkbox"/> Career advising | <input type="checkbox"/> Accommodations for disabilities |
| <input type="checkbox"/> Academic tutoring | <input type="checkbox"/> Support network on campus |
| <input type="checkbox"/> Mental health counseling | <input type="checkbox"/> Other (state): _____ |
| <input type="checkbox"/> Financial assistance | |

Student's Signature:

Retention Coordinator:

Date:

Next follow up appointment with the Retention Coordinator:

Note: The student's signing the form indicates having received the information.

Cc: Student cc: Semester Coordinator cc: Advisor

cc: Student File